

HUMAN RESOURCE DEVELOPMENT STRATEGIES AND THEIR IMPACT: INSIGHTS FROM PONDOK PESANTREN DARUL MUHAJIRIN

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Abstrak: Penelitian ini dilatarbelakangi oleh perhatian peneliti terhadap peningkatan sumber daya manusia yang dilakukan oleh pimpinan Pondok Pesantren Darul Muhajirin Praya. Penelitian ini menggunakan penelitian kualitatif dengan pendekatan studi kasus. Metode pengumpulan data yang digunakan adalah metode observasi, wawancara dan dokumentasi, sedangkan teknik analisis yang digunakan adalah data collection, condention data, display data, clonclusion data. Hasil penelitian ini menunjukkan (1) strategi pimpinan pondok pesantren dalam pengembangan sumber daya manusia di ponpes Darul Muhajirin Praya yaitu dengan merumuskan visi, membuat rencana, mengarahkan, membuat kesimpulan, mengatasi masalah, evaluasi, dan refleksi. Bentuk strategi pimpinan ponpes ialah program pelatihan, program halaqoh atau tawajjuh. peningkatan kinerja pengajar. (2) Pelaksanaan strategi pimpinan pondok pesantren yaitu perencanaan, mendesain program, pelaksanaan program pengelolaan kebijakan, pemusatan terhadap pegaai dan santri serta melibatkan stakeholder untuk mensukseskan program pondok pesantren. (3) Dampak dalam pelaksanaan strategi pimpinan pondok pesantren dalam pengembangan sumber daya manusia terhadap mutu pesantren, terbagi menjadi dua yaitu dampak positif dan dampak negative. Dampak positifnya bagi mutu akademik pesantren ialah terdapat peningkatan kualitas tenaga pengajar dan santri, terciptanya metode pengajaran dan pembelajaran yang bervariasi, lingkungan belajar yang baik, adanya penguatan terhadap identitas pesantren. Sedangkan dampak negatifnya yaitu adanya beban pendaan yang dialami pesantren dan resistensi terhadap program pengembangan sumber daya manusia.

Kata Kunci: Strategi, Pimpinan, Pengembangan, Sumber Daya Manusia, Kyai

Judul: Pengembangan Sumber Daya Manusia di Pondok Pesantren

Abstract: This study investigates the practices and strategies employed by the leaders of Pondok Pesantren Darul Muhajirin Praya to enhance human resource development. Utilizing a qualitative case study approach, the research employs data collection methods such as observation, interviews, and documentation. Data analysis techniques include data collection, data condensation, data display, and conclusion drawing. The findings of the study reveal the following: (1) The human resource development strategy applied at Pondok Darul Muhajirin includes formulating a vision, planning, providing guidance, drawing conclusions, addressing problems, conducting evaluations, and reflecting. The key components of this strategy involve training programs, halaqoh or tawajjuh sessions, and enhancing the performance of educators. (2) The implementation of these strategies includes planning, program design, execution, policy management, focusing on both educators and students, and involving stakeholders to ensure the success of the programs. (3) The impact of these leadership strategies on the quality of the pesantren can be categorized into positive and negative effects. The positive impacts include improvements in the quality of educators and students, the development of varied teaching and learning methods, a supportive learning environment, and the strengthening of the pesantren's identity. On the other hand, the negative impacts include financial burdens and resistance to human resource development programs.

Keywords: Strategy, Leadership, Development, Human Resources, Kyai



INTRODUCTION

In the era of globalization and modernization, Indonesian society is experiencing significant advancements, particularly in technology and information. Consequently, individuals are confronted with challenges that require developing high-quality skills and competencies. Concurrently, organizations must optimize human resource management to remain aligned with ongoing developments. Therefore, human resources have become a critical determinant in organizational competition and service delivery.

Human resources play a pivotal role in facilitating organizational performance and function execution. The success of an organization is intrinsically linked to the quality of its human resources. Such success can be conceptualized as the achievement of enhanced employee performance. Performance improvement within an organization is a direct outcome of human resource development. Through strategic development, organizational objectives become more readily attainable.¹ Human resources represent the most crucial asset that organizations must carefully manage, as these individuals are responsible for driving innovation and realizing organizational goals. These resources essentially enable the functionality of all other organizational resources.

