

Implementation of Human Resource Management Theory at the Wustho Al-Masyhudien NW Kawo Islamic Boarding School, Central Lombok

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Abstract: *This paper discusses the implementation of human resource management at the Wustho Al-Masyhudien Nahdlatun Wathan Kawo Islamic boarding school in Central Lombok. The Islamic boarding school has been in great demand by students lately, of course, it cannot be separated from the success of the school and the comfort of the students caused by the educators who are managed through human resource activities. The focus of this article will analyze the extent of the implementation of human resource management theory in Islamic boarding schools, then the researcher analyzes the human resource management implementation model carried out by the Islamic boarding school. The type of research in this article is qualitative descriptive-analytical research, using observation, interviews, documentation and analyzing various relevant data including books, journals, articles and others. The main findings of this study indicate that the recruitment, selection, performance appraisal, and compensation processes in this Islamic boarding school are based on Islamic principles, such as amanah, kafa'ah, deliberation, ihsan, and al-adl. Recruitment prioritizes moral integrity and competence, selection is carried out through deliberation to ensure fair decisions, performance assessment focuses on intention and sincerity, while compensation is based on the principle of justice that ensures rewards that are commensurate with contributions. This HR management model is expected to be a reference for other Islamic boarding schools in improving the quality of education management and HR development, especially Islamic boarding schools in Lombok, West Nusa Tenggara.*

Keywords: *Implementation, Human Resource Management, Pesantren*

Introduction

Lombok Island, located in West Nusa Tenggara, is not only known as the island of a thousand mosques,¹ Instead, the island is known for its many

¹ Ahmad Fauzi, Akmal Mundiri, and Umar Manshur, "E-Learning in Pesantren: Learning Transformation Based on the Value of Pesantren ELearning in Pesantren Series, PAPER 1114 (2018), <https://doi.org/10.1088/1742-6596/1114/1/012062>.

Islamic boarding school-based educational institutions.² One of the most well-known boarding schools is the Wustho Al-Masyhudien Nahdlatul Wathan Islamic boarding school, located in Kawo Village, Central Lombok.³ Furthermore, Islamic boarding schools are a form of education that balances religious and general education.⁴ The advantage of Islamic boarding schools is that they provide a breath of fresh air in the formation of a modernized education system.⁵ The objective of the modernization process within Islamic boarding schools is to improve the existing Islamic education system in these schools.⁶ The integration of Wustho Al -Masyhudien Nahdlatul Wathan Islamic boarding school between Islamic religious knowledge and general knowledge and technology is a preparatory step for this educational institution to prepare its students or santri to enter an era of globalization that is full of competition in various dimensions of life.⁷

This phenomenon needs to be revealed empirically so that it can be accessed and at the same time provide more motivation in order to accelerate the achievement of objectives and improve the quality of institutions comprehensively.⁸ In implementing modernization within Islamic boarding schools, cooperation from all stakeholders is needed to ensure its smooth running. One of the efforts made is human resource management (HRM), which includes planning, organizing, implementing recruitment, selection, orientation, training, and control, including assessment and compensation⁹. As an effort to empower human resources in order to achieve its goals, it

² Moh Badruddin Amin and Syafiqiyah Adhimiy: Learning Transformation Based on the Value of Pesantren," Physics: Conference Series PAPER 1114 (2018), <https://doi.org/10.1088/1742-6596/1114/1/012062>.

³ Observasi, Pondok Pesantren Wustho Al-Masyhudien Nahdlatul Wathan Kawo, October 15, 2025.

⁴ Hasil Observasi pondok pesantren Wustho Al-Masyhudien Nahdlatul Wathan yang terletak di Desa Kawo Lombok Tengah, 07-01-2025

⁵ Mukhammad Ilyasin and Zamroni Zamroni, "Balanced Scorecard: A Strategy for the Quality Improvement of Islamic Higher Education," *Dinamika Ilmu* 17, no. 2 (2017): 223–36, <https://doi.org/10.21093/di.v17i2.703>.

⁶ Ahmad Fauzi, Akmal Mundry, and Umar Manshur, "E-Learning in Pesantren : Learning Transformation Based on the Value of Pesantren ELearning in Pesantren : Learning Transformation Based on the Value of Pesantren," Physics: Conference Series PAPER 1114 (2018), <https://doi.org/10.1088/1742-6596/1114/1/012062>.

⁷ Muhammad Heriyudanta, "Modernisasi Pendidikan Pesantren Perspektif Azyumardi Azra, Mudarrisa," *Jurnal: Kajian Pendidikan Islam* Vol.8, no. 1 (2016): 157. <https://doi.org/10.18326/mdr.v8i1.145-172>.

⁸ Hasan Baharun, "Management Information Systems in Education : The Significance of e-Public Relation for Enhancing Competitiveness of Higher Education," *Journal of Physics: Conference Series* 1175, no. 1 (2019), <https://doi.org/10.1088/1742-6596/1175/1/012151>.

