

Optimization of Human Resource Management in Islamic Boarding Schools

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INFO ARTICLE

Keywords:

Resource management; Human;
Islamic boarding schools;
Teacher Management;
Student Development

Article history:

Accepted 2025-08-16

Revised 2025-11-02

Accepted 2025-12-14

ABSTRACT

This study aims to analyze the human resource management system (HR) at the Daar El Qolam 3 Islamic Boarding School in Tangerang as a model of modern Islamic education management that integrates spiritual values with the principles of professionalism. This research focuses on three main aspects: (1) the management of teaching and education personnel, (2) the management of students through an integrated education and parenting system, and (3) the management and empowerment of alumni as part of the sustainability strategy of the Islamic boarding school. This study uses a qualitative descriptive approach using a case study method. Data were collected through observation, in-depth interviews, and documentation studies of internal documents of the pesantren, and analyzed using the Miles and Huberman interactive model. The findings show that HR management at Daar El Qolam 3 operates in a systematic and value-based manner. Faculty management is carried out through selective recruitment, training, competency certification, and performance evaluation based on moral and spiritual values. Student management is carried out in an integrative manner, combining academic education and character development through the MUMTAZA student organization as well as leadership and social programs. Alumni management is carried out through IKADEQ, an alumni organization that functions as a platform for collaboration and strengthening academic, social, and international networks with foreign universities. This study concludes that the success of HR management in Daar El Qolam 3 is supported by the internalization of Islamic values such as sincerity, simplicity, brotherhood, and responsibility into the modern managerial system. This model increases the attractiveness and competitiveness of Islamic boarding schools in the global era and serves as a reference for other Islamic educational institutions in building professional, spiritual, and sustainable human resource management.

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INTRODUCTION

Pesantren play a strategic role as an Islamic educational institution in forming a generation with noble character, independence, and knowledge. In the context of modernizing education, Islamic boarding schools face new challenges in the form of the need for a professional management system and improving the quality of human resources (HR). This is due to the increasing public

demand for Islamic educational institutions to produce graduates who not only have religious competence but also demonstrate academic ability, social awareness, and leadership abilities (Rivai, 2019).

The Daar El-Qolam Islamic Boarding School in Tangerang is one of the modern Islamic boarding schools that implements a dual curriculum system—combining the traditional diniyah (Islamic) curriculum with the national (general) curriculum (Putri & Az-Zahran, 2025). Along with the development of the institution and the increasing number of students (students), human resource management is a key aspect in maintaining the quality of education and institutional sustainability (Sya'bana, 2024). The management system not only includes teaching and administrative staff but also includes student development and alumni empowerment as an integral part of the pesantren education ecosystem (Dewi, 2024).

The HR management system in Daar El-Qolam shows unique characteristics. Daar El-Qolam 3 Dza' Campus Education Guidebook (Dza 'Izza, 2022) emphasized that student development is carried out through two integrated paths, namely the instructional path (academic) and the nurturing path (character formation) (Putera, Wijayanti, & Niyonsaba, 2021). Meanwhile, alumni networks are managed through institutional partnerships with international educational institutions such as Management and Science University (MSU) Malaysia and Tunisia's University of Ez-Zitouna, which aim to strengthen the global competence and competitiveness of students and alumni (S Sauri & others, 2022).

Thus, the practice of human resource management in this pesantren is an adaptation of Islamic education to the modern management paradigm, without abandoning the spiritual values and traditions of sincerity that characterize the pesantren world (Humaida, 2022).

Previous research on human resource management in Islamic boarding schools has been conducted extensively. For example (Munadi, 2017) highlighting the importance of the teacher and staff development system in improving the quality of pesantren education. (Nizar, 2018) Discussing the role of kyai (religious figures) in leading the value-based education system. (Samsul, 2020) researching the modernization of Islamic boarding schools in terms of administration and curriculum, but paying little attention to alumni management as part of the institutional strengthening strategy. Most of this research focuses on teacher leadership and development, while the management of students and alumni as a component of Islamic boarding school human resources has not been comprehensively discussed. In addition, most previous research has remained normative and descriptive, lacking an integrative model that incorporates three main aspects: educators, students, and alumni.

