Growing Educators from Within: Human Resourse Strategy in *Pesantren* Leadership Development

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Abstract:
This research examines how human resource management strategies influence the cultivation of students as teaching personnel within An-Nida Islamic Boarding School. The investigation concentrates on instructor preparation, skill enhancement, moral development, and assessment of teaching effectiveness. Employing qualitative methods through comprehensive interviews, direct observation, and document examination, results indicate that well-structured human resource approaches strengthen students' teaching abilities, self-control, leadership capacity, interpersonal communication, and duty consciousness. From an organizational perspective, these approaches enable ongoing internal educator renewal and preserve instructional standards at An-Nida Islamic Boarding School. The research determines that principle-centered and professional human resource methods prove crucial for effective preparation of prospective teachers in boarding school environments.

Keywords: *Human Resource Management, Student Cadre Development, Educator Formation, Islamic Boarding School*

INTROCTION

Islamic boarding schools, as traditional Islamic educational institutions, play a vital role in producing knowledgeable and morally upright generations (Adiyono, Julaiha, & Jumrah, 2023; Islamic, Ishaq, & Dayati, 2024; Jaenullah, Utama, & Setiawan, 2022). Throughout their evolution, these schools have transformed from centers solely focused on classical Islamic text studies into institutions that cultivate teaching personnel, preparing students to serve both within boarding school environments and broader communities. This phenomenon gains increasing relevance amid the emergence of an inverted pyramid structure in Islamic education—a situation where student populations requiring instruction continue expanding while the availability of qualified teaching staff becomes progressively limited. Consequently, boarding schools face pressure to generate internal teaching cadres on a sustainable basis

An-Nida Islamic Boarding School implements distinctive human resource management approaches. The institution nurtures students through systematic

potential identification, direct mentorship by senior teachers, gradual responsibility assignment, and continuous evaluation processes. Teacher cultivation does not occur instantaneously but rather through habituation, role modeling, and complementary academic and spiritual development. This strategy proves essential given the institution's need to prepare internal teaching personnel, thereby maintaining knowledge transmission continuity and ensuring optimal teaching-learning activities.

However, the cultivation process naturally encounters various challenges including limited facilities, congested student schedules, and prospective educators' psychological readiness. Nevertheless, the institution's strong cultural foundation, intensive teacher guidance, and leadership commitment to maintaining development quality serve as significant supporting factors (Amtu, Souisa, Joseph, & Lumamuly, 2021; Sinambela & Darmawan, 2021)

Facing the digital and globalization era, boarding schools must transform into institutions that adapt to change without losing their Islamic identity. Contemporary education demands teaching personnel who not only master religious knowledge but also possess pedagogical, technological, and managerial competencies. This aligns with educational management perspectives asserting that human resource management constitutes a strategic process in planning, directing, and developing human potential to provide optimal organizational contributions. Within Islamic educational contexts, human resource management becomes paramount in ensuring professional and principled teaching personnel (Hartati, 2025).

Human resource management in educational institutions encompasses various functions, from planning teaching personnel needs, recruitment, selection, placement, training, development, through evaluation and career advancement. Educational institution success depends heavily on human resource management effectiveness, as human capital represents the primary asset determining institutional sustainability. In boarding schools, human resource management possesses unique characteristics, focusing not merely on professional competence but also on religious values and spirituality cultivation (Aminah & Bachtiar, 2025; Basari, Sebgag, Noval, Mudrikah, & Mulyanto, 2023)

One distinctive boarding school practice involves senior students assuming teaching roles for junior students. This system reflects traditional cultivation and responsibility development, whereby students receive training to become independent, patient, and leadership-oriented educators. However, this practice requires proper management to ensure student educators possess balanced pedagogical and moral competencies. The effectiveness of student cultivation as teaching personnel depends heavily on structured and planned human resource management systems. When development occurs systematically, boarding schools can produce quality teaching personnel with high institutional loyalty.