⁹ Syamsul Bahri, Islamic Boarding School-Based School Human Resource Management In Shaping Student Character, JRIP: Jurnal Riset dan Inovasi Pembelajaran, Vol. 4, no 1, (2024): 367 <https://doi.org/10.51574/jrip.v4i1.1364>

produces good output, namely high-quality students who are reliable Muslim intellectuals.¹⁰ As in the activities carried out by the boarding school as an effort to integrate Islamic religious knowledge with general knowledge and technology, this is a preparatory step for this educational institution to prepare its students or santri to enter an era of globalization that is full of competition in various dimensions of life.¹¹ Investment in human capital is a long-term educational effort to produce human resources.¹² This is the result of observations conducted at the Islamic boarding school as follows:¹³

Figure 1. The Documentation is for General Religious Studies and Religious Practices For Students



Based on the above observations, the Islamic boarding school located in Kawo Village has been increasing its various activities, especially in human resource development, which is not an easy task as it requires systematic and serious thinking and measures.¹⁴ Because it strives to provide the best for

¹⁰ Ahmad Halid, Student Resource Development Management: A Model Of Planning, Organizing, Leading And Controlling At Bustanul Ulum Bulugading Boarding School Bangsalsari Jember *Jurnal: Magister Manajemen Pascasarjana Universitas Islam Malang* Vol 9, no. 2 (2024): 8 <https://doi.org/10.33474/jimmu.v9i2.22826>

¹¹ Achmad Fathor Rosyid, Akhmad Sofyan, and dkk, The Existence and Management of Islamic Boarding Schools Comparative Study of Assunniyyah Islamic Boarding School and Baitul Arqom Islamic Boarding School Jember, East Java, Indonesia, *The International Journal of High Education Scientists*, Vol. 2, no. 2 (2021): 11 <https://orcid.org/0000-0002-1991-5492>

¹² YYasmadi, *Modernisasi Pesantren: Kritik Nurcholish Madjid Terhadap Pendidikan Islam Tradisional* (Jakarta: Ciputat Press, 2022).

¹³ Dokumentasi, "Pondok Pesantren Wustho Al-Masyhudien Nahdlatul Wathan Kawo," October 15, 2025.

¹⁴ Tri Firmansyah, Achmad Supriyanto, and Agus Timan, "Efektivitas Pemanfaatan Sarana Dan Prasarana Dalam Meningkatkan Mutu Layanan Di Sma Laboratorium," *Jurnal Manajemen Dan Supervisi Pendidikan* 2, no. 3 (2018): 179-84, <https://doi.org/10.17977/um025v2i32018p179>

people by developing their full potential.¹⁵ In management knowledge, philosophy actually provides a set of knowledge for thinking effectively in solving management problems.¹⁶ Therefore, to understand Islamic boarding schools, one must be careful not to look only at their outward appearance, but must look comprehensively at the learning and development processes that take place within them.¹⁷ Islamic boarding schools have very strong roots and traditions in Indonesian society.¹⁸ Although traditional values remain in all Islamic boarding schools, new elements such as productive economic institutions and community development have also been introduced.¹⁹ In addition, some Islamic boarding schools are no longer managed traditionally, in the sense that everything related to the boarding school is handled by one person (Kyai), but have developed a relatively modern organizational management system in which there is a distribution of authority and policy-making.²⁰

Therefore, Lombok in particular already has several Islamic boarding schools, so this needs to be encouraged, given the increasing public interest in Islamic boarding schools.²¹ From a world whose positive role was barely recognized, it became a form of institutionalization of Indonesia's indigenous education system.²² With the existence of these Islamic boarding schools, the pesantren institution was incorporated into the national education system.

¹⁵ Abdul Rahim Karim, Muhammad Irfan Hasanuddin, Ah. Zakki Fuad, M. Yunus Abu Bakar, Muhaemin, Arifuddin, Exploring The Rationality of Religious-Rational Islamic Thinkers Towards the Compatibility of The Islamic Education System, *Tarbiyah: Jurnal Ilmiah Kependidikan*, Vol. 13 no. 2 (2024): 68 <https://doi.org/10.18592/tarbiyah.v13i2.13638>

¹⁶ Imam Syafe'i, "Pondok Pesantren: Lembaga Pendidikan Pembentukan Karakter," *Jurnal Pendidikan Islam* 8, no. 1 (2017): 85-103, <https://doi.org/10.1017/CBO9781107415324.004>.

¹⁷ Dhofier, Zamakhshari, *Tradisi Pesantren, Study Tentang Pandangan Hidup Kyai*. (Jakarta: LP3S. 1994), 30

¹⁸ Usman, Husaini. "Manajemen Teori, Praktek, dan Riset Pendidikan", Jakarta: Bumi Aksara. 2008), 83

¹⁹ Ziemek and Manfred, *Pesantren Dalam Perubahan Sosial* (Jakarta: LP3M, 1986), 40.

