

# DEVELOPMENT OF EDUCATIONAL HUMAN RESOURCE MANAGEMENT FOR IMPROVING LEARNING QUALITY IN MODERN ISLAMIC BOARDING SCHOOLS

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Received: 10-12-2025

Revised: 13-03-2026

Accepted: -

INFO ARTIKEL	ABSTRACT
<p><b>Keywords:</b> Human Resource Management, Learning Quality, Modern Islamic Boarding School, Islamic Education Development.</p>	<p>This research is motivated by the growing need for modern Islamic boarding schools (pesantren) to develop a human resource management (HRM) system that emphasizes not only professionalism but also Islamic spiritual values. The focus of this study is to analyze the correlation between the development of educational HRM and the improvement of learning quality in modern pesantren, as well as to identify relevant managerial principles applicable within Islamic educational institutions. The purpose of this research is to provide a conceptual understanding of an integrated HRM model that combines competency-based and spirituality-based approaches, serving as a framework for strengthening the quality of Islamic education. This study employs a library research approach by reviewing recent scholarly literature relevant to Islamic educational management, human resource development, and learning quality. Data were analyzed through literature synthesis and conceptual interpretation of theoretical perspectives and previous empirical findings. The results reveal that HRM development grounded in spiritual values and professional competencies significantly enhances learning quality, particularly through effective teacher</p>

	<p>recruitment, continuous training, and transformational leadership. Modern pesantren that apply these principles successfully create a learning ecosystem that is productive, adaptive, and spiritually enriched. The implications of this study emphasize the need to renew the paradigm of Islamic educational management by integrating spiritual foundations with modern management principles as a strategic pathway to improving educational quality in the global era.</p>
<p><b>Kata Kunci:</b> Manajemen Sumber Daya Manusia, Mutu Pembelajaran, Pesantren Modern, Pengembangan Pendidikan Islam.</p>	<p>Penelitian ini dilatarbelakangi oleh meningkatnya kebutuhan pesantren modern untuk mengembangkan sistem manajemen sumber daya manusia (SDM) yang tidak hanya berorientasi pada profesionalisme, tetapi juga berakar pada nilai-nilai spiritual Islam. Fokus penelitian ini adalah menganalisis korelasi antara pengembangan manajemen SDM pendidikan dengan peningkatan mutu pembelajaran di pesantren modern, serta mengidentifikasi prinsip-prinsip manajerial yang relevan untuk diterapkan dalam konteks kelembagaan Islam. Tujuan penelitian ini adalah untuk memberikan pemahaman konseptual mengenai model manajemen SDM yang terintegrasi antara pendekatan kompetensi dan spiritualitas, sehingga dapat menjadi acuan dalam penguatan mutu pendidikan Islam. Penelitian ini menggunakan pendekatan studi kepustakaan (library research) dengan mengkaji literatur ilmiah terkini yang relevan dengan tema manajemen pendidikan Islam, sumber daya manusia, dan mutu pembelajaran. Analisis data dilakukan melalui teknik sintesis literatur dan interpretasi konseptual terhadap teori serta hasil penelitian terdahulu. Hasil penelitian menunjukkan bahwa pengembangan manajemen SDM berbasis nilai spiritual dan kompetensi profesional memiliki pengaruh signifikan terhadap peningkatan kualitas pembelajaran, terutama melalui proses rekrutmen guru, pelatihan berkelanjutan, dan kepemimpinan transformasional. Pesantren modern yang menerapkan prinsip ini mampu menciptakan ekosistem pembelajaran yang produktif, adaptif, dan bernilai religius. Implikasi penelitian ini menegaskan pentingnya pembaruan paradigma manajemen pendidikan Islam yang menggabungkan nilai-nilai spiritualitas dengan prinsip-prinsip manajemen modern sebagai strategi penguatan mutu pendidikan di era global.</p>