Human resource management encompasses a comprehensive set of activities designed to ensure the effective and efficient utilization of human capital in achieving organizational objectives. Human resource development can be defined as a systematic and meticulously planned set of activities aimed at equipping employees with the requisite skills to meet both current and future job demands.²

As the oldest educational institution to date, Islamic Boarding Schools (*Pondok Pesantren*) have emerged and developed amidst the diverse conditions of surrounding communities. Despite the proliferation of modern educational institutions, the existence of Islamic Boarding Schools remains steadfast, rendering them not merely educational establishments but also platforms for religious propagation and comprehensive community empowerment. Within the national education framework, pesantren can be categorized as a non-formal educational subsystem, implemented beyond the formal educational structure. Consequently, Islamic Boarding Schools, as Islamic educational institutions, characteristically possess five fundamental attributes: (1) the presence of a *Kyai* (religious teacher) as a central leadership figure, (2) resident students (*santri*), (3) student dormitory facilities, (4) mosque or prayer hall, and (5) classical Islamic text studies (*kitab kuning*).³ Pesantren can be

¹ Irma Yuliani, *Manajemen Sumber Daya Manusia*, (Depok: PT Raja Grafindo Persada, 2023) h. 25

² Priyomo, *Manajemen Sumber Daya Manusia*, (Sidoarjo: Zifatama Publisher, 2010), h. 43

³ Zamakhsyari Dhofir, *Tradisi Pesantren, (Studi Pandangan Hidup Kyai dan Visinya mengenai Masa Depan Indonesia)*, (Jakarta: LP3ES, 2011), h.7

conceptualized as a traditional educational boarding school where students reside and learn under the guidance of a mentor, traditionally referred to as a *Kyai*.⁴

Overtime, pesantren have recently experienced exponential growth. This development necessitates collective deliberation regarding the corresponding advancement of management and human resource governance within these institutions. The presence of pesantren within community contexts has engendered relatively innovative empowerment models. Beyond instilling work ethic values fundamental to worldly existence, these institutions simultaneously provide supplementary religious knowledge. The active engagement of pesantren in community empowerment initiatives reflects an institutional commitment to individual and collective advancement.⁵

The leadership of pesantren is fundamentally inseparable from the role of its leader, traditionally known as a *Kyai* or *Tuan Guru*, a term predominantly used within the community of Sasak living in Lombok. The leadership of a *Tuan Guru* in pesantren exhibits profound interconnections with sublime values that serve as guiding principles for behavior, action, and institutional development. The sustainability of a pesantren is critically dependent on the leadership strategies employed by the *Tuan Guru*. The leadership approach of *Tuan Guru* in managing pesantren transcends mere administrative capabilities. It necessitates a comprehensive integration of spiritual prowess and unwavering devotion to Allah. This foundational premise positions *Tuan Guru* as a potential catalyst for social transformation. The leadership paradigm demands not only institutional management skills but also a deep-rooted commitment to spiritual and social development.

A pivotal responsibility of pesantren's leadership is the strategic implementation of vision and mission in alignment with institutional expectations. *Tuan Guru* serves multifaceted roles beyond traditional leadership, functioning simultaneously as an institutional leader, a critical stakeholder, and a primary agent in human resource development and quality enhancement. As institutional leaders, *Tuan Guru* are expected to be policy architects, proactively shaping future trajectories, demonstrating responsiveness to emerging challenges, and cultivating creative and innovative approaches to educational quality improvement.⁶

This study specifically explores the leadership strategies of Islamic Boarding Schools in human resource management development and their consequential implications for institutional quality. The research was conducted at Pondok Pesantren Darul Muhajirin Praya, selected based on preliminary observations conducted in October 2023, which revealed compelling research potential. The institution is strategically located in the central

⁴*Ibid*, h. 8

⁵Suhendri D. *Peran Pondok Pesantren Al-Ittibad Cianjur dalam Pemberdayaan Ekonomi Masyarakat* (Tamkin, 2018), h. 22

⁶Fahrurrozi Dahlan, *Tuan Guru Eksistensi dan Tantangan Peran Dalam Transformasi Masyarakat* (Jakarta: Bidara Cina Jatinegara, 2015), h. 15

area of Praya City, situated at Jalan Diponegoro No. 40, Central Lombok, West Nusa Tenggara. The Darul Muhajirin Foundation, a non-profit organization established by TGH. M. Najamuddin Makmun, operates within social, educational, and religious propagation domains. The Islamic Boarding School was officially inaugurated on 22 Rabi'ul Awwal 1318 H, corresponding to 14 July 1971.

