



BUILDING A VALUE-BASED WORKFORCE: HUMAN RESOURCES MANAGEMENT MODELS FOR RECRUITMENT IN PESANTREN

Akmal Mundiri ¹, Eny Zakiyah ²

^{1,2} Universitas Nurul Jadid, Indonesia

Email : akmalmundiri@unuja.ac.id ¹, enyzakiyah10@gmail.com ²

DOI: <https://doi.org/10.37758/jat.88i3.339>

Received: September 2025

Accepted: December 2025

Published: December 2025

Abstract :

The recruitment of teaching staff in Islamic boarding schools is a phenomenon that has unique characteristics and differs from recruitment practices in general educational institutions. This study aims to examine pesantren-based recruitment management at Pondok Pesantren Nurul Jadid, particularly in integrating academic competence with pesantren values and traditions. This study uses a qualitative approach with a case study design. Data were collected through participatory observation, in-depth interviews, and documentation. The results show that the recruitment process at Pondok Pesantren Nurul Jadid has a crucial characteristic, namely, it begins with the identification of human resource needs tailored to the activities of the Islamic boarding school, followed by a multi-stage selection process that emphasizes mastery of furudul ainiyah and the Qur'an. The final decision-making process involves the central role of the kiai and pesantren leaders, as well as considering family approval as a form of moral accountability. Recruitment is also integrated with orientation and tiered training programs, such as Student Care Management (MPS), guardianship training, and management training, as a means of internalizing pesantren values. This study confirms that pesantren-based recruitment is a holistic value-based system that functions strategically in maintaining the identity of pesantren while improving the quality of education.

Keywords: Recruitment, Human Resources, Islamic Boarding School, Islamic Values, Educational Management.

Abstrak :

Rekrutmen tenaga pendidik di pesantren merupakan fenomena yang memiliki karakteristik khas dan berbeda dari praktik rekrutmen pada lembaga pendidikan umum. Penelitian ini bertujuan untuk mengkaji manajemen rekrutmen berbasis pesantren di Pondok Pesantren Nurul Jadid, khususnya dalam mengintegrasikan kompetensi akademik dengan nilai-nilai dan tradisi kepesantrenan. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam, dan dokumentasi.

Hasil penelitian menunjukkan bahwa proses rekrutmen di Pondok Pesantren Nurul Jadid memiliki ciri krusial, yaitu dimulai dengan identifikasi kebutuhan sumber daya manusia yang disesuaikan dengan aktivitas pesantren, dilanjutkan dengan tahapan seleksi berlapis yang menekankan penguasaan furudul ainiyah dan Al-Qur'an. Proses pengambilan keputusan akhir melibatkan peran sentral kiai dan pimpinan pesantren, serta mempertimbangkan persetujuan keluarga sebagai bentuk akuntabilitas moral. Rekrutmen juga terintegrasi dengan program orientasi dan pelatihan berjenjang, seperti Manajemen Pengasuhan Santri (MPS), diklat kewaliansuhan, dan diklat kepengurusan, sebagai sarana internalisasi nilai pesantren. Penelitian ini menegaskan bahwa rekrutmen berbasis pesantren merupakan sistem holistik berbasis nilai yang

berfungsi strategis dalam menjaga identitas pesantren sekaligus meningkatkan mutu pendidikan.

Kata Kunci: *Rekrutmen, Sumber Daya Manusia, Pesantren, Nilai Islam, Manajemen Pendidikan.*

INTRODUCTION

In recruiting teaching staff, it is essential to realize that having high academic qualifications alone does not guarantee the quality and integrity of an educator in carrying out their duties (Kattimani, Kujur, Nagarajan, & Zayabalaradjane, 2022; Permana, 2020). Although academic ability is an important indicator of a person's competence in mastering learning materials and teaching methods, in the context of value-based education, especially Islamic education, it is equally important to consider the Islamic values held by prospective educators (Muhajir, Syafrizal, & Nadhirah, 2022; Sali, 2020). These values include noble morals, honesty, responsibility, trustworthiness, and sincerity in teaching, as well as being an example in daily life (Batam, Batu, & Kota, 2020; Nurhidayah & Pewangi, 2025). An educator who not only has intellectual intelligence, but also moral and spiritual integrity that can inspire students and be a role model (Assalihee & Boonsuk, 2023). Therefore, the recruitment process for teaching staff must balance academic abilities and personality traits rooted in Islamic values to achieve a comprehensive and noble education (Rahtikawatie, Chalim, & Ratnasih, 2021).