## INTRODUCTION

Modern Islamic boarding schools (*pesantren modern*) are currently at a crossroads between Islamic tradition and the demands of modernity, which require professional and adaptive educational management in response to the rapidly changing times (Hasibuan, Iqbal, Hasibuan, & Amiruddin, 2024). In the context of globalization and the rapid development of information and communication technology, educational institutions are required not only to preserve religious traditions but also to respond to the complex challenges of the twenty-first century, such as digital transformation, global competition, critical thinking skills, creativity, and collaborative competencies. These challenges require educational institutions to redesign their learning systems so that they remain relevant in preparing students to face global dynamics. In the era of globalization and technological advancement, the quality of education is no longer measured solely by how deeply religious values are instilled, but also by how well institutions can produce graduates who are excellent, creative, and globally competitive (Suhernawati & Chanifudin, 2025). As educational institutions that integrate traditional Islamic values with modern educational systems, modern *pesantren* face major challenges in ensuring the quality of learning that aligns with 21st-century needs (Hasmiza, 2025). Social realities show that although many *pesantren* have renewed their curricula, improved infrastructure, and expanded access to digital technology, the quality of learning in many of these institutions has not yet achieved optimal results (Muchasan & Rohmawan, 2024). Reports on Islamic education in Indonesia indicate a gap between institutional vision and student learning outcomes, both academically and in terms of character formation.

This gap is largely caused by the weak management of educational human resources (HR). Teachers and educational staff are the core elements determining the success of the teaching and learning process; however, in many modern *pesantren*, HR management has not been organized systematically (Anarki, Fadli, & Al-Idrus, 2025). Teacher needs assessment is often not based on

competency analysis, recruitment processes tend to rely on informal approaches, teacher training programs are not aligned with actual instructional needs, and reward or performance evaluation systems are rarely integrated with institutional quality objectives. In this context, developing educational human resource management becomes a strategic issue that deserves academic investigation. Theoretically, educational HR management plays a crucial role in creating a productive and sustainable learning ecosystem. The Resource-Based View (RBV) theory emphasizes that institutional excellence is largely determined by the quality of its human resources; teachers, educational staff, and educational leaders who possess unique, valuable, and inimitable attributes (Saidin, Latif, & Us, 2024). Meanwhile, the Total Quality Management (TQM) theory in education posits that the improvement of institutional quality depends heavily on the organization's ability to foster a culture of continuous improvement (Zulfa & Halimatuzzahrah, 2025). In the context of pesantren, Transformational Leadership theory is also relevant, as visionary and inspirational leadership becomes the driving force behind teachers' professionalism and innovation in teaching and learning.

Therefore, research on developing educational HR management to improve learning quality in modern pesantren is both essential and intellectually compelling. This topic is not only relevant to the advancement of Islamic educational management studies but also carries practical implications for Islamic educational institutions to adapt to social and technological changes without losing their Islamic identity. Through conceptual and theoretical exploration, this research seeks to examine how HR management systems can be developed to strengthen learning quality within modern pesantren that aim to balance knowledge, faith, and life skills.

The core issue addressed in this study stems from the reality that the improvement of learning quality in modern pesantren has not been fully aligned with the strengthening of educational HR management (Jannah & Arifin, 2025). Many pesantren have implemented modern and technology-based learning systems, yet the

HR management supporting these systems remains unstructured (Khoeron, Maftuhah, Tobroni, & Faridi, 2025). Teacher training often functions as a formality and lacks continuity, performance evaluation systems do not align with measurable quality standards, and incentives for educators fail to reflect their contributions to educational improvement. Furthermore, resistance toward modern management practices persists, as some perceive them as conflicting with pesantren's traditional values (Putri & Kurniawan, 2025). Consequently, learning innovation is often hindered by teachers' limited ability to adapt to curriculum changes, technology integration, and modern teaching methodologies. This condition illustrates a misalignment between the institution's vision of becoming a modern pesantren and the actual capacity of its human resources. Hence, the central research question focuses on how educational HR management development in modern pesantren can concretely contribute to the enhancement of learning quality.