The novelty of this research lies in a holistic approach to human resource management in Islamic boarding schools, by simultaneously examining three interrelated components:

1. Management of teaching and education personnel, as the core implementer of pesantren education.
2. Student management, through a structured parenting system (MUMTAZA) that integrates academic, discipline, and leadership aspects.
3. Alumni management, as a sustainability strategy and strengthening the social and academic network of Islamic boarding schools.

This research seeks to fill the gap in the literature by showing how human resource management in modern Islamic boarding schools can integrate Islamic spiritual values with managerial professionalism in the context of 21st century education.

Research Issues

Based on the above background, the research problems formulated in this study are as follows:

1. How is the management strategy of teaching and education personnel implemented at the Daar El-Qolam Islamic Boarding School in Tangerang?
2. How is the management system for students implemented in terms of academics, character, and discipline?
3. How are alumni managed and empowered to support the sustainability of the pesantren?

4. How are Islamic values and modern management principles integrated into human resource management in this pesantren?

Research Objectives

This research aims to:

1. Describe the HR management system at Pondok Pesantren Daar El-Qolam Tangerang.
2. Analyze the management strategy of teaching staff, students, and alumni in an integrated manner.
3. Identify Islamic values that underlie human resource management in pesantren.
4. Propose a conceptual model of Islamic boarding school human resource management that is adaptive to the demands of educational modernization.

Research Benefits

Theoretically, this research contributes to the development of Islamic education management studies, especially in the context of modern Islamic boarding schools. Practically, the findings of this study can be a reference for other Islamic educational institutions in managing human resources effectively and sustainably. Strategically, this research strengthens the argument that pesantren can become centers for educational innovation through the application of professional, value-based, and rooted in spiritual and communal principles.

LITERATURE REVIEW

The Concept of Human Resource Management (HR)

Human Resource Management (HR) is a strategic process that includes planning (Sulaiman & Abdullah, 2018), organizing, implementing, and supervising personnel within an institution to increase organizational effectiveness and productivity (Rivai, 2019) emphasizing that human resources are the main assets of the institution that must be managed systematically through recruitment, training, performance appraisals, and equitable remuneration (Rizal & Lestari, 2022).

In the context of educational institutions, HRM serves to ensure that the performance of educators, education staff, and students operates synergistically to achieve institutional goals (Yusuf & Haramain, 2021). The human resource approach in Islamic boarding schools must integrate spiritual values, professionalism, and social responsibility to create a sustainable education system (Zohar & Marshall, 2017).

Human Resource Management in the Context of Islamic Boarding Schools

Islamic boarding schools have a unique character, because they combine Islamic values with the education system and dormitory. According to (Nizar, 2018) The leadership of kiai and the social structure of the pesantren play an important role in shaping the work culture and HR management system.

Munadi (2017) explained that human resource management in Islamic boarding schools includes moral development, competency improvement, and the formation of commitment to the institution's educational and da'wah mission. In contrast to general educational institutions, human resource management in pesantren not only emphasizes work efficiency but also fosters sincerity, independence, and spiritual responsibility (Fathurrochman, 2020).

Meanwhile, Arifin (2020) highlighted the importance of modernizing the pesantren management system in the digital era, where Islamic institutions must adapt information technology in human resource governance while preserving traditional religious values (Amrullah, 2019). The integration between modern management systems and Islamic principles is characteristic of the HRM model of modern Islamic boarding schools such as Daar El-Qolam (Sofyan Sauri & Nurdin, 2021).

Management of Educators and Education Personnel in Islamic Boarding Schools

Educators and educational staff are essential elements for the success of any educational institution. (Hasibuan, 2020) states that the improvement of educator competencies can be achieved through continuous training, professional certification, and objective performance evaluation.

In modern Islamic boarding schools, the recruitment of educators takes into account not only academic qualifications but also moral and spiritual commitments. Rivai (2019) emphasized that professionalism among educators in Islamic education must be balanced with a deep understanding of *da'wah* and character development.