Studies on teacher recruitment show that the selection process not only prioritizes academic competence but also incorporates Islamic values (Cahyani, Ahmad, Farhan, & Pandidik, 2025). Previous research at Al Azhar Islamic Boarding School highlighted the importance of these values in shaping teacher character, while a study at Sijunjung 1 State Islamic Junior High School revealed that the family-oriented recruitment process faced obstacles due to limited teacher qualifications. While providing important empirical insights, these studies tend to be descriptive in nature and have not developed a conceptual framework that systematically explains how academic competence and Islamic moral values are integrated into the teacher recruitment process. Based on this gap, this study offers a theoretical contribution in the form of a conceptual model for teacher recruitment that balances academic aspects and Islamic character. This model positions teacher recruitment as an integrative process that connects academic competence including educational qualifications, material mastery, and pedagogical competence with Islamic values such as amanah (trustworthiness), morals, and moral responsibility, to produce professional and character-based teachers.

This study focuses on the management of Islamic boarding school-based recruitment. The primary focus of this study is to examine how the recruitment process for educators in Islamic boarding schools prioritizes not only academic ability but also Islamic values that every educator must uphold. At Nurul Jadid Islamic Boarding School, the recruitment process considers academic competence and moral integrity, as well as a deep understanding of religious teachings. Furthermore, a competency-based approach is applied to select educators who are not only able to teach effectively but also serve as role models

for students in terms of personality. In conclusion, this study confirms that Islamic boarding school-based recruitment management is crucial for producing educators who are academically competent and possess strong Islamic character, thereby fostering a quality and moral educational environment.

The pesantren-based managerial recruitment process refers to a structured mechanism for managing educational human resources that integrates principles of educational management with the distinctive values, traditions, and authority structures of pesantren. This process underscores the central role of the kiai as the primary decision-maker, emphasizes alignment between prospective educators and pesantren culture, and prioritizes the internalization of sincerity, proper conduct (*adab*), and commitment to *da'wah*, alongside the ability to comprehend the pesantren learning system and way of life in a holistic manner (Munawwar, 2020; Efendi, 2022). This approach emphasizes that recruitment management should focus not only on academic competence but also on the moral and spiritual qualities of prospective teaching staff (Permana, 2020; Dash & International, 2020). The relevant theory in this context is Gary Dessler's theory of human resource recruitment and selection, which views recruitment as a systematic process of acquiring workers through the stages of planning needs, attracting applicants, screening, and selection to ensure compatibility between prospective educators and organizational needs (Alfiyanto, 2022; Geh et al., 2024). The Islamic boarding school-based recruitment process involves careful planning, including analyzing teaching staff needs, selecting based on academic competency and Islamic values, and placing teaching staff in roles that align with the goals of the Islamic boarding school (Assa'idi, 2021; Ibnu Faruk Fauzi, 2022). This principle is implemented at Nurul Jadid Islamic Boarding School to ensure that recruited educators fulfill academic qualifications while demonstrating integrity and character aligned with Islamic values. Overall, boarding school-based recruitment management strategically combines professional management practices with religious principles to produce educators who are intellectually capable and morally grounded.

RESEARCH METHOD

This research uses a qualitative case study approach to explore phenomena in depth and holistically within a specific context. The research location is the Nurul Jadid Islamic Boarding School, which was chosen for its relevance to the study's focus and for allowing researchers to directly observe the conditions and interactions within the Islamic boarding school environment. The research data sources came from key informants who were directly involved in the phenomenon being studied, as well as relevant supporting documents, such as reports, archives, activity records, and visual documents. Data collection techniques were carried out through participatory observation to directly observe the situation and behavior in the pesantren environment, in-depth interviews to obtain information, experiences, and perspectives from informants, and documentation to collect written and visual data related to the research object. Observations were carried out systematically with detailed field notes, while interviews were conducted with open-ended questions that allowed informants to explain their views freely.

