

Professionalization Management Human Resources in Addressing the Performance Gap of Management Islamic Boarding Schools in the Regency Tulang Bawang

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Abstract

The institutional transition of Islamic boarding schools (*pesantren*) into increasingly complex educational organizations introduces new challenges in human resource management, particularly regarding the gap between organizational professionalism demands and the actual performance capacity of administrators. This study aims to analyze human resource (HR) professionalization practices, the underlying factors of the performance gap, and governance strengthening strategies for *pesantren* administrators in Tulang Bawang Regency. Using a qualitative research approach with a multi-site case study design, data were gathered through semi-structured interviews, direct observations, and documentation studies. The findings demonstrate that the performance gap is driven by technical competence limitations, the absence of formal job descriptions, weak performance evaluation systems, and informal cadre development patterns. To address these challenges, this study proposes the PREC (Input-Process-Output) Model as a new conceptual framework that integrates *pesantren* spiritual values with modern HR practices, including competence-based recruitment, capacity development, objective evaluations, and documented succession planning. Ultimately, this study confirms that the professionalization of *pesantren* administrators is not a replacement for tradition, but a strategic transformation that harmonizes spiritual devotion with the governance demands of modern organizations.

Keywords: Human Resource Professionalization, Islamic Boarding Schools (*Pesantren*), Performance Gap, Islamic Education Governance, PREC Model

INTRODUCTION

Islamic boarding school experience expansion function from institution transmission religious institutions towards educational organizations that are required to be able to manage services, resources, accountability, and change professionally. This change places the quality of administrators as a strategic element because program sustainability depends not only on the authority of the *kiai*, but also on the organization's capacity to assign roles, develop competencies, and ensure work outcomes. Studies on Islamic boarding schools (*pesantren*) show that modernizing governance can improve coordination, transparency, and credibility when human resource allocation is carried out appropriately and work systems are simplified (Hamdanah et al., 2025). Studies on Islamic education also emphasize the importance of visionary leadership, professional development, and human resource management as the foundation of institutional quality (Herman et al., 2023). This condition makes the professionalization of administrators a matter of educational management, not merely an internal administrative need of Islamic boarding schools.

Academic debates on human resource management demonstrate a shift from an administrative orientation to strategic management linking recruitment, development, assessment, motivation, and organizational performance. Administrative approaches emphasize personnel management, while strategic approaches view human resources as capabilities that must be developed to consistently achieve institutional goals. Research on educational management in Peru found weaknesses in selection, induction, incentives, job competency identification, and work commitment associated with low employee planning and accountability (Delgado Vela et al., 2025). The Islamic education literature demonstrates a similar pattern: sustainable human resource development requires people-centered policies, professional development, visionary leadership, and reflective evaluation (Karim et al., 2026). This debate draws attention to the need to institutionalize HRM practices, rather than relying on the personal habits of managers.

Professionalization in Islamic educational institutions cannot be reduced to the adoption of modern management procedures because Islamic boarding schools have their own unique culture, authority structure, and religious legitimacy. A professionalization perspective demands competence, work standards, clear responsibilities, continuous learning, and accountable evaluation, while the pesantren tradition maintains relationships of trust, devotion, and moral authority. Studies of pesantren leadership show that effective modernization occurs when managerial principles are combined with local spiritual and cultural values (Hamdanah et al., 2025). Research on Islamic higher education also indicates that HRM that emphasizes only administrative efficiency is insufficient; the integration of transformational-spiritual leadership is needed to strengthen competence, integrity, intrinsic motivation, and service orientation (Wakhid et al., 2026). The professionalization of pesantren administrators therefore needs to be understood as an institutional process that balances professional standards and Islamic institutional identity.

A performance gap becomes a critical point when the demands of an organization's role are not commensurate with the capabilities, behaviors, support, or management systems available. Performance management literature suggests that performance deficiencies often persist not because of individuals alone, but because appraisal practices, communication of goals, utilization of resources, and follow-up mechanisms are inconsistent (Chikwariro et al., 2021). The concept of the promise–performance gap also demonstrates the distance between organizational reform goals and actual results when leadership and implementation authorization are not well-organized (Degeling & Carr, 2004). The context of Islamic education demonstrates a similar relationship through the influence of organizational justice and citizenship behavior on teacher performance (Dian et al., 2026). The performance gap among Islamic boarding school administrators is therefore worth analyzing as a product of the interaction between individual competencies and the human resource management architecture.