Pondok Pesantren Darul Muhajirin represents an innovative Islamic educational institution implementing an integral educational system that seamlessly integrates formal and non-formal (*pesantren*) educational approaches, designed to facilitate holistic educational development. The residential system at Darul Muhajirin enables *Tuan Guru*, teachers, and students to coexist within the pesantren environment for 24 hours, thereby facilitating comprehensive educational processes and systematically enhancing human resource quality.⁷ The institutional leadership plays a critical role in managing the pesantren, driving transformative and developmental initiatives aimed at comprehensively improving human resource capabilities and educational quality. The strategic importance of human resource development emerges as a systematic endeavor to cultivate high-quality personnel characterized by advanced skill sets, professional competencies, and organizational loyalty.

Building upon these contextual considerations, this research seeks to comprehensively explore the leadership strategies employed in human resource development at Pondok Pesantren Darul Muhajirin Praya and their consequential implications for institutional quality. The primary research objectives include investigating the forms, implementation, and impacts of leadership strategies in human resource development within this specific institutional context.

METHOD

The present study adopts a qualitative research approach, specifically employing a case study methodology. Primary data sources encompass *Tuan Guru*, Dormitory Supervisors, teachers, and selected resident-students, strategically chosen to ensure comprehensive and nuanced data collection. Secondary data sources comprise relevant documentation and institutional archives from Pondok Pesantren Darul Muhajirin Praya.

Data collection was executed through triangulated methodological approaches, including observation, interviews, and documentary analysis. The data analysis process followed the analytical framework proposed by Miles and Huberman (1992), encompassing systematic data collection involving relevant information about human resource development strategies, methodical data presentation through organized information interpretation, and

⁷Baca, <https://tkidarulmuhajirin.wordpress.com/home-2/profil-yayasan-darul-muhajirin> (diakses pada 15 November 2023)

the generation of interpretative conclusions. Methodological rigor was ensured through triangulation and member-checking validation techniques.

RESULTS AND DISCUSSION

Human Resources Development Strategies at Pondok Pesantren Darul Muhajirin Praya

Human resource development represents a critical mechanism for maintaining institutional sustainability and relevance in contemporary educational contexts. Through comprehensive data collection utilizing interviews, observation, and documentary analysis, several strategic approaches have been identified for human resource development.

Training Programs: Conceptual and Operational Framework

Training constitutes a systematic process of skill acquisition and professional development, characterized by structured procedural interventions guided by domain experts. Its primary objective encompasses enhancing employee capabilities through targeted knowledge expansion, skill refinement, and behavioral modification. The conceptualization of training extends beyond mere skill transmission, representing a strategic approach to organizational capacity building.⁸ The distinction between training and development is nuanced yet significant. While training directly correlates with immediate job performance, development adopts a more expansive perspective. Training focuses on specific, measurable skill improvements, whereas development encompasses broader professional growth trajectories. Both mechanisms serve as critical conduits for organizational value transfer, facilitating strategic knowledge internalization and cultivating organizational culture. The implementation of training programs at Pondok Pesantren Darul Muhajirin Praya demonstrates a sophisticated approach to human resource management, integrating traditional educational principles with contemporary professional development methodologies.

Pondok Pesantren Darul Muhajirin, led by Drs. TGH Syamsul Rizal Najamuddin, has developed training programs as a strategic approach to human resource development. The implementation of human resource development training at the institution follows a systematic process that encompasses four key stages: identifying training needs, designing the training program, implementing the program, and evaluation. This approach aligns with Tunggal's perspective, which emphasizes that human resource development training must be initiated with comprehensive planning, including need assessment and program design, followed by implementation and subsequent evaluation.