The data obtained was qualitative, including interview narratives, field notes from observations, and written or visual documents. Data analysis was carried out using reduction techniques, namely sorting, selecting, and focusing on data deemed important so that it was easier to analyze and present systematically (Ali Fikry, 2020; Riyanto, 2023). Furthermore, the data was categorized and interpreted to find patterns, themes, and deeper meanings in accordance with the research objectives. This approach enabled researchers to understand the social and cultural context and dynamics that influence the phenomenon being studied (Bahiyah & Gumindari, 2024).

Research ethics were a primary concern. Researchers ensured that all informants gave their consent after being informed of the purpose of the research, their right to refuse or withdraw at any time, and how the data would be used. The identities and personal information of informants were kept confidential, and data was used solely for research purposes. Researchers also ensure that the research process does not pose any physical, psychological, or social risks to informants, and that the entire process is conducted transparently to maintain the integrity of the research. With these procedures, the research not only explains in detail how data is collected and analyzed, but also complies with the principles of social research ethics so that the results are reliable and accountable.

FINDINGS AND DISCUSSION

Nurul Jadid Islamic Boarding School, as one of the leading Islamic educational institutions in Indonesia, continues to strive to improve the quality of education through strengthening a planned and sustainable human resource management system. As an institution that combines Islamic values, Islamic boarding school traditions, and modern management principles, Nurul Jadid places human resource management as a strategic aspect in supporting the success of its vision and mission. Therefore, every process from identifying needs and recruitment to selection, training, and development of administrators is carried out systematically, based on values, and oriented towards the formation of educators and administrators who are professional, have integrity, and are committed to fostering students' character. The results of the study indicate that Islamic boarding school-based recruitment management is carried out in the following forms:

1. Identification of Human Resource Needs

In order to maintain the continuity and improve the quality of education at Nurul Jadid Islamic Boarding School, the recruitment process for teaching staff begins with a comprehensive identification of human resource (HR) needs. This stage is carried out to determine the number of teaching staff required as well as the qualifications and competencies that must be met in accordance with the needs of the institution and the characteristics of the boarding school. Based on the recruitment orderly, timely, and coordinated manner with other pesantren activities.

The results of the research, recruitment planning is structured, including determining the selection schedule in accordance with the pesantren's calendar. This scheduling aims to ensure that all stages of recruitment are carried out in an interview results showed that prospective teaching staff,

especially new students who will serve, must go through a series of selection stages. These stages include *furudul ainiyah* tests and Al-Qur'an reading skills tests conducted at the regional administration level. Candidates who pass this stage then take a follow-up test conducted by female supervisors (*ning*). Meanwhile, the placement and final selection of prospective teaching staff is determined by the Deputy Head of the Boarding School Bureau in accordance with the needs of the institution.

The planning and organization of the recruitment process for prospective educators at Nurul Jadid Islamic Boarding School includes identifying required qualifications and developing a structured selection procedure. The process begins with an initial assessment by the boarding school administrator to ensure alignment with the institution's values and vision, followed by a second evaluation by the boarding school leadership to assess academic competency and key attributes such as integrity and communication skills. The results of these evaluations are submitted to regional administrators, who nominate candidates for placement in the learning division, PQFA, or regional *ubudiah*. The final decision is made by the boarding school's Deputy Head of Bureau to ensure coordination and consistency in the recruitment process.

The implementation phase involves a series of mandatory evaluations for prospective educators, from initial tests to final selection, overseen by the Islamic boarding school administrator. Candidates who pass all stages will be recommended for placement, subject to the Deputy Head of the Islamic boarding school's Bureau's final approval. Furthermore, the oversight phase involves regular monitoring and evaluation to maintain the quality of educator performance. Furthermore, continuous competency development through training and workshops is essential to ensure educators continuously improve their skills and optimally support the Islamic boarding school's vision and mission.