Empirical findings in madrasahs and Islamic boarding schools reinforce the notion that performance professionalization is significantly influenced by the quality of human development systems. Leadership by madrasah principals, capable of organizing, mobilizing, and motivating human resources, has been shown to be crucial in building work capacity (Herman et al., 2023). Training and commitment are also linked to improved madrasah principal performance, so investment in competency development is inseparable from mechanisms for strengthening organizational commitment (Djalilah et al., 2024). Studies on teacher professionalism indicate that visionary leadership requires vision formulation, competency development, supervision, and the creation of a conducive work climate (Siregar et al., 2022). This evidence still predominantly positions the principal or teacher as the unit of analysis, thus not fully explaining how the pesantren management as a collective managerial team is formed, assessed, and developed.

The context of Tulang Bawang Regency provides a strong social foundation for this study because the scale of Islamic boarding school services demands increasingly complex managerial capacity. In July 2026,

the Tulang Bawang Regency Ministry of Religious Affairs Office recorded 88 Islamic boarding schools with 6,484 students, 88 kiai, and 510 ustaz involved in the provision of religious education (Nurtawab & Wahyudi, 2022). Institutional development is also evident in the issuance of permits for Muadalah Education units in the Tulang Bawang region in 2025, including Muadalah units run by the Darul Ishlah and Al-Falah Islamic Boarding Schools. The organizational scale, number of personnel, diversification of educational units, and increasing formal demands increase the need for division of labor, competency standards, documentation, evaluation, and accountability. These social facts indicate that the professionalization of administrators is directly related to the ability of Islamic boarding schools to maintain service quality amidst increasingly strong institutionalization.

The research gap arises because the available literature tends to be fragmented into three streams. The first stream discusses HRM and performance in general educational institutions with an emphasis on recruitment, training, appraisal, motivation, and productivity. The second stream examines professionalism in education through principal leadership, teacher development, or leadership competency. The third stream discusses Islamic boarding schools (*pesantren*) through transformational leadership, institutional modernization, quality, and the integration of Islamic values with contemporary management principles. Recent research on Islamic boarding schools (*pesantren*) even demonstrates the importance of appropriate human resource placement, lean management systems, data technology, and stakeholder collaboration (Hamdanah et al., 2025). These studies have not yet integrated HRM professionalization with the performance gap of administrators as a single focus, particularly through fieldwork in Islamic boarding schools in Tulang Bawang. This gap creates a conceptual gap, a unit of analysis, and a geographic context.

The urgency of this research lies in the need to formulate professionalization that aligns with the character of Islamic boarding schools without diminishing their foundation of devotion and spiritual values. A management system based on loyalty and trust has the strength of social cohesion, but it is potentially prone to unclear job descriptions, competency mismatches, weak evaluation, and dependence on specific figures as the organization grows. Islamic educational management literature demonstrates that human resource sustainability requires continuous professional development, human-centered policies, and reflective evaluation (Karim et al., 2026). Evidence from madrasah education also shows that organizational justice influences extra-role behavior and performance (Dian et al., 2026). Field studies are needed to identify the actual gap between job demands and management practices, while also understanding the professionalization mechanisms acceptable to Islamic boarding school culture.

The research problem of this study lies in the lack of explanation of how human resource management practices in Islamic boarding schools create or maintain a gap between the expected performance of administrators and the performance that occurs in practice. These issues include the process of determining personnel needs, recruitment and placement, role allocation, competency development, coaching, motivation, performance assessment, and follow-up on performance deficiencies. This study is directed at analyzing how the professionalization of human resource management is constructed and implemented by Islamic boarding schools in Tulang Bawang Regency, the forms of performance gaps that arise, the organizational factors that influence them, and the strategies used to minimize these gaps. This focus offers a theoretical contribution in the form of connecting the literature on HRM, professionalization, and performance gaps in the context of Islamic educational organizations, as well as a practical contribution in the form of a basis for formulating a management model for administrators that is professional, contextual, and compatible with Islamic boarding school values.

METHODS

This study employs a qualitative field research design with a multi-site case study approach, focusing on two selected Islamic boarding schools in Tulang Bawang Regency: Darul Ishlah and Al-Iman. The design chosen because professionalization management source Power humans and inequality performance administrator is an organizational process that is necessary understood through context, experience actor, practice work, and relation between mark Islamic boarding schools and demands professional. Case study allows researchers examine phenomenon contemporary in a way deep in context its institutions, whereas multi-site approach provides room for compare consistent pattern and variation practice between Islamic boarding schools (Creswell & Poth, 2018; Yin, 2018). Choice design this is also in line with study management Islamic education that uses interviews, observations, and analysis document for understand change institutional as well as human resource development in general contextual (Hamdanah et al., 2025; Karim et al., 2026).