⁸ Kasmir, *Manajemen Sumber Daya Manusia Teori dan Praktik* (Jakarta: PT Raja Grafindo, 2016), h. 126

Human Resource Development through Halaqah and Tawajjuh Program

Halaqah represents an educational learning methodology characterized by a circular learning environment where educators and learners engage in knowledge acquisition through face-to-face interactions. As an educational approach, *halaqah* serves a critical role in cultivating Islamic knowledge and character development. This pedagogical method is intrinsically linked to educational processes, providing a distinctive approach to knowledge transmission.⁹ The leader of the pesantren has strategically employed *halaqah* and *tawajjuh* as a human resource development intervention. This approach involves convening all administrative staff, school principals, teachers, and educators for direct consultative meetings. The primary objectives of these gatherings are twofold: (1) to provide motivational support and (2) to solicit feedback regarding the institution's developmental needs and potential areas of improvement across various operational domains.

Motivational leadership represents a crucial management strategy that directly influences employee performance and professional achievement. Motivation can be conceptualized as a complex process originating from physiological and psychological needs, which generates behavior and drives individuals toward specific goals or incentives.¹⁰ The institution's leadership demonstrates an advanced approach to organizational development by creating platforms for aspirational input and collaborative dialogue. The process of aspirational engagement implemented by the school's leadership emphasizes the ability to comprehensively understand and integrate the expectations, desires, and future objectives of administrative staff, school principals, educators, and other institutional stakeholders. Aspiration, in this context, is defined as a forward-looking concept encompassing ambitious goal-setting, demonstrating a strong motivational drive, and maintaining a resolute commitment to achieving predetermined institutional and personal objectives.¹¹

Enhancing Teaching Performance through Reward and Punishment

The leader of Pondok Pesantren Darul Muhajirin has implemented a strategic human resource development approach centered on a comprehensive reward and sanction system. This methodology involves systematically recognizing and addressing the performance of administrative staff, school principals, teachers, and educators through a structured incentive and disciplinary framework designed to enhance organizational performance and professional discipline. The implementation of performance-based rewards serves as a critical

⁹ Sudrajat. "Halaqah Sebagai Model Alternatif Pembentukan Karakter Siswa." *Jurnal Kependidikan*, Vol.6 No. 1, 2018, h. 185.

¹⁰ Dja'far Ravensky,dkk., "Pengaruh Disiplin Kerja, Motivasi dan Lingkungan Kerja terhadap Kinerja Guru Pondok Pesantren Dar Al-Raudhah Pangkalanbun Kalimantan Tengah", *Jurnal Pendidikan dan Kewirausahaan*, Vol. 10 No. 2, 2023, h. 375

¹¹ Michael G. H. Goni , dkk., "Penyerapan Aspirasi Masyarakat Oleh Anggota DPRD di Kabupaten Minahasa Selatan Periode 2014-2019", *EKSEKUTIF: Jurnal Jurusan Ilmu Pemerintahan* Vol. 3 No. 3, 2019, h. 5

motivational mechanism for educators. By acknowledging and celebrating exceptional professional achievements, the institution creates a positive reinforcement environment that directly stimulates teaching productivity and professional excellence.¹² Conversely, the institution maintains a robust disciplinary framework that addresses professional misconduct through graduated corrective interventions. These sanctions range from verbal warnings and written reprimands to more severe consequences such as salary reductions or potential termination of employment, contingent upon the nature and organizational impact of the identified infractions. The primary objective of implementing a comprehensive punishment mechanism is to generate a deterrent effect, discouraging potential future transgressions by creating an unpleasant psychological consequence for inappropriate professional behavior.¹³

External Collaboration and Partnership

Collaboration represents a fundamental aspect of human social interaction, characterized by its multidimensional nature and potential for both constructive and destructive outcomes. Within educational contexts, strategic partnerships are particularly crucial, with the potential to generate synergistic outcomes that transcend individual institutional capabilities. Pondok Pesantren Darul Muhajirin has developed a sophisticated approach to institutional collaboration, encompassing both internal inter-institutional relationships and external stakeholder engagement. The school's collaborative strategy is underpinned by a comprehensive vision of educational effectiveness, characterized by key attributes including: robust instructional leadership, elevated performance expectations for students, maintenance of an orderly and conducive learning environment, emphasis on foundational skill development, continuous student progress monitoring, clear and well-defined institutional objectives.¹⁴