The recruitment process for prospective educators at Nurul Jadid Islamic Boarding School begins with the planning and organization phase, which includes identifying necessary qualifications and designing a structured selection procedure. Initially, the boarding school's management conducts an assessment to ensure candidates align with the institution's values and vision, followed by a more detailed evaluation by leadership that focuses on academic competency, integrity, and communication skills. The evaluation results are then sent to regional administrators, who nominate candidates for placement across various divisions, with the final decision resting with the Deputy Head of the Boarding School Bureau to ensure coordination and consistency. During the implementation phase, candidates undergo a series of evaluations from initial testing to final selection overseen by the boarding school administrator. Those who complete all stages are recommended for placement, pending final approval from the Deputy Head of the Boarding School Bureau. Finally, the monitoring phase involves regular performance reviews and evaluations to maintain educator quality, along with ongoing competency development through training and workshops that effectively

support the boarding school's vision and mission.

2. Selection Criteria For Prospective Educators Based On The Values And Traditions Of Islamic Boarding School

According to the staff of the Islamic boarding school bureau (BIKTREN), the main requirements to become an administrator are passing Furudul Ainiyah and the Qur'an, and having the desire to become an administrator. Even if you pass FA and the Qur'an but do not want to be an administrator, it is useless and will be followed up by the Biktren administrators. Based on interviews and document analysis, the selection criteria for prospective educators at the Nurul Jadid Islamic Boarding School are distinct and align with the school's values. One of the primary requirements candidates must meet is mastery of the furudul ainiyah (Islamic principles) and the Quran. Furudul Ainiyah is a branch of Islamic jurisprudence (fiqh) that emphasizes individual obligations in the practice of religious teachings. Therefore, mastery of this material is a crucial indicator in assessing prospective educators' readiness to educate and guide students in an Islamic manner.

In addition to academic and religious aspects, the selection criteria also emphasize the candidate's willingness to actively participate in various Islamic boarding school activities as an administrator. This demonstrates that Nurul Jadid Islamic Boarding School is not only seeking teaching staff with strong academic competencies, but also those with the dedication and enthusiasm to contribute to the management and development of the institution. This commitment is crucial for maintaining the continuity of the Islamic boarding school's values and ensuring the success of its educational vision and mission.

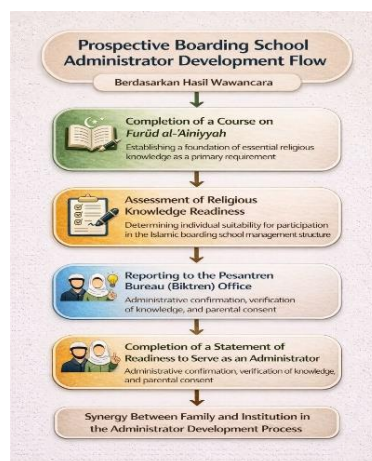
These Islamic boarding school-based selection criteria are highly relevant and on-target. By emphasizing mastery of basic religious knowledge, such as furudul ainiyah (Islamic principles) and the Qur'an, and by encouraging active participation in the management of Islamic boarding schools, Nurul Jadid can recruit prospective educators who are not only academically competent but also possess integrity and a high level of dedication. This will undoubtedly have a positive impact on the quality of education, students' character development, and the sustainability of the Islamic boarding school tradition.

3. Boarding School-Based Recruitment Process

According to the staff of the Islamic boarding school bureau (BIKTREN), the Islamic boarding school-based recruitment process follows a selection pattern that considers not only administrative aspects but also religious values and family involvement. Based on the interview results, prospective administrators must first complete a course on understanding furūd al-'ainiyyah as a primary requirement. This stage highlights the importance of a foundation in religious knowledge in determining an individual's suitability for membership in the Islamic boarding school's management structure. After meeting these requirements, prospective administrators are directed to the Pesantren Bureau (Biktren) office to complete a statement of readiness to become administrators. This letter is not

only administrative but also serves to confirm knowledge and parental permission, demonstrating the synergy between the family and the institution in the development process.

The recruitment process then continues with a briefing given directly by the Deputy Head of the Islamic Boarding School Bureau. This briefing serves to internalize the values, duties, and responsibilities that the prospective administrators will assume. Following the briefing, a formal handover ceremony is held with the Regional Head, marking management's structural approval. The culmination of this process is marked by a reception by the Regional Head as a symbol of official acceptance and recognition of the role to be carried out. This series of stages illustrates that Islamic boarding



school recruitment management is not only based on procedures, but also prioritizes values of etiquette, hierarchy of authority, and emotional involvement as part of the Islamic boarding school-based cadre development system. In summary, the stages of Islamic boarding school-based recruitment are presented in Figure 1.