Munadi (2017) further revealed that coaching and mentoring of education personnel in pesantren can increase loyalty, motivation, and innovation in the learning process.

Student Management (Santri) and Character Building

Students (students) in pesantren are managed through two main approaches: academic education (instructional management) and character development (character-based management). The Handbook of the Daar El Qolam 3 Islamic Boarding School, Dza' Izza Campus (2022) explains that the formation of student character is carried out through the MUMTAZA (Munazzhamah Thalabah Dza 'Izza) organizational system under the supervision of an accompanying teacher.

This system aims to shape the personality of students to be disciplined, independent, and able to lead. Student Leadership Training (LKS), *muhadharah* (public speaking), and *muhadatsah* (Arabic conversation) programs serve as key instruments in encouraging character development.

This is in line with the concept of social capital (Coleman, 1988), which states that social networks and educational environments with strong moral values promote the formation of positive student attitudes and behaviors. Thus, student management at Daar El-Qolam represents a holistic educational model that combines academic, moral, and spiritual dimensions.

Management and Empowerment of Alumni in Islamic Boarding Schools

Alumni hold a strategic position in maintaining the sustainability of the pesantren. Through alumni networks, educational institutions can expand their social influence and strengthen their contributions in education and *da'wah*.

At the Daar El-Qolam Islamic Boarding School, alumni management is carried out through the Daar El-Qolam Alumni Association (IKADEQ), which functions as a forum for communication, collaboration, and social contribution. IKADEQ's activities include career training, seminars, social programs, and the development of international educational networks with universities such as Management and Science University (MSU) in Malaysia and Azzaitunah University in Tunisia (Dza 'Izza Education Foundation, 2022).

This perspective is supported by Coleman (1988), who notes that networked alumni create social capital that strengthens the reputation of the institution and assists the younger generation in obtaining academic and professional opportunities.

Integration of Islamic Values and Professionalism in HR Management

The characteristic of human resource management in Islamic boarding schools is the application of Islamic values in the organizational management system. Principles such as sincerity, simplicity (*basitah*), and responsibility (*amanah*) serve as the moral foundation of any managerial activity.

Zohar and Marshall (2017) introduced the concept of spiritual capital, a wealth of spiritual values that function as an intrinsic source of motivation in work. In the context of pesantren, this concept is reflected in efforts to create educators and students who are not only intellectually competent but also morally and spiritually committed.

The integration of spirituality and professionalism makes the HR model in Islamic boarding schools like Daar El-Qolam not only output-oriented but also process-oriented, emphasizing character building and social contribution.

Conceptual Framework of the Study

Based on the above literature review, the conceptual framework of this study states that the success of human resource management in modern Islamic boarding schools is determined by:

1. Professionalism of educators and education personnel (through recruitment, training, and evaluation).
2. Holistic student development (through the integration of academic and character education).
3. Global alumni empowerment (through collaboration and social contributions).
4. Internalize Islamic values and spiritual capital as the moral foundation of the organization.

This framework illustrates that human resource management in Islamic boarding schools is not just an administrative system, but also a value system and work culture that instills a balance between competence, spirituality, and social responsibility.

METHOD

This study uses a qualitative descriptive approach using a case study method conducted at the Daar El Qolam Islamic Boarding School, Tangerang. Data is collected through the following techniques:

1. Direct observation of human resource management activities in the pesantren environment.
2. In-depth interviews with pesantren leaders, heads of human resources divisions, teachers, and alumni administrators.
3. Documentation of internal data such as recruitment guidelines, training curriculum, and alumni activity reports.

Data are analyzed using interactive models (Miles, Huberman, & Saldaña, 2014), which consists of data reduction, data display, and conclusion drawn. The validity of the data is ensured through triangulation of sources and techniques

FINDINGS AND DISCUSSION

Profile of Islamic Boarding School There El-Qolam

The Daar El-Qolam Islamic Boarding School was established on January 20, 1968 (27 Ramadan 1388 H) by Drs. K.H. Ahmad Rifa'i Arief. Over the years, the institution has grown significantly and now oversees four educational units: Daar El-Qolam 1, 2, 3, and 4.