Furthermore, research findings from contemporary scholars in educational management journals demonstrate that competency-based human

resource management in boarding schools enhances teaching personnel professionalism and cultivates productive work cultures (Hantoro, Yamin, & Rosadi, 2024). Human resource management extends beyond workforce regulation to encompass character development, spiritual quality enhancement, and student empowerment for modern educational challenges. Consequently, effective human resource management implementation in boarding schools directly influences learning quality, discipline, and student enthusiasm. As explained in the Quran, Surah Al-Baqarah verse 151:

كَمَآ اَرْسَلْنَا فِيْكُمْ رَسُوْلًا مِّنْكُمْ يَتْلُوْا عَلَيْكُمْ اٰيٰتِنَا وَيُزَكِّيْكُمْ وَيُعَلِّمُكُمُ الْكِتٰبَ وَالْحِكْمَةَ وَيُعَلِّمُكُمْ مَّا لَمْ تَكُوْنُوْا تَعْلَمُوْنَۗ

"Just as We have sent among you a messenger from yourselves reciting to you Our verses and purifying you and teaching you the Book and wisdom and teaching you that which you did not know" (QS Al-Baqarah: 151)

This verse's relevance to this subject matter includes: Teaching and Learning—the Prophet serves as an educational model teaching scripture and practical wisdom, similar to how students receive training to become knowledge-transmitting teachers. Self-Purification—the moral and spiritual development aspect, essential in human resource management for forming principled teaching personnel. Knowledge Development—emphasizing instruction in new matters, aligning with human resource management implementation in boarding schools, including training, skill development, and recruiting potential students as educators.

The urgency of boarding schools' role in educator cultivation within Islamic education becomes apparent. This phenomenon describes conditions where student populations requiring instruction continue increasing while qualified teaching personnel remain limited. This imbalance potentially diminishes educational quality, hampers knowledge transmission, and creates excessive burdens on existing teaching personnel. Therefore, boarding school success in producing internal teaching cadres sustainably becomes a strategic necessity rather than merely an option, ensuring student educational needs remain fulfilled without sacrificing quality

However, the teaching personnel cultivation process does not proceed without challenges. Common obstacles include limited learning facilities, congested student schedules requiring balance between regular learning and teaching preparation, and prospective educators' psychological readiness for significant responsibilities. Conversely, boarding schools possess strong social and cultural capital, including discipline, spirituality, and intensive guidance from teachers and leaders. These factors become significant strengths in ensuring the cultivation process continues effectively, producing competent, morally excellent, and modern education-ready educators.

Therefore, research titled "Growing Educators from Within: Human Resourse Strategy in *Pesantren* Leadership Development" becomes highly relevant. This research aims to analyze human resource management strategies

implemented at An-Nida Islamic Boarding School in the student cadre development process as teaching personnel, identify emerging challenges during this process, and formulate effective development efforts. Research findings are expected to provide significant contributions toward developing human resource management models in boarding schools, strengthening teaching personnel competence and professionalism based on Islamic values, and supporting boarding school visions as excellent, independent, and principled educational institutions

RESEARCH METODOLOGI

This research employs qualitative methods with a descriptive approach, representing a scientific approach oriented toward deep understanding of social phenomena through meaning exploration, perceptions, and research subject experiences within natural contexts. This approach not only presents factual depictions of social reality but also interprets processes, dynamics, and interactions occurring in daily life without researcher intervention or variable manipulation. As emphasized by contemporary researchers, this method positions researchers as primary instruments in collecting, interpreting, and presenting data critically, thereby providing authentic, meaning-rich empirical portraits representing reality comprehensively. Similarly, qualitative descriptive research processes non-numerical data including narratives, interviews, field notes, documents, and observations, which then undergo inductive analysis producing representative, coherent, and easily understood scientific descriptions. This method not only describes phenomena but also facilitates interpretation of involved social, cultural, and educational values, thereby providing significant contributions in enriching scientific perspectives toward studied phenomena (Huberman & Miles, 2002)

RESULTS AND DISCUSSION
Human Resource Management Strategy in Student Cadre Development at An-Nida Islamic Boarding School

Islamic boarding schools as Islamic educational institutions possess strategic roles in producing generations who are not only knowledgeable but also possess noble character (Abdullah, 2020; Asyiah & Sari, 2025). One primary challenge currently facing boarding schools involves ensuring the availability of competent teaching personnel, given the inverted pyramid phenomenon where student populations requiring instruction increasingly grow while quality teaching personnel remain limited. This condition demands boarding schools develop internal cadres prepared to become teaching personnel, thereby maintaining educational continuity and teaching quality.