4. Orientation And Training Of Management To Improve Competence In Islamic Boarding School

The Nurul Jadid Islamic Boarding School implements an orientation program as well as structured training and development for administrators to ensure their readiness and competence in carrying out their duties. Based on field research, there are four main types of training implemented in the development of human resources for boarding school administrators. The first training is Student Care Management (MPS), which focuses on the comprehensive management, guidance, and mentoring of students. The second training is the Guardianship Training Program, which is intended for guardians, with the aim of improving their ability to guide, supervise, and mentor students in boarding school life. In addition, Islamic boarding schools also organize Management Training for non-guardian administrators, such as regional heads and cooperative administrators. This training focuses on strengthening leadership, administrative, and managerial skills in accordance with their respective fields of duty. The fourth training program consists of exercises for prospective administrators who have passed the selection

process, as an initial preparation stage before carrying out their administrative responsibilities.

Through the implementation of these diverse and tiered training programs, each administrator is equipped with the understanding and skills appropriate to their role and responsibilities within the Nurul Jadid Islamic Boarding School environment. This focused training approach, which emphasizes each administrator's role, is highly strategic for optimizing Islamic boarding school management. By providing specific, ongoing training, Nurul Jadid Islamic Boarding School not only enhances human resource capacity but also strengthens coordination and professionalism in boarding school management. This supports the effective achievement of the boarding school's vision and ensures the sustainable quality of student development and organizational management.

The recruitment and development process for teaching staff at the Nurul Jadid Islamic Boarding School demonstrates the existence of a planned human resource management system grounded in the school's Islamic values (Marks, 2022). Research findings indicate that Islamic boarding school-based recruitment management is carried out in stages: identifying human resource needs, determining selection criteria, conducting the selection process, and providing human resource development training. The selection process is carried out in stages, systematically, through administrative, academic, and integrity assessments in the areas of moral and spiritual integrity (Aparicio, 2025; Lowe, n.d.). The multi-layered evaluation mechanism between managers, leaders, and regional administrators reflects a strong control and coordination system. (Zulkarnain & Zubaedi, 2021). Placement of teaching staff is based on the results of a comprehensive evaluation and the Deputy Head of the Islamic Boarding School Bureau's final decision. It is accompanied by monitoring and continuous development through training and workshops (Alfiyanto, 2022; Hidayatullah & Yusuf, 2025). This approach demonstrates the integration of modern professionalism with the unique principles of Islamic boarding schools, which emphasize religious values, social responsibility, and ethical management (Hilton, 2022 Widodo, 2025).

Identifying human resource (HR) needs for Islamic boarding school-based recruitment is a strategic step that affirms Nurul Jadid Islamic Boarding School's commitment to improving the quality of education grounded in Islamic values and traditions. This identification process is highly urgent because it serves as the foundation for determining the qualification standards for prospective educators who not only excel academically but also possess moral and spiritual integrity aligned with the Islamic boarding school's vision and mission (Khoiroh, Baharun, et al., 2025 Lembaga & Islam, 2025). The approach implemented by Nurul Jadid demonstrates a professional, transparent, and merit-based recruitment management system, in which prospective educators undergo a multi-layered selection process that includes mastery of *furudul ainiyah* and the Qur'an, as well as an evaluation of their commitment to service within the Islamic boarding school environment. This integration of scientific competence and dedication to the Islamic boarding school reflects an effort to create educators

with holistic intellectual, spiritual, and social character (Mundiri & Zahra, 2017 Dwiyanti & Muhtadi, 2024). Thus, the identification of human resource needs carried out is not merely an administrative activity, but also a strategic instrument to ensure the continuity of the Islamic education tradition that is adaptive to global challenges, without losing the roots of the unique values of Islamic boarding schools that are their identity (Khoiroh, Arifin, et al., 2025 Bilgiler et al., 2023).