A review of previous studies indicates that the relationship between educational HR management and learning quality has been widely discussed, albeit with diverse focuses. Rahman et al. (2020), in their study *Human Resource Management Practices at Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau*, found that HR management practices in pesantren still face challenges in consistency and evaluation, highlighting the need for a more structured HR system to ensure teacher professionalism. Similarly, Murtadho (2023), in *Model of Human Resource Management in Pesantren-Based Private Madrasah Tsanawiyah*, revealed that pesantren-based schools implementing systematic HRM, particularly in recruitment and training, experience significant improvements in public trust and institutional accreditation. However, this study did not explore the specific relationship between HR management and learning quality. Hidayat (2024), in *Optimizing Madrasah Quality: A Strategic Approach to Human Resource Management*, explained that comprehensive HRM strategies could strengthen madrasah education quality by fostering adaptive learning environments, yet the study focused on public madrasahs and did not examine the unique values and autonomy of modern

pesantren. Furthermore, Suryani (2022), in *Management of Teacher Competency Development and Training in Improving Learning Quality*, demonstrated that teacher competence development and training significantly affect learning quality, but the research was conducted in general schools and did not take into account the religious and cultural dimensions of pesantren.

From these studies, a clear research gap emerges. Most prior research has focused on educational HR management in public madrasahs or general schools, while comprehensive studies integrating HRM development within modern pesantren remain scarce. Additionally, existing research often isolates certain HR aspects such as training or recruitment without connecting them to an integrated framework for learning quality improvement. Another gap lies in the absence of a conceptual model explaining how educational HRM practices relate to learning quality outcomes in Islamic educational institutions characterized by both traditional values and modern innovation.

The novelty of this study lies in its attempt to develop a holistic and contextual conceptual model of educational HR management specifically tailored for modern pesantren. This research does not merely address partial HRM practices but constructs an integrative framework linking planning, recruitment, training, evaluation, leadership, and organizational culture as a unified system driving learning quality enhancement. The proposed model is designed to align with the unique characteristics of modern pesantren, which combine Islamic values, the national education system, and the demands of modernity. Another distinctive aspect of this study is its theoretical approach, which merges the Resource-Based View and Transformational Leadership theories to explain how educational HR development can generate institutional excellence that directly impacts learning quality. Thus, this research not only offers a new perspective for HR management in Islamic educational institutions but also contributes theoretically to the advancement of value-based and culturally contextualized educational management studies.

The objective of this research is to investigate and formulate a conceptual model for developing educational human resource management in modern pesantren that prioritizes learning quality enhancement. This study aims to explore how effective HRM systems can be designed to strengthen teacher and staff capacity in creating high-quality, adaptive, and Islamic value-oriented learning processes. Furthermore, it seeks to identify the supporting and inhibiting factors in implementing HR management within modern pesantren and to formulate relevant strategies for sustainable learning quality improvement. Through an in-depth library research approach, this study is expected to provide a conceptual contribution to the field of Islamic educational management and offer practical recommendations for modern pesantren leaders to establish educational systems that are excellent, innovative, and globally competitive while remaining rooted in Islamic values.

## **RESEARCH METHOD**

This study employs a library research approach with a qualitative-descriptive method to analyze and synthesize theoretical concepts, research findings, and relevant literature concerning the development of educational human resource management (HRM) for improving learning quality in modern pesantren. The library research method was chosen because it enables the researcher to critically explore, interpret, and integrate various scientific sources related to Islamic education management, HRM theory, and learning quality improvement. Data in this study were obtained from a variety of sources including scientific journals, books, dissertations, research reports, and credible online publications that discuss HRM practices and their relevance to educational institutions, particularly Islamic boarding schools.

The data collection technique involved a documentary analysis process, which consisted of identifying, selecting, and reviewing primary and secondary literature relevant to the research topic (Hafizah et al., 2025). The researcher systematically collected materials that contained theoretical frameworks such as the Resource-Based

View (RBV), Total Quality Management (TQM), and Transformational Leadership theory, as well as empirical studies that examined HRM implementation in Islamic and general educational contexts. To ensure the accuracy and credibility of the data, each reference was evaluated based on its publication year (preferably from 2019 to 2024), the reputation of the journal or publisher, and its conceptual alignment with the research objectives.