Within this context, human resource management becomes an important aspect determining cadre development process success. Human resource management strategies in boarding schools relate not merely to

administrative management and task distribution but also encompass potential identification, academic and spiritual development, and sustainable teaching competence development. This approach is designed progressively, contextually, and based on relational closeness between teachers and students, enabling each prospective educator to grow according to individual abilities and character (Faisal, 2024; Hantoro et al., 2024).

Student cadre development strategies as teaching personnel at An-Nida Islamic Boarding School occur through gradual, progressive approaches based on relational closeness between teachers and students. This process begins when students enter foundational levels, where each individual's potential and abilities undergo careful identification. This identification does not occur through formal testing as in modern institutions but rather through deep observation of behavior, discipline, classical Islamic text comprehension ability (*kitab kuning*), questioning activity, and learning circle participation persistence.

Student potential assessment focuses not only on academic abilities but also encompasses integrity, adherence to boarding school regulations, and ability to demonstrate proper conduct. Within the cadre development context, boarding schools emphasize three primary readiness factors prospective educators must possess: moral readiness, knowledge readiness, and service readiness. These three indicators become fundamental bases in internal selection of students potentially becoming teaching personnel, ensuring the cadre development process emphasizes not merely intelligence but also character and spiritual commitment

Following the identification stage, boarding schools implement gradual development strategies. Students demonstrating good abilities receive initial responsibilities such as assisting junior students in understanding textual meanings, leading recitation sessions, supervising evening classes, or serving as teacher assistants in learning activities. These small stages function as "initial doors" for developing teaching abilities while simultaneously creating natural selection mechanisms. Diligent students capable of carrying responsibilities will excel and develop, while those not yet ready receive continued development without excessive pressure, ensuring the development process remains humane and oriented toward individual development.

Beyond academic development, boarding schools also emphasize spiritual and moral development as integral parts of cadre cultivation. Moral development occurs through daily advice, congregational devotional practices, worship habituation, and teacher exemplification. Consequently, students receive not only teaching ability equipment but also strong moral and spiritual value instillation, aligning with boarding school goals to produce morally excellent educators.

As modern education progresses, boarding schools begin integrating

more adaptive development strategies with current needs. These strategies encompass simple teaching training, material delivery technique mentoring, communication practice, and modern learning methodology introduction. Nevertheless, all strategies continue operating with distinctive boarding school styles, ensuring students learn teaching contextually and relevantly with boarding school traditional values. This approach ensures emerging teaching cadres possess not only academic competence but also interpersonal abilities, effective teaching methodology, and high moral and spiritual awareness (Setyosari & Kamdi, 2021).

Supporting and Inhibiting Factors in Student Cadre Development Strategy as Teaching Personnel at An-Nida Islamic Boarding School
1. Supporting Factors

Student cadre development as teaching personnel at Islamic Boarding Schools constitutes an important part of boarding school educational continuity efforts. In this process, boarding schools not only transfer knowledge but also shape character, morals, and prospective educator professionalism. Cadre development process success is influenced by various factors, both supporting and inhibiting, making understanding these factors important for formulating effective human resource management strategies (Hasibuan, 2025; Mulyana et al., 2022).

The cadre development process involves complex interactions among leaders, mentoring teachers, and prospective educator students. Students receive training not only in mastering material but also in internalizing moral, spiritual, and professional values characteristic of boarding school education. As traditional educational institutions adaptive to temporal developments, boarding schools face challenges including limited facilities, student ability variations, and modern pedagogical competence development demands (Faizin, 2024)

The Islamic boarding school culture plays a pivotal role in shaping the process of teacher cadre development. The institutional environment—characterized by discipline, adherence to organizational rules, and independent learning—functions as both cultural and social capital in the formation of pedagogical identity (Rofiqi, Fuad, & Abu Bakar, 2023). This structured habituation supports the gradual internalization of educational roles, enabling prospective educators to enter teaching responsibilities with greater readiness and confidence.