The importance of implementing the process and development training in Islamic boarding school-based recruitment lies in its role as a strategic instrument for building the capacity of human resources who are not only functionally competent but also have an Islamic character and high integrity (Efendi, 2022 Rodliyah et al., 2024). In the context of the Nurul Jadid Islamic Boarding School, the recruitment process, which includes training courses such as Student Care Management (MPS), Guardianship Training, Management Training, and Prospective Management Training, reflects a comprehensive and sustainable development system. These programs focus not only on improving technical and managerial skills but also on internalizing Islamic boarding school values, such as responsibility, discipline, and sincerity in service (Baharun, Wahid, Muali, Rozi, & Fajry, 2022). This approach demonstrates a unique HR management model in which spiritual and professional dimensions are harmoniously integrated, making each administrator not only a task executor but also a moral guide for students (Wahid, Mundiri, Najiburrahman, Baharun, & Muali, 2020). Thus, development training in Islamic boarding schools is not only a means of increasing individual capacity but also a mechanism for preserving the organizational culture of these schools, ensuring they remain relevant, adaptive, and capable of facing the challenges of Islamic education in the global era (Rozi et al., 2020).

The results of this study indicate that the recruitment process at Nurul Jadid Islamic Boarding School is not only oriented towards administrative aspects and academic competence, but also emphasizes religious values, morals, and emotional involvement rooted in the pesantren tradition (Baharun, 2017; Horwitz, 2020). This finding indicates that the successful recruitment of educators and administrators is highly dependent on the balance between candidates' intellectual and spiritual abilities, as well as their willingness to play an active role in a management system grounded in Islamic values. What distinguishes this study from other recruitment studies is its holistic approach based on the pesantren tradition, in which the selection process not only assesses formal qualifications but also evaluates mastery of religious knowledge, such as *furudul ainiyah* and the *Qur'an*, commitment as an administrator, and family involvement. This approach reflects a typical pesantren recruitment model that combines professionalism with spirituality and *adab* values as the foundation for human resource development.

CONCLUSION

The research results show that Islamic boarding school-based recruitment management has a unique pattern that distinguishes it from recruitment processes in other locations. The recruitment process in Islamic boarding schools

is carried out in the form of identifying human resource needs from each work unit in the Islamic boarding school, determining selection criteria based on local values that are the core beliefs and core values of the Islamic boarding school, the selection process, and development training for human resources who have been declared accepted as teaching or educational staff in Islamic boarding schools. Training programs such as Student Care Management (MPS), leadership development, and administrative management workshops emphasize a competency-based approach that prioritizes role alignment, sustainability, and professionalism. Overall, this integrated model presents a balanced paradigm for human resource management in Islamic education, harmonizing spiritual, managerial, and cultural dimensions, and has the potential to serve as a reference for Islamic boarding school-based educational institutions globally.

The results of this study are still limited to the scope of recruitment management at Islamic boarding schools. This limitation limits this research to recruitment processes grounded in the values and uniqueness of Islamic boarding schools. In this context, each Islamic boarding school has a unique culture that distinguishes it from others. Diverse characteristics, institutional cultures, and management systems also shape the recruitment process at an educational institution. This study also has not explored in depth the influence of external factors, such as government policies, social dynamics, and developments in digital technology, which may also influence recruitment and training practices in Islamic boarding schools. Therefore, further research is expected to enrich the literature on Islamic education management and make a real contribution to the development of Islamic boarding school HR management models that are relevant to today's global challenges.