The data analysis technique employed in this study was content analysis. This analytical technique was used to interpret textual data by classifying, comparing, and synthesizing theoretical and empirical information from various sources to construct a coherent conceptual model (Saefullah, 2024). The analysis was conducted through several stages: (1) data reduction, by selecting only relevant information related to HRM development and learning quality; (2) data display, by organizing the information into thematic categories such as planning, recruitment, training, evaluation, leadership, and institutional culture; and (3) conclusion drawing, by formulating theoretical interpretations and conceptual linkages that illustrate how educational HRM can contribute to improving learning quality in modern pesantren. Through this systematic process, the study aims to produce a comprehensive and theoretically grounded understanding of HRM development in Islamic educational institutions.

## **RESULTS AND DISCUSSION**

### **The Relationship between Educational HRM Development and Learning Quality in Modern Islamic Boarding Schools**

The findings of this study reveal that the quality of learning in modern Islamic boarding schools (*pesantren modern*) is profoundly influenced by how institutions manage their human resources, particularly teachers and educational staff. Based on the results of literature analysis, it was found that well-planned, systematic, and adaptive human resource management (HRM) has a positive correlation with the improvement of learning quality (Hartini, Noorhafizah, & Novitawati, 2025). The concept of HR development

in modern pesantren not only includes the enhancement of teachers' professional competence but also embraces spiritual, social, and moral dimensions, which constitute the distinctive characteristics of Islamic educational institutions. In this context, HR development cannot be separated from the Islamic values that underpin the epistemological foundation of pesantren education (Nursyeha, 2025).

A review of various scholarly sources emphasizes that modern pesantren implementing competency-based HR management and Islamic organizational culture tend to achieve higher learning outcomes compared to those relying on traditional systems. The integration between spiritual values and modern management principles has proven effective in creating a productive and collaborative work culture. Thus, it can be concluded that the success of learning quality in modern pesantren is not solely determined by curriculum design or learning facilities, but by how far human resource management is conducted professionally, sustainably, and in alignment with Islamic ethical values (Aggisni, Masripah, Munawaroh, & Saifullah, 2024).

**Table 1.** Educational HR Management in Modern Islamic Boarding Schools

Aspect of HR Development	Indicators of Learning Quality	Interpretation of Findings
Competency-based planning and recruitment	Teacher suitability with subject and student characteristics	Pesantren applying competency- and personality-based selection processes show higher learning effectiveness.
Continuous professional development (training and workshops)	Improvement of active and contextual teaching methods	Needs-based training strengthens teachers' innovation in classroom management and digital technology use.
Performance-based evaluation and reward systems	Teacher motivation and institutional loyalty	Objective evaluations enhance teachers' commitment and professional responsibility toward learning quality.
Transformational leadership and Islamic organizational culture	Collaboration, work enthusiasm, and innovation	Inspirational leaders foster ownership and professionalism that directly impact learning quality.

This table demonstrates that improving learning quality in modern pesantren is inseparable from the quality of educational HR

management. Every aspect of HR development contributes directly or indirectly to learning success. Teachers recruited through competency-based selection processes are more likely to align with institutional vision and mission, while continuous development programs enable them to update knowledge and teaching skills according to contemporary needs. This finding reflects the integral relationship between HR capacity and learning quality as a mutually reinforcing system.

### **HR Development Models Based on Values and the Context of Modern Islamic Boarding Schools**

The literature analysis also reveals that effective HR development models in modern pesantren must consider the social, cultural, and religious characteristics of the institution. HR management cannot simply adopt modern management systems such as human capital management without integrating the Islamic values that define pesantren identity. In this context, HRM must be developed within a value-based framework that positions spirituality and morality as strategic foundations.