²⁰ Z Ittihad, *Implementasi Manajemen Sumber Daya Manusia Di Pondok Pesantren*, (As-Sabiqun: Jurnal Pendidikan Islam Anak Usia Dini Volume 1, Nomor 1, Maret 2019), 19 <https://doi.org/10.51226/assalam.v13i02.734>

²¹ Henny Hartono, "Mutu Layanan Dari Bagian Layanan Akademik Terhadap Kepuasan Dosen Di Universitas Xyz," *Jurnal Riset Manajemen Dan Bisnis (JRMB) Fakultas Ekonomi UNIAT* 2, no. 1 (2017): 13-24, <https://doi.org/10.36226/jrmb.v2i1.25>

²² Soekijo Notoatmojo, *Pengembangan Sumber Daya Manusia* (Jakarta: Rineka Cipta, 2009), 35

From there, pesantren were expected to play a role in creating social change for human development, which was in the process of transforming Indonesians into advanced human beings. This support was dynamic, enduring, and spontaneous. Especially when linked to the need to find a development model that was indigenous and authentic to the aspirations of the Indonesian people, the role of pesantren in meeting these needs became even greater.²³ Nevertheless, the role of Islamic boarding schools in facing changes in their surrounding environment will become increasingly difficult.²⁴

Therefore, pesantren administrators should not be overly optimistic. This is because there are serious external assessments and expectations, which means that the burden of responsibility placed on the shoulders of pesantren supporters will begin to weigh heavily. Human resources (HR) are very important and must be possessed in order to achieve the goals of an organization or company. Human resources are the main element of an organization compared to other resource elements such as capital and technology, because it is humans themselves who control the other factors.²⁵ In this case, the price and value of humans are determined by the relevance of their construction in the product process. The quality of humans is prepared in such a way that they can meet the demands of development or the demands of society.²⁶

In fact, if we look at the existence of some Islamic boarding schools, they still need development and empowerment. There are several problems occurring in the world of Islamic boarding schools, namely: the majority of Islamic boarding schools today seem to be closed off from modern science and technology, acting as ivory towers, elitist, far from social reality, and with a stronger ideology based on Islamic texts than on empirical social problems, even though there are some Islamic boarding schools that have developed a combination of general science and religion, or the provision of skills and religion.

Especially scientific problems, namely the gap between the scientific knowledge of Islamic boarding schools and the modern world, so that their graduates are less competitive than general graduates in terms of

²³ Sirait, *Memahami Aspek-Aspek Pengelolaan Sumber Daya Manusia Dalam Organisasi* (Jakarta: PT. Gramedia, 2006), 68.

²⁴ Sirait, *Memahami Aspek-Aspek Nurkholis. Manajemen Berbasis Sekolah, Teori, Model dan Aplikasi*, (Jakarta: Gramedia Widiasarana Indonesia, 2003), 74ek *Pengelolaan Sumber Daya Manusia Dalam Organisasi* (Jakarta: PT. Gramedia, 2006), 68.

²⁵ Nanang Fattah, *Konsep Manajemen Berbasis Sekolah (MBS) dan Dewan Sekolah*, (Bandung: Pustaka Bani Quraisy, 2004).

²⁶ Habib, M., Sihombing, U. M., Rahmadani, U., & Wirahayu, W., Pentingnya Manajemen Humas di Lembaga Pendidikan Islam, *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat* Vol. 1, no. 2 (2021): 26 <https://jurnal.permapendis-sumut.org/index.php/edusociety>

professionalism in the world of work. Next is the issue of pesantren leadership, which has declined due to descendants wanting to control the pesantren. This happens because the leadership pattern of *pesantren* mostly still adheres to the natural system, both in the development of *pesantren* and in the pattern of pesantren leadership succession.

The human resource management process at the Wustho Al-Masyhudien Nahdlatul Wathan Kawo Islamic Boarding School includes various stages that are very important to ensure the success of education. Starting with the transparent and competency-based recruitment and selection of teachers, this process ensures that the selected teaching staff have the integrity and abilities required by the pesantren. In addition, capacity building for teaching staff is also a key focus through ongoing training and coaching, which aims to update their knowledge and skills.

Performance evaluations are conducted objectively, taking into account aspects of professionalism, integrity, and contribution to the development of the Islamic boarding school. Compensation is based on the principle of fairness, so that each teacher receives remuneration commensurate with their contribution. With effective human resource management like this, the quality of teaching staff will continue to improve, which in turn will have a positive impact on the quality of education received by students, preparing them to face global challenges with adequate knowledge and skills.

The leadership model expected for today's Islamic boarding schools is one that is able to uphold local values and interact effectively in the face of global values. Based on the understanding and issues of some Islamic boarding schools above, the author will examine and analyze human resources in order to develop the quality of human resource management at the Al-Masyhudien NW Kawo Islamic Boarding School, so that the boarding school's human resource management is able to compete in the world of education and human resource development, which is the first step in social change.

The future development of Islamic boarding schools is largely determined by their ability to anticipate and overcome the difficulties, challenges, and dilemmas that have long surrounded them. This is in line with the theory that people who are capable of changing the world are those who are critical, creative, intelligent, and faithful. Against this backdrop, this study aims to explore in greater depth how human resource management is implemented at the Al-Masyhudien NW Kawo Islamic Boarding School, as well as to evaluate its contribution to improving the quality of education and developing human resource capacity in the Islamic boarding school environment.

This study is also expected to provide practical insights for human resource management in other Islamic boarding schools, as well as offer a management model that can be adapted to improve the quality of education

in various Islamic boarding schools in Indonesia, especially in facing the challenges of deepening globalization.