Beyond cultural structures, the commitment of mentoring teachers serves as a strategic component in developing pedagogical competencies. Guidance is not limited to formal instruction; instead, it extends to informal mentoring that reinforces experiential learning. This sustained mentoring framework supports reflective learning, teaching experimentation, and pedagogical refinement (Toh et al., 2022)

Leadership within the Islamic boarding school also plays a significant role

in motivating and shaping the professional trajectory of student-teachers. Moral leadership models—where leaders demonstrate values through consistent behavior and teaching practices—contribute to ethical and character-based professional formation. In this context, the Islamic boarding school caregiver embodies a symbolic and practical example of an educator, reinforcing internal motivation and value-driven professionalism.

Furthermore, positive interpersonal relationships between teachers and students create a psychologically safe learning environment. Such relational dynamics are consistent with the principles of humanistic education, emphasizing the importance of emotional security, constructive feedback, and supportive interaction in fostering learning transformation (Zainudin, 2025). This climate enables prospective educators to explore new teaching methods, ask questions freely, and learn from mistakes without fear of judgment, ultimately strengthening confidence and teaching capacity.

2. Inhibiting Factors

While the cadre development strategy shows promising progress, this study also identifies several obstacles that influence its overall effectiveness. One of the most prominent challenges relates to limitations in learning infrastructure. Classroom space, instructional technology, and teaching media have not yet fully supported an optimal teaching–learning environment. This finding aligns with Hasan (2024), who reported that the quality of educational facilities has a measurable impact on teaching readiness and pedagogical performance, particularly in residential Islamic education settings.

Beyond infrastructure, the lack of qualified instructional mentors poses another structural barrier. In many cases, mentoring relies more on senior teachers' practical experience rather than evidence-based pedagogy or structured instructional frameworks. Similar patterns were documented by Mpuangnan (2024), who emphasized that the success of teacher preparation programs depends heavily on the availability of trained mentors with strong pedagogical foundations and access to relevant professional development.

The dense academic schedule also presents challenges for student-teachers. The Islamic boarding school system often combines classical Islamic studies, *halaqah* sessions, extracurricular activities, and teaching practicum into a single daily routine. Such intensive learning structures may trigger cognitive overload and scheduling difficulties, especially when not accompanied by time-management support.

Psychological readiness further contributes to the complexity of this process. Despite strong mastery of subject matter, some student-teachers experience anxiety or hesitation when stepping into classroom teaching roles. This echoes the findings of Safira (2021), who noted that teaching anxiety remains a common phenomenon among preservice teachers, particularly

during initial teaching performance assessments.

Another notable barrier concerns the diversity of learning abilities among junior students. Differences in prior knowledge, learning pace, and learning styles require student-teachers to adopt adaptive and differentiated instructional strategies.

Taken together, these findings suggest that the effectiveness of cadre development is shaped not only by cultural or organizational practices but also by structural readiness, pedagogical expertise, psychological support mechanisms, and learner diversity. Strengthening facilities, enhancing pedagogical qualifications of mentors, refining workload design, and supporting the emotional development of novice teachers are therefore strategic steps needed to improve the sustainability and quality of cadre formation within the Islamic boarding school context.

Impact of Human Resource Management Strategy Implementation

Educational institution success, including Islamic boarding schools, is determined not only by teaching quality and delivered material but also by human resource quality managing that education. In traditional boarding school contexts, educational continuity depends heavily on senior student abilities to become role models and teachers for junior students. Therefore, developing students into teaching personnel through human resource management strategies becomes highly strategic (Darmansyah, 2022).

At An-Nida Islamic Boarding School, human resource management strategies are implemented systematically to develop students into competent, morally upright, and capable prospective educators to continue the educational relay. These strategies emphasize not only academic mastery but also character, spiritual, and leadership development. This cadre development process occurs through student potential identification, gradual development, intensive teacher and leadership guidance, and traditional and modern teaching method integration, preparing students to face teaching challenges in boarding school environments and communities.

The cadre development process begins with individual student potential identification. Students are assessed not only from academic abilities but also discipline, morals, leadership, and peer interaction abilities. This step ensures students are directed according to individual abilities and interests, making the cadre development process more targeted. Following the identification stage, students receive gradual responsibilities, from assisting junior friends in understanding texts, leading recitation sessions, to becoming teacher assistants in learning. These responsibilities increase according to student abilities, ensuring the development process not only develops academic abilities but also naturally trains patience, responsibility, and persistence.