Primary data sources were obtained through election informant purposively based criteria, including caregiver or kiai, chairman administrators, secretary, treasurer, coordinator field, education unit managers, and the administrators involved direct in recruitment, placement, distribution assignments, coaching, development competency and evaluation performance. Variation position informant required for catch difference perspective between taker policies and implementation organization. Secondary data sources cover structure organization, description tasks, rules management, work program, report activities, attendance list, documents training, minutes meetings, and document available evaluations. Data collected through semi-structured interviews, observation non-participants to practice work and coordination administrators, and studies documentation. Combination technique the support triangulation evidence and appropriate with study management Islamic education that utilizes interviews, observations, and document for read practice human resource development and management institutional in a way contextual (Hamdanah et al., 2025; Karim et al., 2026).

Data analysis was performed in a way simultaneous since data collection through three step main, namely data condensation, data presentation, and retrieval as well as verification Conclusion (Miles et al., 2014). The condensation process started with transcription interviews, readings repeated, giving code beginning, grouping code, and formation theme in a way inductive- deductive framework deductive directed at the professionalization of HR recruitment, placement, clarity role, development competence, motivation, assessment, and action carry on as well as form gap between standard or demands work and practice performance actual. Analysis in the case of done moreover formerly for build pattern every Islamic boarding school, then to be continued with analysis cross-case analysis to find similarities, differences, factors cause, and reduction strategies gap. Credibility findings guarded through triangulation sources and techniques, member checking, tracing case negative, as well as audit trail so that interpretation can accountable in a way methodological (Lincoln & Guba, 1985; Saldaña, 2021).

RESULTS AND DISCUSSION

RESULTS

Based on analysis qualitative from key informants (Caregivers, Chairpersons Managers, Unit Heads, and Executive Managers), professionalization human resource management in Islamic boarding schools understood as cycle sustainable that integrates values Islamic boarding school traditional with principal management modern strategic. Discovery model conceptual This depicted in chart flow below This:

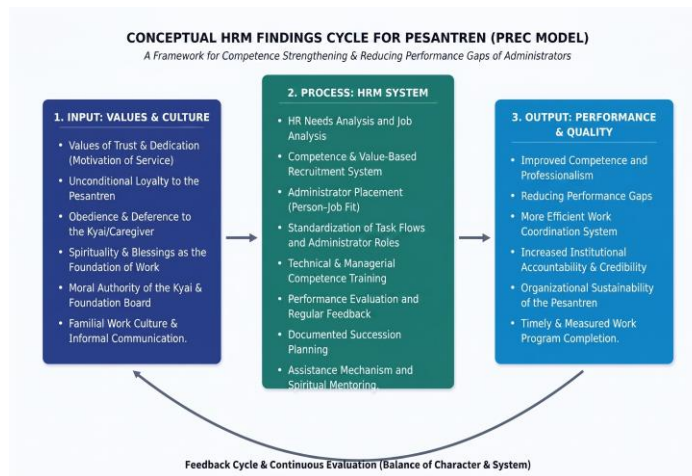


Figure 1. Cycle Model Findings Conceptual Strengthening Islamic Boarding School Human Resources

Cycle findings conceptual above consists of from three main pillars that are interconnected relate:

1. **INPUT** (Islamic Boarding School Values and Culture): Is foundation main system Work Islamic boarding schools that originate from from mark trust, service (devotion) sincere), loyalty without limits, compliance absolute and reverent to the kiai/ caretaker, spritual capital, as well as pattern informal and family- like communication.
2. **PROCESS** (Strengthening) HR System): Contains intervention managerial strategic which includes analysis formal positions, balanced recruitment competence technical and loyalty, proper placement (person-job fit), standardization description task written, training competence technical / managerial sustainable, evaluation objective performance, as well as system documented succession planning.
3. **OUTPUT** (Performance and Quality Improvement): Final result in the form of increasing competence managerial administrators, reduced gap performance (performance gap) in general significant, the creation of coordination efficient work inter-sectoral, increasing accountability institutional in the eyes public, as well as guaranteed sustainability Islamic boarding school organization (sustainability) term long.