The collaborative framework manifests through multiple strategic dimensions. Notably, the institution has implemented a dynamic human resource exchange mechanism, facilitating the recruitment and integration of external educational talent. This approach enables knowledge transfer and professional development beyond traditional institutional boundaries. Institutional-community partnerships are exemplified through mutually supportive and synergistic programs. A prominent example is the annual foundation commemoration event (*haul*), which comprehensively integrates various institutional stakeholders, including educators, students, administrative personnel, and local community members. Furthermore, the school has established strategic partnerships with local government entities at both

¹² Suhendra dan Murdiah Hayati, *Manajemen Sumber Daya Manusia*, (Jakarta: UIN Jakarta Press, 2006), h. 98

¹³ Rumiris Siahaan. "Pengaruh Reward dan Punishment Terhadap Disiplin Kerja Karyawan Pada PT. Perkebunan Nusantara", *Jurnal Ilmiah Business Progress*, Vol. 1, No. 1, 2013, h. 22

¹⁴ Ari Prayoga, dan Jaja Jahari, "Manajemen Jejaring Kerjasama PondokPesantren", *Al Ma' Arief: Jurnal Pendidikan Sosial dan Budaya*, Vol. 1, No. 2, 2019, h. 85

regional and village levels. These collaborations focus on critical infrastructure and service provisions, addressing essential operational requirements such as sanitation, healthcare, utilities, and related logistical support systems.

Human Resource Development Implementation Strategy at Pesantren

Implementation is the process of carrying out and executing plans, policies, strategies, or programs that have been formulated. From the data analysis conducted by the researchers, several implementation strategies employed by the leadership of Pondok Pesantren Darul Muhajirin Praya to develop their human resources have been revealed, as follows:

Policy Management

Policy refers to a set of decisions and basic actions taken by top management and executed by all levels of an organization, particularly in governmental organizations, to achieve the desired organizational goals.¹⁵ The leader of Darul Muhajirin, in implementing the human resource development strategy, applies policy management related to the programs to be executed. The leader identifies problems, sets objectives, defines success criteria, selects development methods, and conducts evaluations concerning the programs to be carried out. The leadership style adopted by the leader of Darul Muhajirin is a democratic leadership style, which is people-oriented and provides effective leadership to the students. This leadership style greatly values each student's desires, will, abilities, ideas, opinions, intellectual contributions, interests, and concerns.¹⁶

The Centralization on Teachers and Students

Pondok Pessantren Darul Muhajirin, in implementing its human resource development strategy, prioritizes educators and students. The focus is first placed on the educators, who then provide guidance and further development to the students. The main objective of centralizing efforts on educators is to align perceptions, strengthen the values of the boarding school, and enrich the knowledge and perspectives of the teachers.

The centralization of development efforts towards educators and students is an approach or strategy in educational management, especially in the context of pesantren and other Islamic educational institutions, which emphasizes the improvement of quality and the development of the potential of two key groups: educators (*asaatiz*) and students (*santri*). The development centralization aims to create an educational environment that supports the holistic growth and development of both educators and students. By enhancing the quality and potential of both, it is expected that there will be a significant improvement in educational outcomes and the formation of a high-quality generation of future leaders.¹⁷

¹⁵ Amir dan Fauzan, *Manajemen Sumber Daya Insani dalam Pesantren*, (Yogyakarta: Aswaja Presindo, 2021), h. 32

¹⁶ Imam Saerozi, *Manajemen Pondok Pesantren*, (Purbalingga: EUREKA Media Aksara, 2023), h. 84

¹⁷ Dodi Fallah, "Manajemen Sumber Daya Manusia", *EDUVIS* Vol. 1 No. 1, 2016, h. 59

Monitoring and Evaluation

Monitoring is a systematic effort to establish performance standards through planning, designing feedback systems, comparing actual activities with established standards, measuring deviations, and taking corrective actions as needed. The use of human resources must be as effective and efficient as possible to achieve the set goals.¹⁸ Pondok Pesantren Darul Muhajirin Praya, in the practice of implementing its human resource development strategy, continues to carry out monitoring and evaluation. Performance monitoring is crucial to prevent unsatisfactory service to members, which could negatively impact their loyalty. Performance evaluation is a periodic assessment system of an employee's value to the organization, conducted by a superior or someone capable of observing their work performance. The purpose of performance evaluation is to ensure the achievement of company goals, assess the organization's position, and identify delays or deviations that need to be corrected promptly so that the objectives can be met.¹⁹

Stakeholder Involvement

Stakeholders in educational institutions are individuals or bodies that have a direct or indirect interest in the educational activities of a school. They are both the holders and providers of support for educational institutions. In the implementation of various human resource development strategies at Darul Muhajirin, the leader of the pesantren actively involves stakeholders, including the surrounding community, the parents of students, local government, and others. The aim is to assist in implementing these programs in terms of facilities, funding, and supporting the policies of the pesantren.