Beyond academic development, students also receive intensive guidance

from teachers and leaders through formal and informal mentoring. This guidance encompasses not only teaching techniques but also character and spiritual development through daily advice, congregational devotional practices, and leadership exemplification. Academic and spiritual development integration makes prospective educator students capable of internalizing moral and ethical values in every teaching activity. Boarding schools also combine traditional methods such as recitation and learning circles with modern learning strategies, including communication practice, material delivery techniques, and interactive methods, enabling students to teach effectively and relevantly to junior student needs.

Human resource management strategy implementation provides significant student impacts. They become more confident, mature, and meticulous in facing teaching tasks. Classical text reading and meaning explanation abilities increase, while discipline and responsibility grow naturally through assigned responsibilities. Student character also develops, especially in patience aspects, humility, communication abilities, and leadership. One student states that teaching responsibilities teach them patience, time management, and adjusting teaching methods according to junior friends' abilities.

Positive impacts are also felt by boarding schools overall. Teacher burdens decrease because senior students can lead classes and guide junior students, while learning quality increases because junior students learn from close and easily understood figures. This strategy also produces internal teaching cadres ready to continue the educational relay, ensuring An-Nida Islamic Boarding School possesses sustainable and independent human resources. Leadership affirms that the cadre development process constitutes not merely short-term strategy but long-term investment, ensuring educational continuity, teaching personnel professionalism enhancement, and morally excellent teacher regeneration

DISCUSSION

Human Resource Management Strategy in Student Cadre Development at An-Nida Islamic Boarding School

An-Nida Islamic Boarding School bears strategic responsibility for producing excellent student generations, not only in terms of knowledge but also morals and character. Within Islamic educational contexts, student abilities to become teaching personnel demand not only academic mastery but also moral integrity, exemplification, and spiritual commitment. The inverted pyramid phenomenon becomes a primary challenge, where student populations requiring guidance increasingly grow while qualified teacher or teaching personnel numbers remain limited. This condition drives boarding schools to develop systematic, progressive, internally-oriented human resource management strategies developing students as prospective educators (Odoh, Nwokwu, & Ogbuanya, 2025)

Strategies implemented at An-Nida Islamic Boarding School begin with individual student potential identification. This identification does not occur through formal testing but rather through careful observation of daily behavior, discipline, morals, classical Islamic text comprehension abilities, questioning and discussion activity, and learning circle participation earnestness. This approach emphasizes person-job fit (Noe, 2020), namely adjusting individual potential, interests, and character with tasks to be executed as prospective educators. For instance, students possessing good rhetorical abilities can be directed to lead learning circles or recitation sessions, while meticulous and patient students can be assigned as junior student companions. Observation-based identification ensures prospective educators possess moral, intellectual, and spiritual readiness meeting boarding school standards.

Following the identification stage, boarding schools implement gradual development through progressive responsibility. Students initially receive simple responsibilities such as assisting junior students in understanding texts, leading recitation sessions, supervising evening classes, or becoming teacher assistants. As abilities develop, responsibilities become more complex, such as leading large learning circles, preparing learning materials, or becoming mentors for beginning students. This strategy reflects progressive learning principles enabling students to develop leadership skills, decision-making abilities, and persistence naturally (Gowan, DeMarr, & David, 2022). This mechanism also functions as natural selection, where students capable of executing responsibilities well will excel, while students requiring further guidance continue receiving development through supportive approaches, maintaining balance between academic demands and character development.

Beyond academic development, human resource management strategies also emphasize spiritual and character development. Daily activities such as devotional practices, religious study, routine advice, and leadership exemplification instill discipline, responsibility, patience, and leadership values (Ruhullah & Ushama, 2025). For instance, students routinely guided to behave humbly and patiently when leading recitation sessions become more capable of facing junior students with various characters, making learning processes effective and harmonious.