Methods

This research is based on a qualitative-descriptive approach. The analysis method used in this research is descriptive qualitative data analysis using various theoretical foundations related to the research object and used as a basic reference for qualitative analysis because it is inseparable from observation, interviews, and documentation. More specifically, the research is based on several relevant references discussing the Wustho Al-Masyhudien Nahdlatul Wathan Kawo Islamic Boarding School. The researcher then analyzes the relevance and form of implementation at the Wustho Al-Masyhudien Nahdlatul Wathan Kawo Islamic Boarding School. This research integrates library-based reference sources with a descriptive qualitative analysis approach in the form of field research.

Results and Discussion

Human Resource Management Theory

Management is a process that provides oversight of matters involved in policy implementation and goal achievement.²⁷ In general, management is an activity of changing something to make it better, giving it higher value than before.²⁸ Management can also be interpreted as doing something to ensure that it is appropriate and in line with needs so that it is more useful. Thus, management can be defined as the process of differentiating between planning, mobilization, and supervision by utilizing both science and art in order to achieve predetermined objectives.²⁹ Management, or more commonly referred to as management, is generally associated with activities within an organization such as planning, organizing, controlling, directing, and supervising.

Human Resource Management (HRM) at the Wustho Al-Masyhudien Nahdlatul Wathan Kawo Islamic Boarding School can be analyzed through several relevant theories to understand the application of managerial principles based on Islamic values. Dessler's theory of human resource management suggests that effective human resource management involves recruitment, selection, development, and performance appraisal processes

²⁷ Hasibuan Malayu, *Manajemen Sumberdaya Manusia*, (Jakarta: Bumi Aksara, 2011), 68

²⁸ Husen. Umar, *Riset Manajemen Sumberdaya Manusia Dalam Organisasi* (Jakarta: Gramedia Pustaka Utama, 1999)

²⁹ Siti Saniyyah Sholihat, "Pengelolaan Biaya Pendidikan, Partisipasi Masyarakat, Dan Mutu Layanan Pembelajaran Madrasah Ibtidaiyah Swasta," *Jurnal Administrasi Pendidikan* 24, no. 1 (2017): 1–10, <https://doi.org/10.17509/jap.v24i1.6497>

aimed at maximizing the potential of each individual in the organization.³⁰ In the context of the Wustho Al-Masyhudien Nahdlatul Wathan Kawo Islamic boarding school, the recruitment and selection process for teaching staff is conducted transparently and based on competence, taking into account moral integrity and teaching ability.³¹ In addition, Greenberg's Organizational Justice Theory states that fair decisions in human resource management, such as compensation and objective performance appraisals, will increase job satisfaction and motivation among teaching staff.³²

The application of fairness principles in providing rewards commensurate with the contributions of teachers in Islamic boarding schools is very important for creating a harmonious work environment and improving their performance. In this context, motivational factors such as recognition for work achievements, as well as hygiene factors such as fair compensation, can increase the motivation of teaching staff to continue to develop. Bass's Transformational Leadership Theory provides guidance on the importance of leaders who can inspire and motivate teaching staff to achieve common goals, which at the Wustho Al-Masyhudien Nahdlatul Wathan Kawo Islamic Boarding School is carried out by the boarding school's supervisors and managers to create an educational atmosphere that supports the development of the students' character and competence.³³ In addition, Bandura's Social Learning Theory explains that good teachers will serve as role models for students in their learning, both in religious studies and practical skills. In this case, human resource management based on Islamic principles can create an educational environment that supports the character building of students.³⁴ All of these theories provide the basis for the implementation of effective human resource management at the Islamic boarding school, which is expected to improve the quality of education and

³⁰ Santa Rusmalita1, Patmawati Patmawati, Raziki Waldan, *Mentoring for Success: Transforming Religious Tourism Management at Islamic Boarding School*, *Khazanah Sosial*, Vol. 5 no. 2 (): 331

³¹ Guru, Wawancara Siswa Pondok Pesantren Wustho Al-Masyhudien Nahdlatul Wathan Kawo, January 15, 2025.

³² Sudarwan Danim, *Menjadi Komunitas Pembelajar (Kepemimpinan Transformasional dalam Komunitas Organisasi Pembelajaran)*, (Jakarta: PT Bumi Askara, 2005), vi

³³ Siti Saniyyah Sholihat, "Pengelolaan Biaya Pendidikan, Partisipasi Masyarakat, Dan Mutu Layanan Pembelajaran Madrasah Ibtidaiyah Swasta," *Jurnal Administrasi Pendidikan* 24, no. 1 (2017): 1-10, <https://doi.org/10.17509/jap.v24i1.6497>

³⁴ Ramdanil Mubarak, *Pengembangan Manajemen Sumber Daya Manusia di Lembaga Pendidikan Islam. AL-FAHIM: Jurnal Manajemen Pendidikan Islam*, Vol.3, no.2. (2021), 135

the competence of teaching staff, as well as prepare students to face the challenges of globalization.³⁵