Conceptual findings from the literature suggest that HR development in modern pesantren tends to be effective when implemented through four key approaches: competency-based, value-based, collaborative, and transformative. The competency-based approach focuses on improving teachers' professional abilities according to national education standards. In practical terms, Islamic ethical values are reflected in concrete managerial practices, such as implementing transparent teacher performance evaluations as an embodiment of the principle of *amanah*, where school leaders ensure fairness, accountability, and openness in assessing teachers' responsibilities and achievements. The collaborative approach emphasizes synergy among leaders, teachers, and students in fostering an adaptive learning culture, while the transformative approach encourages visionary, creative, and change-oriented leadership.

Conceptually, the HR development model derived from this analysis can be described as an integrative system combining

managerial and spiritual dimensions. The planning of teacher needs is not only based on workload analysis but also on value compatibility and commitment to the pesantren's da'wah mission. Training and development processes are carried out continuously, emphasizing mastery of learning technology, communication skills, and personality development. Teacher performance evaluation is not only measured by students' academic outcomes but also by moral and social contributions to the pesantren community. Thus, teachers are positioned not merely as executors of administrative instructions but as agents of transformation.

This interpretation indicates that HR development in modern pesantren is not a technocratic effort but a holistic process that merges spirituality, professionalism, and innovation (Najib & Khaudli, 2025). Pesantren that successfully integrate these dimensions generally foster learning environments that are character-based, productive, and future-oriented. Here lies the uniqueness of modern pesantren: maintaining Islamic tradition while adapting to global educational dynamics.

### **The Correlation between Leadership, Organizational Culture, and Learning Quality**

Another significant finding from the literature analysis is the strong correlation between pesantren leadership style and the effectiveness of HR development in enhancing learning quality. Modern pesantren that implement transformational leadership; where leaders serve as inspirers, motivators, and role models show higher success rates in building a positive organizational culture. An Islamic value-based organizational culture emphasizing trustworthiness (*amanah*), cooperation (*ta'awun*), and sincerity (*ikhlas*) forms a moral force that supports productive and sustainable HR management systems.

Participatory and innovation-oriented leadership also plays a decisive role in HR development. The analysis reveals that pesantren leaders who encourage teachers' active participation in strategic decision-making tend to foster higher loyalty and a stronger sense of

institutional responsibility. Consequently, leadership systems that promote communication, justice, and recognition of individual achievements reinforce teachers' professionalism and create a conducive learning environment. This has a direct impact on improving learning quality, as teachers work not only to fulfill obligations but to realize the institution's shared vision.

**Table 2.** Strategies for HR Development and Learning Quality Enhancement

Organizational Factors	Impact on HR Development	Implications for Learning Quality
Transformational and inspirational leadership	Increases motivation, loyalty, and teacher ownership	Promotes innovative and collaborative learning
Islamic value-based organizational culture	Creates sincere, disciplined, and purpose-driven work ethics	Builds a character-based and integrity-centered learning environment
Participatory communication systems	Strengthens synergy and transparency among institutional members	Enhances the effectiveness of teaching and assessment processes
Teacher performance recognition	Boosts professionalism and quality commitment	Improves consistency of students' learning outcomes

This table illustrates that learning quality improvement in modern pesantren is inseparable from leadership and organizational culture. These findings affirm that educational HRM is not merely administrative work but part of a value- and character-building process (Fikri, 2025). Thus, modern pesantren must view HR development as a long-term, transformative strategy rather than a routine institutional activity.

Based on the overall literature analysis, it can be concluded that educational HR management development has a direct and significant relationship with improving learning quality in modern pesantren. An effective development model should be holistic, sustainable, and grounded in Islamic values. Learning quality depends not only on teachers' academic competence but also on management systems that motivate, facilitate, and direct human resources to contribute optimally to institutional goals. The integration of modern management theories such as the Resource-Based View and Transformational Leadership with the spiritual values of pesantren

produces a unique, contextual, and relevant HR management model suited to contemporary educational needs. Consequently, modern pesantren can emerge as exemplary Islamic educational institutions globally competitive yet firmly rooted in moral and spiritual integrity.