REFERENCES

- Alfiyanto, A. (2022). Manajemen Rekrutmen Tenaga Pendidik Baru di SMA Nurul Palembang. *Adaara: Jurnal Manajemen Pendidikan Islam*, 12(1), 30–41. <https://doi.org/10.30863/ajmpi.v12i1.1741>
- Ali Fikry. (2020). Representasi Konsep Retorika Persuasif Aristoteles dalam Pidato Ismail Haniyah Untuk Umat Islam Indonesia. *Jurnal AL-AZHAR INDONESIA SERI HUMANIORA*, 5(3), 137–145.
- Aparicio, M. (2025). Leadership as Social Competence in PhDs in Relation to Professional Achievement: Three Empirical Investigations. *Athens Journal of Education*, 12(2), 223–252. <https://doi.org/10.30958/aje.12-2-3>
- Assalihee, M., & Boonsuk, Y. (2023). Teaching Management Strategies on 21st Century Islamic Education for Southernmost Thai Private Islamic Schools. *Anatolian Journal of Education*, 8(1), 13–28. <https://doi.org/10.29333/aje.2023.812a>
- Baharun, H. (2017). *Total moral quality: a new approach for character education in pesantren*. 21(1), 57–80.
- Baharun, H., Wahid, A. H., Muali, C., Rozi, F., & Fajry, M. W. (2022). Building Public Trust in Islamic School Through Adaptive Curriculum. *Jurnal Pendidikan Islam*, 8(1), 1–14. <https://doi.org/10.15575/jpi.v8i1.17163>
- Bahiyah, U., & Gumiandari, S. (2024). Metode Penelitian. In *General and Specific*

- Research (Vol. 4). Retrieved from <https://adisampublisher.org/index.php/edu/article/view/744/784>
- Batam, D., Batu, K. E. C., & Kota, A. J. I. (2020). *MANAJEMEN REKRUTMEN PENDIDIK DAN TENAGA KEPENDIDIKAN SMPIT DARUSSALAM 01 BATAM KEC BATU AJI KOTA BATAM* Dewi Sartika.
- Bilgiler, S., Dergisi, E. A., Budiharso, T., Bakri, S., & Sujito, &. (2023). *Journal of Social Studies Education Research Transformation of Education System of the Pesantren in Indonesia from the Dutch Colony to Democratic Era*. 2023(4), 179–206. Retrieved from www.jsser.org
- Cahyani, P. I., Ahmad, S., Farhan, N., & Pendidik, T. (2025). Implementasi rekrutmen tenaga pendidik berbasis kompetensi di pondok pesantren al azhar. *Edukasi&Teknologi Pembelajaran*, 06(01), 48–56.
- Dash, S. A., & International, S. (2020). *AI SHISHYA : ENHANCING VEDIC PEDAGOGY WITH*.
- Dwiyanti, R., & Muhtadi, A. (2024). *Project Based Learning Strategy as an Alternative Solution Domain Psychomotor in Virtual Islamic Boarding School*. 66–80.
- Efendi, N. (2022). Implementation of Total Quality Management and Curriculum on the Education Quality. *Journal of Social Studies Education Research*, 13(3), 120–149.
- Geh, N., Bahrin, B., & Niswanto, N. (2024). Strategic Management of Boarding Schools for Enhanced Learning Quality. *Journal of Educational Management and Learning*, 2(1), 35–43. <https://doi.org/10.60084/jeml.v2i1.174>
- Hidayatullah, M. F., & Yusuf, M. (2025). *Total Quality Management (TQM) in Islamic Boarding Schools : Teacher and Principal Perspectives*. 15.
- Hilton, G. L. S. (2022). NQT to ECT--The New Induction Programme for Teachers in England: An Overview. *Bulgarian Comparative Education Society*, 20.
- Horwitz, I. M. (2020). Religion and Academic Achievement : A Research Review Spanning Secondary School and Higher Education. In *Review of Religious Research*. Springer US. <https://doi.org/10.1007/s13644-020-00433-y>
- Ibnu Faruk Fauzi, M. (2022). Manajemen Sarana Dan Prasarana Pendidikan Di Pondok Pesantren Hidayatul Muhtadiin Sumberrejo Jember. *At-Tahsin : Jurnal Manajemen Pendidikan*, 2(2), 64–79. <https://doi.org/10.59106/attahsin.v2i2.90>
- Kattimani, S., Kujur, A., Nagarajan, P., & Zayabalaradjane, Z. (2022). *Attitude toward Plagiarism among Postgraduate Students of a Medical Institute in South India*. 106–110. <https://doi.org/10.4103/jopsys.jopsys>
- Khoiroh, U., Arifin, M., & Mundiri, A. (2025). *Value-Based Branding Strategies of Islamic Boarding Schools In Islamic Higher Education at STIS Darul Falah Bondowoso*. 01(02), 65–75.
- Khoiroh, U., Baharun, H., R, A. H. A., & Mundiri, A. (2025). *Emotional Management in Local Wisdom : Strategies for Enhancing Teachers ' Work Resilience in Pesantren -Based Madrasah*. 04(06), 2345–2362.
- Lembaga, P., & Islam, P. (2025). *Kharismatik : Jurnal Ilmu Pendidikan*. 3(1), 28–42.
- Lowe, M. (n.d.). *Lowe THE MORE THINGS CHANGE The More Things Change: The Ethical Impacts of Artificial Intelligence in Higher Education*. 9(2024), 19–56.
- Marks, S. (2022). *Creating Systems of Support for Black Educators Through the Black Educator Teacher Residency Program*. 2–8.