Portrait of the Pondok Pesantren Wustho Al-Masyhudien Nahdlatul Wathan Kawo

One of the Islamic boarding schools located in Kawo Village, Wustho Al-Masyhudien NW Islamic Boarding School, precisely located on Batunyala-Sengkol Road, Pujut District, Central Lombok Regency, implements human resource management by analyzing several factors that cause changes in human needs. Based on the available data, the trust, expectations, and support of the community for the Pagelaran II Sumedang Islamic boarding school have never waned. The Wustho Al-Masyhudien NW Islamic boarding school is one of the boarding schools located in Kawo Village.³⁶ To face increasingly competitive global trends, the greatest demand is for santri who are high-performing human resources with accountable morality. In other words, santri must be able to obey the rules of the pesantren and make their parents, community, nation, and country proud. Concrete evidence of the readiness of the Wustho Al-Masyhudien NW Kawo Islamic Boarding School is the recruitment and addition of staff (teachers) who are mostly university graduates. Based on demographic data on human resources at the Wustho Al-Masyhudien NW Kawo Islamic Boarding School for the 2021-2024 period, the total number of supervisors at the Wustho Al-Masyhudien NW Islamic Boarding School is 8 people.³⁷

As an independent Islamic institution operating directly within the community, the Wustho Al-Masyhudien NW Kawo Islamic Boarding School has a vision of creating a national identity that is integrated with the spirit of Islam by equipping the younger generation to be able to balance the currents of globalization and information with faith and piety. One of the dilemmas faced by the Wustho Al-Masyhudien NW Kawo Islamic Boarding School is that most of its students are still in school, so the Wustho Al-Masyhudien NW Kawo Islamic Boarding School implements human resource management based on strengthening faith and morals, which is different from other Islamic boarding schools. The value of the Wustho Al-Masyhudien NW Kawo Islamic Boarding School is to implement human resource management in order to equip students to be individuals who are able to socialize well with the community in the future, able to provide quality and performance, especially when the students are still residing at the Wustho Al-Masyhudien NW Islamic Boarding School. In addition, the Wustho Al-Masyhudien NW Islamic

³⁵ Rizqi Syaroh Amaliyah, Analysis of the Effectiveness of Employee Training and Development In Islamic Boarding Schools in Improving the Quality of Education, *Jurnal Impresi Indonesia (JII)* Vol. 3, no. 6, (2024), 442

³⁶ Observasi, Pondok Pesantren Wustho Al-Masyhudien Nahdlatul Wathan Kawo.

³⁷ Dokumentasi, "Pondok Pesantren Wustho Al-Masyhudien Nahdlatul Wathan Kawo."

boarding school tends not to be the first choice, but rather the second or even third choice. There are two reasons why this Islamic boarding school is an alternative choice. First, the majority of today's teenagers no longer have the desire to enter an Islamic boarding school. Second, there are many Islamic boarding schools that have higher infrastructure appeal than the Wustho Al-Masyhudien NW Islamic Boarding School.³⁸

Implementation of Human Resource Management at the Wustho Al-Masyhudien NW Kawo Islamic Boarding School

The Wustho Al-Masyhudien NW Kawo Islamic boarding school is very concerned about one of the human resources in the boarding school (here, human resources refers to the input of the boarding school, namely the students), because the starting point for change in society and the nation is the students. Santri become the frontline when they graduate or return to their hometowns. It is from santri that Indonesia's great people are born. So it is not surprising that Pesantren Wustho Al-Masyhudien NW Kawo implements human resource management in the process of the institution's survival. This implementation includes management functions and operational functions of human resource management. To support success in strategy, there needs to be a formulation that is expressed in the form of a vision, mission, and objectives. The vision is a comprehensive and futuristic view of the organization's existence. The vision statement answers the question of what the organization will be like in the next five years. Objectives are defined as what an organization, function, department, and individual are expected to achieve within a certain period of time.

A mission is a statement that explains the main reason for the establishment of an organization and helps to legitimize its function in society or the environment. In its simplest form, a mission statement answers the question of what activities the organization will carry out in order to realize its desired future (as described in its vision). The vision of the Pagelaran II Sumedang Islamic boarding school is to be an independent Islamic institution that works directly within the community. The Wustho Al-Masyhudien NW Kawo Islamic boarding school has a vision to "create a national identity that is united with the spirit of Islam by equipping the younger generation to be able to balance the currents of globalization and information with faith and piety." A mission is a series of steps taken to achieve a vision. The mission of the Wustho Al-Masyhudien NW Kawo Islamic boarding school includes the following:

- a. Guiding and nurturing students to possess and practice intellectual intelligence, noble character, spiritual depth, and high morality in accordance with Islamic teachings;
- b. Providing teaching in accordance with the curriculum of the Islamic

³⁸ Siswa, Wawancara Siswa Pondok Pesantren Wustho Al-Masyhudien Nahdlatul Wathan Kawo.

- boarding school, such as holding recitations of classical texts (kitab kuning) according to their respective levels;
- c. Providing opportunities for santri to increase their general knowledge at educational institutions in the surrounding area;
 - d. Educating students in management (organization) so that they are able to socialize and participate directly in the community, especially in the field of spreading Islam.