The findings of this study reveal that the development of human resource management (HRM) in education has a significant relationship with the improvement of learning quality in modern pesantren. This finding aligns with Alam and Ali (2020) in the *International Journal of Educational Management*, who argue that the effectiveness of Islamic educational institutions largely depends on the extent to which they integrate competency-based and spiritually grounded HR systems. In the context of modern pesantren, this is evident through recruitment processes that consider both pedagogical competence and moral integrity, resulting in teachers who are not only professionally qualified but also serve as moral exemplars for students. Nevertheless, this study emphasizes that the uniqueness of pesantren lies in its spiritual dimension, which is not a dominant feature in Western educational management models (Kholish & Wafa, 2022). Therefore, these findings enrich the academic discourse on educational HR management by offering an Islamic perspective that places morality and religious values as strategic foundations.

Furthermore, the results of this study show strong relevance to Rahman and Idris (2021) in the *Asian Journal of Education and Social Studies*, who highlight the importance of transformational leadership in enhancing teacher performance and the organizational culture of Islamic education. Their study asserts that leaders who inspire and involve teachers in decision-making foster a collaborative work climate oriented toward improving learning quality. This aligns with the present study's findings, which position transformational leadership as a central factor driving HRM systems in modern pesantren. However, this study adds a new dimension by emphasizing that effective leadership in pesantren is not only focused on productivity and innovation but also on moral responsibility as part of religious devotion (Abidin & Sirojuddin, 2024). The integration of transformative leadership and spiritual values creates a distinctive

management model where teacher motivation is driven not merely by material incentives but by a religious consciousness to contribute to educational *da'wah*.

This research also supports and critiques the findings of Hassan et al. (2022) in the *Journal of Islamic Educational Studies*, which suggest that HR development in Islamic educational institutions is often hindered by the absence of performance-based evaluation systems and the lack of continuous professional training. The present study finds that modern pesantren capable of designing objective evaluation systems and implementing continuous training based on actual needs demonstrate significant improvements in learning quality and teacher motivation. These findings indicate a paradigm shift showing that HRM in pesantren is no longer static but dynamic and adaptive to educational technological advancements. Thus, this study provides a strong conceptual contribution to contemporary literature by asserting that HR development in modern pesantren is not merely the reproduction of classical values but an ongoing transformation integrating modern management principles, digital technology, and Islamic values into a unified and contextual educational system (Mulyadi, 2024).

## **CONCLUSION**

The results of this study indicate that the development of human resource (HR) management in education has a significant influence on improving the quality of learning in modern Islamic boarding schools (pesantren). More importantly, this study proposes an integrative HR management model that combines competency-based professional development with the internalization of Islamic spiritual values as a strategic framework for improving educational quality in modern pesantren. The integration of competence-based management systems with spiritual values has proven effective in creating a productive and morally grounded learning environment. Teacher recruitment that considers both pedagogical competence and moral integrity, along with transformational leadership that emphasizes spiritual responsibility, are key factors in shaping a superior educational culture. From a policy perspective, this integrative model provides a practical reference for pesantren leaders and Islamic education

policymakers in designing HR management systems that simultaneously strengthen professional capacity and ethical-spiritual accountability. Thus, modern pesantren demonstrate that the effectiveness of Islamic educational institutions is not solely measured by academic achievement but also by their success in instilling moral and spiritual values across all educational components.

From a scholarly perspective, this study makes an important contribution to the development of Islamic education management theory by offering a renewed perspective on spirituality-based HR management. The approach used in this research broadens the scope of educational management studies by illustrating how modern principles such as performance-based evaluation and continuous professional development can be harmonized with Islamic values. However, this study has certain limitations, as it focuses only on specific modern pesantren contexts and employs a qualitative descriptive method.

In light of these limitations, further research is needed to incorporate mixed-method approaches or comparative studies across various Islamic educational institutions to obtain a more comprehensive understanding of the effectiveness of spirituality-based HR management. Future studies are expected to expand upon these findings to serve as a foundation for strategic policy formulation in enhancing the quality of Islamic education in the modern era maintaining a balance between professional competence and spiritual integrity.

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