Furthermore, An-Nida Islamic Boarding School begins integrating modern learning methods to support student teaching skills. These strategies

encompass communication training, material delivery techniques, classroom management, and interactive methods relevant to junior student needs. This approach ensures students not only master traditional knowledge but also possess pedagogical competencies adaptive to temporal developments. This integrative strategy reflects boarding school abilities combining tradition and innovation, preparing prospective educator students to face teaching challenges in various contexts, whether in boarding school environments or broader communities.

Moreover, this human resource management strategy emphasizes leadership and social responsibility development. Students receive training to become peer role models, manage classroom dynamics, and resolve conflicts constructively. This supports interpersonal competence formation, important for educators to build harmonious relationships with learners. Additionally, character and spiritual development integration helps students internalize moral values in teaching, ensuring knowledge transmission processes in boarding schools prove not merely cognitive but also shape learner behavior and conduct.

Overall, human resource management strategies at An-Nida Islamic Boarding School prove comprehensive, adaptive, and sustainable, encompassing potential identification, gradual development, spiritual and character guidance, traditional and modern method integration, and leadership and social responsibility development. These strategies not only ensure competent teaching personnel regeneration but also constitute long-term investments for educational continuity, student professionalism as educators, and comprehensive boarding school educational quality enhancement.

Supporting and Inhibiting Factors in Cadre Development Strategy at An-Nida Islamic Boarding School

Student cadre development strategies as teaching personnel at An-Nida Islamic Boarding School are significantly influenced by supporting and inhibiting factors. One primary supporting factor involves strong boarding school culture emphasizing discipline, respect toward teachers, and independent learning habits. This culture makes students more easily directed in development and cadre cultivation processes, facilitating moral value and ethical internalization characteristic of boarding schools. This condition aligns with organizational culture theory emphasizing that positive organizational cultures strengthen individual behaviors according to institutional objectives

(Habibulloh, Ridho, & El-Yunusi, 2024; Najmudin, Syamsuddin, & Setiawan, n.d.)

The next supporting factor involves mentoring teacher commitment. Teachers at An-Nida Islamic Boarding School guide students patiently and sincerely, even allocating time outside teaching hours to accompany prospective educators. This intensive guidance form aligns with mentoring principles where direct mentoring through direction and concrete examples can enhance individual abilities and motivation. Additionally, leadership exemplification also becomes an important factor; leaders routinely display good morals and teaching methods, motivating students to follow their footsteps.

Emotional closeness between students and teachers also becomes a significant supporting factor. Comfortable and close relationships enable students to more freely discuss, question, and try new teaching methods without fear or anxiety. This closeness helps informal development processes proceed effectively while simultaneously increasing student self-confidence and creativity in facing different teaching situations.

On the other hand, several inhibiting factors affect cadre development strategy effectiveness. One involves facility limitations, where classrooms, facilities, and limited learning aids often affect learning process smoothness and student teaching ability development. Additionally, insufficient expert mentoring personnel becomes a separate obstacle because not all teachers possess modern pedagogical backgrounds, making mentoring rely more on personal experience than systematic methodological approaches.

Congested student schedules also pose significant challenges. Students must balance between classical text study, learning circle participation, extracurricular activities, and teaching practice, making time management abilities crucial. Furthermore, some students' lack of self-confidence, especially when appearing before classes, becomes a psychological obstacle requiring intensive guidance attention. Another no less important factor involves junior student ability variations, demanding prospective educators capable of adjusting teaching methods so all learners can follow lessons well, making adaptive strategies important.

These obstacles demand flexible and contextual human resource management strategy implementation, according to contingency approach principles Knies, Boselie, Gould-Williams, & Vandenabeele (2024) emphasizing that management effectiveness depends heavily on conditions,

contexts, and individual or organizational characteristics. By implementing adaptive strategies considering supporting factors and anticipating inhibiting factors, An-Nida Islamic Boarding School can ensure student cadre development processes as teaching personnel proceed effectively, sustainably, and oriented toward comprehensive academic, spiritual, and character competence development.