The work program at the Wustho Al-Masyhudien NW Kawo Islamic boarding school is running well. This is in line with G.R. Terry's theory, which states that direction (implementation) is to make all members of the group willing to work sincerely and enthusiastically to achieve the objectives in accordance with the planning and organizational efforts. However, in reality, there are problems that have not been resolved or have become "bad habits" that continue from year to year. Namely, a lack of awareness or supervision, especially from middle managers. The management cycle that occurs from year to year is as follows: in the first 1-3 months, management runs very well; in months 3-10, middle manager performance "declines"; and in months 10-12 (end of management), performance improves again. This means that there is a lack of motivation and innovation among the administrators. This is due to the fact that the majority of the students are entering puberty/adolescence. Ninety-six percent of the students at the Wustho Al-Masyhudien NW Kawo Islamic boarding school are in junior high school.³⁹

In the process of organizational continuity, what must be emphasized here is the leadership of middle managers, namely the *rohis* themselves. In addition to control in the form of meetings, supervision, and so on, *rohis* must not only be charismatic, but also possess leadership skills and initiative so that their subordinates can perform well on a continuous basis. Humans are dynamic beings, therefore leaders must always motivate their subordinates so that they do not stray from the established goals. Monitoring or supervision is a routine process carried out by the Wustho Al-Masyhudien NW Kawo Islamic boarding school, primarily by its administrators, with the aim of measuring progress or setbacks in what has been done and what has not been done for the benefit of the boarding school in accordance with the work programs of each field. In establishing supervision, organizations or companies must set established standards. Controlling does not only mean controlling; it also includes research aspects, whether what has been established, complete with plans, policies, programs, and so on from management.⁴⁰

³⁹ Observasi, Pondok Pesantren Wustho Al-Masyhudien Nahdlatul Wathan Kawo.

⁴⁰ Burhan1, Nanda Suryadi, Arie Yusnelly, Sindi Yulianti, The Influence Of Islamic Boarding School Accounting Understanding, HR Competence And Islamic Boarding School Accountability Training On Islamic Boarding School Financial

Dalam implementasinya, pesantren selalu mengadakan rapat. The meetings were held as needed at that time, including; (1) The time and place of these daily meetings cannot be determined in advance. This is because these meetings are held due to unexpected circumstances, or are referred to as "impromptu meetings." Usually, these meetings only involve the *rohis* and secretary or the *rohis* and other relevant sections. These meetings are internal to middle management (administrators). (2) Weekly meetings are held every Thursday evening after *muhadhoroh* activities, where administrators usually hold meetings. Participants in these weekly meetings include administrators and santri; (3) Monthly meetings at the Wustho Al-Masyhudien NW Kawo Islamic boarding school are semi-formal. This means that top managers are always invited to attend the monthly meetings at the boarding school. Usually, one or two members of the teaching staff are invited to each meeting. (4) Accountability reports (LPJ) for Islamic boarding schools are conducted once a year. They are usually held at the end of the year. All human resources, from top managers to low-level managers, are present when the LPJ takes place.⁴¹

Based on facts on the ground, due to the absence of a single command or hierarchy in the name of "Rizki," the Wustho Al-Masyhudien NW Kawo Islamic boarding school only has informal external supervision. This means that the Islamic boarding school will accept the behavior of the community, especially those living around the boarding school, in accordance with how the influence of the Wustho Al-Masyhudien NW Islamic Boarding School affects the community. In terms of performance evaluation, Islamic boarding schools provide suggestion and criticism boxes for anyone who cares and wants to express their aspirations regarding the boarding school. Evidence of the real influence of Islamic boarding schools on society can be seen in the regular holding of PHBI programs such as the celebration of the birthday of the Prophet Muhammad, participation in National Santri Day, and so on. The subject of supervision is the community itself.⁴²

Human Resource Management Function at Wustho Al-Masyhudien NW Islamic Boarding School

The recruitment conducted by the Wustho Al-Masyhudien NW Islamic Boarding School aims to obtain a number of prospective employees who are willing to devote themselves to managing the boarding school effectively and efficiently. In selecting prospective human resources to become boarding school managers, the institution has carried out employee selection based on

Accountability, *INVEST: Jurnal Inovasi Bisnis dan Akuntansi* Vol. 4 No 2 (2023), 548 <https://doi.org/10.55583/invest.v4i2.641>

⁴¹ Siswa, Wawancara Siswa Pondok Pesantren Wustho Al-Masyhudien Nahdlatul Wathan Kawo.

⁴² Observasi, Pondok Pesantren Wustho Al-Masyhudien Nahdlatul Wathan Kawo.

standardization and organizational needs. In determining the standardization of prospective employees, the Islamic boarding school does not set high standardization qualifications. This means that as long as they meet the criteria of being an ustadz/ustadzah, are ready and capable, the Islamic boarding school is open to those who are willing to become caregivers. Development begins with understanding the aspirations of workers and their level of competence in their current workplace.