As part of the leadership regeneration efforts initiated by Kyai Syahiduddin, the first successor of its founder, the leadership of the pesantren was officially delegated in 2009. KH. Nahrul Ilmi Arief was trusted to lead Daar El-Qolam 1 & 4, KH. Odi Rosihuddin with Daar El-Qolam 2, and Ustadz Zahid Purna Wibawa with Daar El-Qolam 3.

The entire Daar El-Qolam campus has the same vision and mission rooted in the Five Souls and Motto of the Lodge, which aims to foster students (santri) with sincerity, simplicity, independence, Islamic brotherhood (ukhuwah islamiyyah), and freedom. The institute also emphasizes on cultivating the four core character traits: noble character, physical health, extensive knowledge, and independent thinking.

These "five spirits" and "four mottos" form the philosophical foundation for all student activities, which are expressed through a life of discipline, worship, the use of language (Arabic and English), leadership training, and a balanced understanding of temporal and spiritual knowledge. Islamic boarding schools promote Islamic values of politeness, moderation, tolerance, and inclusivity.

In response to the evolving dynamics of education, each Daar El-Qolam campus has developed different characteristics:

- a. Daar El-Qolam 1 & 4 adopted a six-year program following the curriculum of the Ministry of Religious Affairs (Tsanawiyah and Aliyah levels). Their focus lies on Islamic studies and Arabic language proficiency inspired by the Islamic higher education traditions of the Middle East and Indonesia.
- b. Daar El-Qolam 2 distinguishes itself through:
 1. Development of scientific culture through research;
 2. ICT-based learning;

3. Strengthening competencies in the fields of natural sciences (ulum kauniyyah) and social sciences (ulum ijtimaiyyah), in line with the curriculum of the Ministry of Education and Culture.
- c. Daar El-Qolam 3, which is the main focus of this study, offers three-year and six-year programs, with the following differences:
 1. Emphasis on the substantive and essential values of Islamic teachings;
 2. Strengthening natural and social science competencies based on the curriculum of the Ministry of Education and Culture;
 3. Serves as a facilitator for an international classroom program available to all Daar El-Qolam students.

Despite these variations, all Daar El-Qolam campuses adhere to the principles of *al-muhafadzah 'ala al-qadim al-shalih wa al-akhdzu bi al-jadid al-aslah*, preserving valuable traditions while embracing new, better values. Daar El-Qolam continues to build a strong and responsive system that is able to adapt to the ongoing changes and challenges of education. As its famous founder said: "Daar El-Qolam should not be known for its kyai (its leader), but it should be known for its system."

Profile There El-Qolam 3

The Daar El-Qolam 3 Islamic Boarding School, often referred to as the Dza 'Izza Campus, carries the vision: "Preparing a generation of believers (mu'min), pious individuals (muttaqin), and scholars who are firmly rooted in knowledge (rasikhin fil 'ilmi)."

Its mission includes:

1. Educate students to realize the Motto of Panca Jiwa and Patong Pondok;
2. Equipping them with mastery of science and technology;
3. Broaden their intellectual and social horizons to function as agents of change in society.

Daar El-Qolam 3 upholds the five basic principles and four philosophies of education, which are collectively known as the Motto of the Five Souls and Pyog. The Five Souls consist of sincerity, simplicity (basitah), independence (istiqlaliyah), Islamic brotherhood (ukhuwah islamiyyah), and independence (hurriyah). The Pondok motto emphasizes noble character, physical health, extensive knowledge, and independent thinking.

At the Dza' Izza Campus, the pesantren offers several study programs equivalent to the high school level, including: Mathematics and Natural Sciences (MIA/IPA), Social Sciences (IIS/IPS), Biology, Information Technology (IT), Business and Islamic Sciences (Dirasah Islamiyah).