In the context educational institutions, stakeholders are typically divided into two main categories: internal and external.

- a. **Internal Stakeholders:** These include individuals or groups which are directly involved in the day-to-day operations and decision-making process at the school. They are easier to manage and regulate because they are part of the institution itself. Examples include the headmaster, vice-principal, teachers, educational staff, and other school employees.
- b. **External Stakeholders:** These are parties which are outside the direct control of the school. Students and their parents are important external stakeholders. They are the consumers of educational services and have the freedom to choose the school they believe best meets their needs.²⁰

¹⁸ Mutakallim, "Pengawasan, Evaluasi, dan Umpan Balik Strategik", *Jurnal Inspiratif Pendidikan*, Vol. 5, No. 2, 2016, h. 353

¹⁹ Ika Wahyu Setyarini, "Pengaruh Pengawasan, Evaluasi dan Audit Kinerja Karyawan Terhadap Loyalitas Anggota Bmt Berkah Trenggalek", *An-Nisab*, Vol. 3 No.1, 2016, h. 127

²⁰ Sundari, "Stakeholder dalam Pendidikan", *AT-TAZAKKI*: Vol. 5. No. 2, 2021, h. 288

The Impact of the Pesantren Leader's Strategy in Human Resource Development on the Quality of The Pesantren

Based on the researchers' findings, the strategy implemented by the leader of Pondok Pesantren Darul Muhajirin Praya has had an impact on the quality of the pesantren, as follows:

Positive Impact

a. Improved Teacher Quality

Teachers are a key factor in the success of an educational institution in carrying out its educational processes. Teachers must always demonstrate professionalism in their work and perform their duties as education agents. Without professional teachers, the educational process will not be able to produce high quality outputs.²¹ Teacher quality can be evaluated in terms of competence. Competence is defined as the collection of knowledge, skills, and behaviors that a teacher must possess to support their professionalism in the workplace. The government has regulated teacher competencies through legislation, which includes four basic competencies that must be possessed: pedagogical competence, personal competence, professional competence, and social competence. These four competencies must be owned and developed by each teacher in hopes of achieving national educational goals.²² The quality of teachers at Darul Muhajirin Islamic has improved following training activities such as seminars and workshops. These activities are conducted to enhance the knowledge and skills of teachers.

b. Varied Learning Methods

The learning model at pesantren not only includes non-formal education involving classical text studies (*kitab kuning*) and various applied methods, but also formal classroom learning, which requires the implementation of diverse teaching methods. The study of classical Islamic texts or other compulsory books in pesantren aims to make the students experts in religious fields and social sciences, while also instilling noble character. Pondok Pesantren Darul Muhajirin integrates various methods in the teaching of Islamic Religious Education (such as *Fiqh*, *Aqidah-Akhlak*, *Qur'an-Hadith*, *Islamic History*, and *Arabic*) for formal schools and madrasahs. These

²¹ Apud, "Strategi Peningkatan Mutu Guru Sekolah di Lingkungan Pesantren", *Adaara: Jurnal Manajemen Pendidikan Islam*, Vol. 10, No. 1, 2020, h. 89