This educational development aims to provide understanding, information, and to increase and improve the religious quality and spiritual depth of each individual student at the Wustho Al-Masyhudien NW Islamic Boarding School.⁴³ This education includes: (1) Monthly alumni lectures are activities for students who have left the Wustho Al-Masyhudien NW Islamic Boarding School. This activity was held with the aim of maintaining and strengthening communication and relationships among the extended family of the Wustho Al-Masyhudien NW Islamic Boarding School.⁴⁴ This recitation is not only for alumni, but also for students who are still studying at the Wustho Al-Masyhudien NW Islamic Boarding School. (2) Dirosah Islamiyah, in other words Islamic studies, is the teaching of religious knowledge to all elements of society, including the surrounding community, so that they can understand Islam. This activity is held in the main hall of the Wustho Al-Masyhudien NW Islamic Boarding School and is conducted regularly every Sunday. (3) Tahfizh Al-Quran. This program is held every day except Sunday. Every student is required to memorize at least 2 Juz as a requirement for graduating from the boarding school.⁴⁵

According to Greenberg and Baron, empowerment is a process whereby workers are given increased autonomy and flexibility in relation to their work (Wibowo, 2016: 350). Empowerment is a continuum between a situation where workers have no power to consider how to do their work, to a situation where workers have complete control over what they do and how they do it. Empowerment is a continuum between a situation where workers have no power to consider how to do their jobs, to a situation where workers have complete control over what they do and how they do it; Sewing courses, these sewing courses were initiated by alumni of the Wustho Al-Masyhudien NW Kawo Islamic boarding school who are skilled in this field. Coincidentally, the alumni's residence is close to the boarding school, so students can come and learn whenever the alumni have free time to teach

⁴³ Zubaidi, *Pendidikan Berbasis Masyarakat (Upaya Menawarkan Solusi terhadap Problem Sosial)*, (Yogyakarta: Pustaka Pelajar, 2005), v

⁴⁴ Nurul Zuriah, *Pendidikan Moral dan Budi Pekerti Dalam Perspektif Perubahan, (Menggagas, Platform Pendidikan Budi Pekerti secara Kontekstual dan Futuristik)*, (Jakarta: Bumi Askara, 2011), 119

⁴⁵ Siswa, Wawancara Siswa Pondok Pesantren Wustho Al-Masyhudien Nahdlatul Wathan Kawo.

their skills. In addition to the main schedule, the course is held every Friday after Friday prayers.

In the teaching and learning process and boarding school rules, students follow all the regulations at the Wustho Al-Masyhudien NW Kawo Islamic Boarding School. Regardless of the results achieved by the students. Because basically, the potential and abilities of each individual differ from one another. The researchers found that 85% of students at the Wustho Al-Masyhudien NW Islamic boarding school followed the rules and norms of the boarding school, with male students frequently violating the rules and receiving sanctions. Regardless of the fact that men enjoy challenges, the author found that a common violation was the lack of supervision of male students. In contrast, female students had strong leadership from their roisah, making them easier to manage than male students. According to the author, in this case, it is not only the rois/leader who is responsible, but also the performance of the Islamic boarding school administrators is closely monitored. It is better to conduct performance evaluations several times during the performance process, so that there is still an opportunity to catch up if there is a performance gap.

Leadership greatly influences subordinates in carrying out their duties and authorities.⁴⁶ Sharing and deliberation are steps taken by Islamic boarding schools to reduce violations and reinforce normative values. Every year, the Wustho Al-Masyhudien NW Kawo Islamic Boarding School always holds Islamic Holidays, or PHBI for short, from the commemoration of the Prophet Muhammad's birthday to Isra' Miraj. The boarding school always provides optimal service to the community. In organizing PHBI events or activities, year after year, the community has always been enthusiastic in participating in PHBI activities held by Islamic boarding schools. This means that there has been a significant improvement in the contribution of Islamic boarding schools to the community. Assessment is a management activity to evaluate employee behavior and work performance and determine future policies.

This is because Islamic boarding schools are capable of making good plans (PHBI activities) that can be implemented well by all elements in the boarding school, especially the students. These PHBI activities are a form of practice or implementation of training or lessons in *muhadhoroh* science. This knowledge explains the aspects of life that are described in more detail in the training, so that students who graduate from this Islamic boarding school are required to become professional preachers or Islamic missionary. In practice, regardless of the committee's good and effective performance, students who are considered competent or capable in terms of mentality and theory are required to become opening speakers to gain experience and flying hours.

⁴⁶ Hadi, A., "Perkembangan dan Konsep Dasar Manajemen Humas dalam Dunia Pendidikan: Tinjauan Historis, *At-Ta'lim: Jurnal Pendidikan* Vol. 4, no. 2 (2018) <https://doi.org/10.36835/attalim.v4i2.55>

From various descriptions of the issues and an overview of the empirical conditions in the field related to the adjustment/harmony of parents to the Wustho Al-Masyhudien NW Islamic Boarding School, the researcher found that there was a discrepancy between some male and female students after graduating/leaving the institution and what was expected by the institution. Graduates are expected to become preachers or religious teachers, but the reality is different. This is because when graduates leave, there is no linear education path directed by the institution. As a result, the programs run by the institution did not go as expected. Meanwhile, the institution encouraged the students to take a more active role in learning about Islam, so that the students who had studied at the Wustho Al-Masyhudien NW Islamic Boarding School would become preachers or Islamic missionary.