Teaching and Education Management

The Daar El-Qolam 3 Islamic Boarding School employs 129 teaching staff with educational backgrounds ranging from bachelor's degrees (Bachelor's), Master's, and Doctor's, to those who have earned the title of Professor. The administrative staff is organized into several departments and sub-departments, including Public Relations and Publications, Documentation, Archives and Portfolios, Institutional Cooperation, IT, Executive Secretariat, Finance (Revenue and Expenditure), Accounting and Taxation, Research and Skills Development, Recruitment and Portfolio, Procurement, and Asset and Warehouse Management.

Teaching and administrative staff are constantly being developed through professional certification and training programs aimed at improving their competencies.

Student Management

The management of students (santri) in Daar El-Qolam is carried out through an integrated system that combines education and nurturing. The education program lasts for six years (junior high and high school levels) and a three-year extension program, all under the supervision of the Ministry of Education and Culture. The philosophy of education emphasizes the formation of moral character, discipline, responsibility, and leadership. This model is known as pesantren-based schools, a combination of the traditional pesantren system and the modern school framework.

a. Character Building and Parenting

Students are nurtured to become contributing members of society through the development of a strong work ethic, sincerity, and leadership. Parenting is organized under a student organization called MUMTAZA (Munazzhamah Thalabah Dza 'Izza), which is supervised by the parenting department. The structure of MUMTAZA consists of the president, field coordinator, division head, and sub-section. Students learn leadership through the Santri Leadership Training (LKS) which is mandatory, systematic, and sustainable. They are also trained in responsibility through activities such as *muhadharah* (public speaking), *muhadatsah* (language conversations), and social service programs.

b. Discipline and Ethics

Student codes of conduct are enforced, covering areas such as ICT use, dress codes, and dormitory discipline. Disciplinary violations are categorized, with educational sanctions designed to instill awareness and responsibility.

c. Academic Aspects and Self-Development

In this Islamic boarding school, students can choose from various study streams including Natural Sciences, Social Sciences, Information Technology, Business, Biology, and Islamic Sciences (Dirasah Islamiyah). There are also internationally leading programs such as CFS (Center for Foundation Studies), in collaboration with Management & Science University (MSU) Malaysia, which prepares students for higher education abroad, and MADRIS (Markaz al-Dauli fi al-Dirasah al-Islamiyah), preparatory programs for university studies in the Middle East, such as at Ez-Zitouna University (Tunisia) and African University (Sudan).

Alumni Management

Alumni management is an important part of the HR management strategy at Daar El-Qolam. Through the Daar El-Qolam Alumni Association (IKADEQ), pesantren build a wide network of communication and social contributions. IKADEQ plays several important roles:

1. Providing mentoring and career training for new graduates.
2. Organizing seminars and social activities in the field of education and socialization (da'wah).
3. Develop an alumni database to facilitate cross-generational coordination and collaboration.

Alumni management at Daar El-Qolam is directed to strengthen the educational network and promote the social contribution of alumni. The Islamic boarding school maintains strategic partnerships with international universities such as Management & Science University (MSU) Malaysia through the CFS program, Ez-Zitouna University (Tunisia), and Africa University (Sudan), in order to expand access to higher education for alumni. This partnership aims to equip alumni with a global perspective, academic excellence, and a strong Islamic character. Alumni are also actively involved in mentoring and social programs at Islamic boarding schools, acting as guest lecturers, donors, and educational partners. In addition, they played a crucial role in expanding Daar El-Qalam's reputation in the international Islamic education community.

Discussion

Human Resource Management as an Integrated System in Modern Islamic Boarding Schools

The Daar El-Qolam Islamic Boarding School implements a human resource management (HR) system that not only emphasizes organizational efficiency but is also based on Islamic values. This approach suggests that pesantren can balance professionalism and spirituality, two aspects that are often treated separately in modern educational institutions.

As emphasized by Hasibuan (2020) and Rivai (2019), ideal HR management should include planning, recruitment, training, and evaluation. However, in Daar El-Qolam, these stages are adjusted to the values of the pesantren such as sincerity, simplicity, and responsibility. This model illustrates the integration between modern managerial approaches and the religious ethos of Islamic boarding schools, creating a sustainable character education system. This practice exemplifies spiritual capital as described by Zohar and Marshall (2017), where spiritual values become the moral

energy that drives all elements of the institution.