- Muhajir, M., Syafrizal, S., & Nadhirah, Y. F. (2022). *JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES Teaching Pronunciation and Islamic Education materials by Using Harry Potter Movie to Indonesian Students*. 18(2), 1174–1184.
- Munawwar, M. F. (2020). Typical Literary Works of Pesantren on Righteousness Teaching within Cultural Transformation. *Journal of Social Studies Education Research*, 11(4), 114–148. Retrieved from <https://jsser.org/index.php/jsser/article/view/2745>
- Mundiri, A., & Zahra, I. (2017). Corak Representasi Identitas Ustadz dalam Proses Transmisi Pendidikan Karakter di Pesantren. *Jurnal Pendidikan Islam Indonesia*, 2(1), 21–35. <https://doi.org/10.35316/jpii.v2i1.58>
- Nurhidayah, M., & Pewangi, M. (2025). *Integration of Islamic Values in the Field of General Studies at SMP Unismuh Makassar : Evaluation of the Stake Countenance Model Approach*. 14.
- Permana, W. A. (2020). Manajemen Rekrutmen Peserta Didik Dalam Meningkatkan Mutu Lulusan . *Jurnal Isema : Islamic Educational Management*, 5(1), 83–96. <https://doi.org/10.15575/isema.v5i1.5989>
- Rahtikawatie, Y., Chalim, S., & Ratnasih, T. (2021). Investigating The Role of Religious Leadership at Indonesia's Islamic Boarding Schools in The Sustainability of School Management. *Eurasian Journal of Educational Research*, 2021(96), 51–65. <https://doi.org/10.14689/ejer.2021.96.4>
- Riyanto, S. (2023). *The Application of Moderate Politeness into School Practices of An Urban Muhammadiyah Primary Students in The Era of Global Communication*. 7(4), 729–747.
- Rodliyah, S., Khusnuridlo, M., Fauzi, I., & Baharun, H. (2024). Optimizing the quality of Islamic Senior High School graduates through curriculum management of vocational programs based on pesantrens in East Java, Indonesia. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2423437>
- Rozi, F., El Iq Bali, M. M., Firdaus, S., Wijaya, M., Al Mursyidi, R. A., Haqiki, M. W., & Abidin, Z. (2020). Learning management; identifying learning styles of language learners in madrasah. *Proceedings of the International Conference on Industrial Engineering and Operations Management*, (August), 3783–3790.
- Sali, A. H. A. (2020). Pedagogical praxis: Muslim-filipino madrasah teachers' conceptuality of instructional process. *IAFOR Journal of Education*, 8(4), 115–131. <https://doi.org/10.22492/ije.8.4.07>
- Wahid, A. H., Mundiri, A., Najiburrahman, Baharun, H., & Muali, C. (2020). Anti radicalism education; amplification of islamic thought and revitalization of the higher education in indonesia. *Proceedings of the International Conference on Industrial Engineering and Operations Management*, (August), 3802–3814.
- Widodo, W. (2025). Strategi Manajemen Pendidikan Islam Untuk Optimalisasi Potensi Santri Di Pondok Pesantren. *Al-Munadzomah: Jurnal Manajemen Pendidikan Islam*, 4(2), 181–190.
- Zulkarnain, Z., & Zubaedi, Z. (2021). Implementation of community-based education management: A case study of Islamic boarding schools in Bengkulu City, Indonesia. *Cypriot Journal of Educational Sciences*, 16(5), 2640–2650. <https://doi.org/10.18844/cjes.v16i5.6331>