From the findings that the author discovered in the field, there are so many lessons and knowledge to be gained related to the science of dai/mubalig, one of which is "ilmu muhadhoroh" (the science of preaching). However, with the development of the times, many male and female students do not live up to the expectations of the institution and their parents. Whereas some of the male and female students studying at the Wustho Al-Masyhudien NW Islamic Boarding School only have a normative understanding, the institution requires not only understanding but also practical application in preparation for becoming a preacher. As observed, namely:

Figure 2. The performance of students



The performance of students at the Wustho Al-Masyhudien NW Kawo Islamic Boarding School is good. Students at the Wustho Al-Masyhudien NW Kawo Islamic Boarding School are always active in PHBI (Islamic Holiday Celebrations). In addition, the normative values that apply in Islamic boarding schools are strictly adhered to. This is because the rules that are enforced are very strict, especially the imposition of severe punishments for students who violate the rules. The teachers are also always active with the

students in teaching and learning activities so that the community has a sense of trust in Islamic boarding schools.

The Wustho Al-Masyhudien NW Kawo Islamic Boarding School has implemented human resource management in the form of planning and operational functions, one of which began with the institution conducting recruitment of qualified staff/teachers. The workforce comes from both internal and external sources. In internal recruitment, the method used is management referral. This means that a student who is already an expert in their field and can teach Quran recitation, recommended by an employee or teacher, will be placed on the teaching staff at the Islamic boarding school. In external recruitment, the methods used are nepotism and connections with educational institutions and universities. This means that, in addition to strong emotional ties, the workers hired are not chosen randomly because they come from trusted educational institutions and universities. The technique used is decentralized recruitment.

In this case, researchers found a mismatch between input, process, and outcome. The input of the Wustho Al-Masyhudien NW Islamic boarding school has not yet achieved clear standardization in terms of policy, objectives, and targets. This results in students only gaining a limited understanding. The availability of resources also greatly affects the input of the pesantren, where resources are a major factor in the students' achievement of knowledge in pursuing their studies, as are the teachers at the pesantren, where teachers are the main subjects in the transfer of religious knowledge related to clear religious values. The achievements of students also determine the input of the students themselves.

The process also determines the achievements or results obtained by students at the Wustho Al-Masyhudien NW Islamic Boarding School, where the learning process at the Wustho Al-Masyhudien NW Islamic Boarding School must be highly effective in order to compete with other Islamic boarding schools. However, the reality on the ground is that the ineffectiveness of learning, which only prioritizes understanding without emphasizing practice, has caused the education level at the Wustho Al-Masyhudien NW Islamic Boarding School to be uncertain. The career development process is viewed from two aspects. The first aspect is quality, which refers to employee performance, while the second aspect is quantity, which refers to the length of time an employee has worked as a reference for the career development process.

In terms of leadership at the Wustho Al-Masyhudien NW Islamic boarding school, it also determines the process that will be achieved. Where weak leadership will affect the learning process at this Islamic boarding school, one of which is that the curriculum used is not suitable for the current students, this is due to the change in leadership to the current leader, where the pursuit habits used are different from the current ones, thus causing a very

significant impact on the development of the students.⁴⁷ The output of male and female students at the Wustho Al-Masyhudien NW Islamic Boarding School prioritizes general academic skills and knowledge, resulting in a lack of emerging religious scholars. Achievement is also an output in terms of educational career levels at the Wustho Al-Masyhudien NW Islamic Boarding School. Achievement is not really applied in terms of the academic understanding possessed by students.

Conclusion

Based on the theoretical description and the results of the author's research on "Study and Analysis of Human Resource Management at the Wustho Al-Masyhudien NW Islamic Boarding School (Descriptive Study at the Wustho Al-Masyhudien NW Kawo Islamic Boarding School)," the following conclusions can be drawn: (1) The Wustho Al-Masyhudien NW Kawo Islamic Boarding School has implemented human resource management in the form of planning and operational functions, one of which began with the institution recruiting qualified staff/teachers. (2) The workforce comes from both internal and external sources. In internal recruitment, the method used is management referral. This means that a student who is already an expert in their field (able to teach Quran recitation) is recommended by one of the employees/teachers to be placed on the teaching staff at the boarding school.

Based on the conclusions outlined above, the following recommendations can be made: (1) For the Wustho Al-Masyhudien NW Islamic Boarding School, it is hoped that it will continue to improve its human resource management, one of which is in the form of "re-recruiting" qualified staff/teachers. This is because currently, the number of staff at the Wustho Al-Masyhudien NW Islamic Boarding School in Kawo is still insufficient. (2) For the Da'wah Management Department and other researchers, as someone who cares about the development of the Da'wah Management Department, the author hopes that the department will increase the weight and depth of management knowledge in a comprehensive manner. One such area is business management. The hope is that students who "do not want to work or become civil servants" will be able to create their own business opportunities with the knowledge they have acquired. This is especially true for those who want to establish Islamic boarding schools with stable economies.

⁴⁷ Muhammad Heriyudanta, "Modernisasi Pendidikan Pesantren Perspektif Azyumardi Azra, Mudarrisa," *Jurnal: Kajian Pendidikan Islam* Vol.8, no. 1 (2016): 157. <https://doi.org/10.18326/mdr.v8i1.145-172>

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