²² Bayu Dwi Cahyono dan Nanang Muswariantio, "Manajemen Peningkatan Kompetensi Pendidik di Pondok Modern Gontor", *Tanjak: Journal of Education and Teaching*, Vol. 3, No. 2, 2022, h. 77

methods include: lecture method, question-and-answer method, demonstration method, experiment method, discussion method, sociodrama and role-playing method, drill method, team teaching method, problem-solving method, recitation method (assignments), group work method, dictation method, and simulation method. In addition, several methods are used in Arabic teaching and learning, including: the conversation method (*muhadasah*), reading method (*muthala'ah*), dictation method (*imla'*), composition method (*insya'*), memorization method (*mahfudzah*), and grammatical method (*qawaid* or *nahwu-saraf*).²³

c. Strengthened Pesantren's Identity

Strengthening Islamic identity amidst of hedonism and liberalism is a primary priority for Muslims in order to avoid merely becoming followers of Western culture. Empowering the younger generation with faith and piety that shapes strong character to face global challenges is of utmost importance. This demand also encourages pesantren to develop the cultural and educational structures of the pesantren to align with the needs of the times, while still preserving the values of local wisdom and authentic Islamic teachings.²⁴

Strengthening the identity of the pesantren can be carried out through various methods, such as reinforcing a deep religious curriculum, enhancing the teaching of Islamic values and local wisdom, and encouraging students to recognize and appreciate the cultural heritage of Islam. Furthermore, pesantren can strengthen their identity by integrating modern technology into religious education and cultural activities, while maintaining strong traditional roots.

Negative Impact

a. Funding Burden

The funding burden of the pesantren's programs can become one of the main challenges faced. To address the problem, pesantren can develop funding diversification strategies, including seeking support from the government, non-governmental organizations, individual donors, and charitable foundations. Furthermore, pesantren can leverage internal revenue sources, such as developing independent businesses or collaborating with external parties on projects that support the pesantren's mission. It is also important to implement efficient and transparent financial management to ensure that available funds are used appropriately and sustainably.

²³ H. M. Natsir, "Sistem Pembelajaran Di Pondok Pesantren Al-Aziziyah Analisis Terhadap Metode Dalam Kegiatan Pembelajaran Formal Dan Nonformal", *Jurnal Penelitian Keislaman* Vol.16 No.1, 2020, h. 5

²⁴ Auliya' Fatahillah, "Integrasi Pondok Pesantren, Kearifan Lokal, dan Nilai-Nilai Islam Autentik : Penguatan Identitas Islami dalam Konteks Global, *Fuhama: Jurnal Pendidikan Agama Islam*, Vol. 1, No. 1, 2023, h. 8

b. Resistance

Resistance is an action in which an individual or group rejects or opposes something, or it refers to a form of social opposition or negative attitude in response to orders, regulations, political policies, and so on. In another context, resistance is understood as the act of opposing (either covertly or overtly) a policy announced or issued by a certain party.

Resistance can be explained as a negative attitude towards change, which includes three main psychological components: affective, behavioral, and cognitive; **The affective component** relates to how individuals emotionally perceive the change; **The cognitive component** relates to how individuals think about the change. This includes a rational evaluation of whether the change will bring benefits or losses; and **The behavioral component** pertains to the intentions or actions of individuals in response to the change.²⁵

Together, these components create resistance to change, which can hinder or slow down the process of adaptation and innovation in various areas of life.

CONCLUSION AND RECOMMENDATIONS

Based on the discussion, the researchers draw several conclusions. The forms of strategies implemented by the leader of Pondok Pesantren Darul Muhajirin Praya in the development of human resources include training programs such as academic and skill workshops or seminars, *halaqah* or *tawajjuh* programs, improving the performance of educators through reward and sanction programs, and collaboration with external parties. The implementation of the leadership's strategy in human resource development at the pesantren involves planning, designing programs, executing the programs, policy management, focusing on both educators and students, and involving stakeholders to ensure the success of the pesantren's programs. The impact of the leader's strategy in human resource development on the quality of the pesantren can be divided into two categories: positive and negative impacts. The positive impact on the academic quality of the pesantren includes improvements in the quality of educators and students, the creation of varied teaching and learning methods, a conducive learning environment, and the strengthening of the pesantren's identity. On the other hand, the negative impacts include the funding burden faced by the pesantren and resistance to the human resource development programs.

In light of these findings, it is recommended that institutions develop and implement a long-term strategic plan for the development of the pesantren, manage finances and

²⁵ Wahyuni, "Identifikasi Pola Psikologi Komunikasi Resisten di Masyarakat", Jurnal Peurawi, Vol.1, No.1 2018, h. 4

resources transparently and accountably to build trust among all stakeholders, and establish and utilize alumni networks to support the pesantren's development programs

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