Impact of Human Resource Management Strategy Implementation at An-Nida Islamic Boarding School

Within Islamic educational contexts, boarding schools hold strategic positions as institutions functioning not merely to transmit knowledge but also to prepare successor generations capable of becoming educators, leaders, and change agents. Student cadre development as teaching personnel constitutes one important process ensuring boarding school scholarly tradition and value continuity. However, this process success does not occur automatically; it depends heavily on how human resource management strategies are designed and implemented effectively in boarding school environments (Qonitah, Humaidi, & Munifah, 2022)

Human resource management in boarding schools encompasses systematic efforts in planning, developing, cultivating, and evaluating student abilities to be ready carrying responsibilities as teaching personnel. When these strategies are implemented well—from internal recruitment, needs-based training, conduct and discipline habituation, through intensive mentoring—impacts will be reflected both on individual students and boarding school institutional quality. Students become more confident, knowledgeably mature, mentally trained, and possess character relevant to educational tasks. Conversely, boarding schools obtain competent and loyal educator regeneration, ensuring institutional vision and culture maintenance.

Human resource management strategy implementation at An-Nida Islamic Boarding School provides significant impacts both at individual and institutional levels, demonstrating that systematic human resource management can become determining factors for successful student cadre development as teaching personnel.

Student impacts appear from academic competence, character, and leadership development. Students undergoing cadre development processes become more confident, mature, disciplined, and meticulous. This self-confidence increase emerges because students receive gradual responsibilities from the

beginning, from leading recitation sessions to becoming teaching assistants, encouraging them to take active roles in teaching-learning processes. Classical text reading and meaning explanation abilities also increase rapidly because students receive not only theoretical material equipment but also are invited to internalize understanding through peer teaching practices.

Beyond academic abilities, student character experiences significant development. Patience, humility, communication abilities, and leadership aspects increase because students learn managing classes, adjusting teaching methods, and facing junior student ability variations. This process indirectly trains interpersonal skills, empathy, and conflict management, which constitute important emotional intelligence components (Saxena, 2025). Students also learn time management, patience in facing challenges, and adjusting teaching styles according to learner abilities, enabling them to integrate academic, moral, and spiritual aspects in daily teaching practices.

Institutional boarding school impacts also appear clearly. Teacher burdens decrease because senior students can lead classes and guide junior students, enabling teachers to focus more on advanced development and material development. Learning quality increases because junior students learn from close and easily understood figures, creating more comfortable and effective learning atmospheres. These strategies also ensure internal teaching cadre formation ready to continue boarding school educational relays, guaranteeing teaching-learning process continuity and teaching personnel regeneration.

These impacts align with Resource-Based View theory Alfawaire & Atan (2021) emphasizing that human resource development as strategic assets will provide competitive advantages and ensure organizational sustainability. Students developed through human resource strategies become unique resources, difficult to replace, and potentially improving overall educational quality. Consequently, these strategies function not merely as short-term mechanisms but also as long-term investments ensuring quality Islamic educational continuity at An-Nida Islamic Boarding School.

Furthermore, human resource management strategy implementation also strengthens institutional independence. Boarding schools no longer entirely depend on external teaching personnel but rather can build professional, competent, and morally excellent internal resources. Integration among academic, spiritual, character, and leadership development creates holistic educational models where every student not only learns knowledge but also learns how to become effective educators and role models for subsequent generations. This

demonstrates that human resource management strategies at An-Nida Islamic Boarding School can create sustainable development cycles supporting boarding school visions as excellent, independent, and principled Islamic educational institutions.

In other words, implemented human resource management strategies provide multidimensional impacts: improving individual student quality, strengthening organizational capacity, and ensuring educational continuity based on Islamic values. This proves that human resource development investments constitute not merely administrative formalities but rather primary foundations for An-Nida Islamic Boarding School's long-term success

CONCLUSION

Human resource management strategy implementation at An-Nida Islamic Boarding School provides strong impacts in student cadre development processes as teaching personnel. Through directed planning, competency-based training, intensive mentoring, and continuous evaluation, students demonstrate significant improvements in pedagogical competence, discipline, responsibility, and leadership character. Students mature not only knowledgeably but also psychologically, emotionally, and spiritually ready to carry responsibilities as educators. Institutionally, these human resource management strategies strengthen teacher regeneration continuity, maintain learning quality stability, and affirm simultaneously professional and religious cultures at An-Nida Islamic Boarding School. Thus, systematic and value-based human resource management becomes primary foundations in this boarding school's success in preparing competent, principled, and character-oriented teaching personnel

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