Teaching and Education Management

The teaching and administrative staff at Daar El-Qolam consists of 129 people, ranging from bachelor's degree holders to professors. This reflects the institution's commitment to maintaining high academic standards. Their management involves three main stages: selective recruitment, continuous development, and performance evaluation.

Recruitment focuses on two main dimensions: professional competence and alignment with Islamic values—consistent with the findings of Munadi (2017) that loyalty and sincerity are the fundamental attributes of educators in Islamic boarding schools. After recruitment, teachers and staff participate in professional development programs, including competency training and certification.

Teacher development is carried out through coaching (Morcom, 2022), mentoring, and modern pedagogical training integrated with spiritual principles (Cook, 2024). Performance evaluations are carried out periodically, measuring not only academic achievement but also integrity, responsibility (Toh & others, 2022), and social engagement. A reward and incentive system is implemented to maintain motivation and loyalty (Palavan & others, 2025).

This approach supports the view of Hasibuan (2020) that work motivation does not only come from material rewards but also from moral and spiritual satisfaction (Thompson-Lee & others, 2025). Therefore, Daar El-Qolam has successfully implemented a value-driven performance model in the management of its educators (Shaoan & others, 2024).

Student Management: Academic Integration and Character Building

Student management at Daar El-Qolam integrates the instructional (academic) and nurturing systems. This model (known as pesantren-based schools) combines traditional pesantren values with modern educational structures (Lentini, 2024).

Character formation is facilitated through the student organization MUMTAZA (Munazzhamah Thalabah Dza 'Izza), which fosters leadership, responsibility, and independence. Through the Santri Leadership Training (LKS), students are trained to become leaders with integrity. Activities such as *muhadharah* (public speaking), *muhadatsah* (language practice), and social service are also key components of personality development.

This approach reinforces Coleman's (1988) theory of social capital, which posits that social interaction and mutual trust in educational communities increase learning effectiveness and character formation (Glover & others, 2024).

Academically, students can choose from various study paths such as Natural Sciences, Social Sciences, IT, Business, Biology, and Islamic Sciences (Dirasah Islamiyah). The integration of general education and religion produces knowledgeable and open-minded students, in line with the school's motto: virtuous, healthy in body, broad in knowledge, and free in mind.

Competency Improvement through Training and Competency Tests

As part of efforts to improve the quality of human resources, Daar El-Qolam regularly conducts internal and external training programs for educators and administrative staff. Internal training focuses on improving teaching methods, educational technology, and classroom management. Meanwhile, external training is carried out in collaboration with the Ministry of Religion, universities, and professional certification bodies.

Competency tests are conducted periodically to assess the academic, pedagogical, and spiritual abilities of educators. The results of this assessment serve as a basis for career development and the identification of further training needs.

This approach is in line with Rivai's (2019) perspective that effective human resource management must prioritize individual capacity development to support organizational performance (Shaoan, Namanyane, Feng, & Arif, 2024). In the context of Islamic boarding schools, the training also aims to strengthen spiritual leadership, a leadership model based on Islamic

values (Palavan, Kirikkaleli, & Güneyli, 2025) that motivate teachers to educate with sincerity and compassion (Morcom, 2022).

Alumni Management: Social Networking and Institutional Sustainability

The Daar El-Qolam Alumni is organized under an official body known as IKADEQ (Daar El-Qolam Alumni Association), which serves as a platform for communication, collaboration, and social contribution. Alumni play a strategic role in maintaining the existence and reputation of Islamic boarding schools, both nationally and internationally.

IKADEQ organizes various activities such as career training, seminars, social programs, and mentoring for new graduates. In addition, alumni actively contribute as donors, guest lecturers, and partners in educational collaboration.

The Islamic boarding school also forges international partnerships with universities such as Management & Science University (MSU) in Malaysia and Azzaitunah University in Tunisia. This collaboration provides an opportunity for alumni to continue their studies abroad while strengthening the image of the pesantren as a globally competitive Islamic educational institution.

These findings support Coleman's (1988) theory of social capital, which posits that a strong alumni network expands the social capital of institutions and becomes an important instrument in maintaining the sustainability of educational organizations.

Integration of Islamic Values and Managerial Professionalism

The uniqueness of human resource management in Daar El-Qolam lies in its success in integrating Islamic values (spiritual capital) with modern management principles. The values of sincerity (sincerity), moderation (basitah), brotherhood (ukhuwah), and freedom (hurriyah) serve as a moral compass that guides managerial functions.

This approach reinforces the view of Zohar and Marshall (2017) that spirituality, when internalized into organizational systems, can increase moral responsibility and intrinsic motivation of members.

In practice, all educational, administrative, and managerial activities at Daar El-Qolam are based on the philosophical principle of *al-muhafadzah 'ala al-qadim al-shalih wa al-akhdzu bi al-jadid al-aslah*, which means "preserving valuable traditional values while adopting new and better ones." This principle allows pesantren to adapt to changes while maintaining their Islamic identity.

Implications for the Attractiveness of Islamic Boarding Schools and Islamic Education

The human resource management model in Daar El-Qolam has increased the appeal and reputation of the pesantren among the community. The integration of modern management with spiritual values has positioned Daar El-Qolam as an institution of excellence both academically and morally.

In addition, its inclusive and adaptive HR management system allows Daar El-Qolam to compete with public educational institutions and even serve as a model for other Islamic boarding schools in educational governance.

This research supports the statement of Arifin (2020) that the modernization of Islamic boarding schools is not the same as Westernization; rather, it represents the rationalization of the Islamic education system to ensure relevance in the modern era.

Synthesis of Research Findings

Conceptually and empirically, the findings of this study show that the success of Daar El-Qolam in human resource management is supported by four key elements:

1. The professionalism of educators and staff, is achieved through a system of recruitment, training, and standardized evaluation.
2. Integrated student management, which combines character building and academic education.
3. Empowering alumni networks, becoming strategic partners in the development of Islamic boarding schools.

4. Internalize Islamic spiritual values in all managerial processes.

Thus, the HR management model applied by Daar El-Qolam is an innovative form of modern Islamic education that harmonizes spirituality and professionalism. It can serve as a model for other Islamic educational institutions in Indonesia that seek to modernize their management systems without losing their spiritual essence.

CONCLUSION

This research reveals that the human resource management system at the Daar El-Qolam Islamic Boarding School, Tangerang, is an integrated model that combines modern professionalism with Islamic spiritual values. The system includes three main pillars: educator and staff management, student management, and alumni management.

1. The management of educators and staff is carried out through selective recruitment, continuous development, training, and competency certification. Educators are required not only to have academic and pedagogical skills but also a commitment to Islamic values, sincerity, and moral responsibility. Performance evaluations emphasize institutional integrity, ethics, and loyalty.
2. Student management is carried out through the integration of academic education and character building. MUMTAZA student organizations play a key role in fostering discipline, independence, and leadership. Programs such as Student Leadership Training (LKS), *Muhadharat* (public speaking), and *Muhadatsah* (Arabic conversation) encourages students to develop social responsibility and communication skills, balancing intellectual, spiritual, and social growth.
3. Alumni management functions as a strategic component in ensuring the sustainability of the pesantren. Through the IKADEQ organization, alumni actively participate in social initiatives, career mentoring, and academic networking. Partnerships with institutions such as MSU Malaysia and Azzaitunah University Tunisia enhance the global competitiveness of pesantren graduates.
4. Conceptually, the success of Daar El-Qolam is based on the internalization of Islamic values such as sincerity, simplicity, brotherhood, and freedom into a modern managerial framework, consistent with the principles of *al-muhafadzah 'ala al-qadim al-shalih wa al-akhdu bi al-jadid al-aslah*, "preserving the good of the past and adopting the better of the new."

Therefore, Daar El-Qolam's HR management model can be considered as an innovative form of modern Islamic education that balances spirituality and professionalism, representing a real transformation of pesantren management in the global era.

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