Research result qualitative in Pondok Darul Ishlah and Al-Iman Islamic Boarding Schools in the Regency Tulang Bawang shows that professionalization management source Power human (HR) awakened through cycle findings conceptual (PREC Model) that integrates foundation mark traditional (input) with strengthening system modern managerial (process) to minimize gap performance (output). Findings field reveal that *performance gap* at the level administrator implementer mainly triggered by three individual determinants: limitations competence technical in digital administration and modern bookkeeping, the lack of experience Work professional consequence domination culture informal work-based instructions oral, as well as constraint distribution time and commitment presence Because role double administrator as student or workers outside Islamic boarding school. Absence description formal written tasks (*job descriptions*) make things worse condition this, triggers overlapping overlap role, and slow down coordination interdisciplinary.

For overcome disparity performance said, research formulate transformation cadre formation from pattern intuitive-natural going to *Structured and Documented Succession Planning* through four operational pillars: mapping talent integrated *talent* profiling, mentoring structured *mentorship*, rotation Work cross- unit (*job rotation*), as well as bookkeeping print blue regulations in The Foundation's Official Cadre Development Guide. Matrix action strategic confirm the need integrate assessment competence technical base

simultaneously with criteria moral loyalty in system recruitment, institutionalization evaluation performance objective based program achievements, as well as organize training managerial in a way periodically. Thus, sustainability quality institutional Islamic boarding schools in Tulang Bawang can come true in a way effective through balance between preservation spiritual ethos (service, *trust*, *blessing*) and governance accountability modern organization.

DISCUSSION

Professionalization Administrator Islamic boarding school as Transformation from Trust-Based Management to Competency-Based Management

Existence Islamic boarding school contemporary has experience shift role significant institutional, from back to the beginning only focus on function transmission religious traditional become institution formal education required for capable manage service, accountability, and change in a way professional. Change social This demand governance restructuring organization in a way fundamental to quality education and services management can walk in a way effective as well as sustainable in the midst global competition. Studies on Islamic leadership from (Hamdanah et al., 2025). confirm that modernization system Work Islamic boarding school proven capable increase accountability and credibility institutional if system HR placement is based on suitability competence and clarity distribution systematic role. In line with idea said, the study from (Herman et al., 2023) also confirm this that human resource governance in institutions Islamic religion is foundation main for improvement quality instructional and management. Therefore that, professionalization management administrator Islamic boarding school No just demands administration bureaucracy, but rather need fundamental for transform spiritual loyalty becomes capability organization real.

Importance professionalization This direct attention to the need shift paradigm from management-based loyalty traditional (trust-based management) towards competency-oriented management Work functional (competency-based management). Management pattern-based loyalty in Islamic boarding schools proven capable look after level cohesion close social, but often triggers ambiguity description assignments, placement role that is not appropriate, and weak evaluation periodically. According to study empirical from (Delgado Vela et al., 2025), nonconformity competence position with assignment given contribute direct to decline not quite enough answer Work as well as low effectiveness achievement target institutions education. This is clarifying position that aspect loyalty emotional that during This glorified Islamic boarding school Not yet adequate as predictor single performance if no balanced with standardization skills Work administrators. Consequently, the integration of competency-based management becomes A inevitability theoretical in order to compile criteria recruitment measurable, transparent and accountable management.

Findings empirical through interview with Chairman Foundation Management (KI-02) who appoint alumni based on loyalty pure but weak in skills digital administration affirms existence latent tension in pattern placement administrators. Statement the confirm existence gap theoretical between encouragement maintain bond mark traditional with pressure organization for adopt standard modern accountability that requires literacy technology adequate. In review sociology organization, pattern This show existence dynamics real exchange (trade-off). between maintenance identity institution traditional (preservation of institutional identity) and efficiency functional bureaucracy. Phenomenon appointment-based loyalty emotional This in harmony with analysis critical from (Wakhid et al., 2026) who showed that the spiritual leadership model must go hand in hand with development capability Work operational so that commitment intrinsic administrator can transformed in a way real to in productivity service public Islamic boarding school. So, the arrangement repeats criteria balancing selection skills competence technical and moral spiritual become absolute.

Factors that Form the Performance Gap of Management Islamic boarding school

The first individual factor that becomes determinant main formation gap performance gap of management Islamic boarding schools in Tulang Bawang are limitations competence technical, in particular in digital administration and bookkeeping quantitative. Limitations This appear Because Islamic boarding school alumni recruitment often not accompanied with improvement program capacity technical relevant work with development regulations outside. Phenomenon inequality skills technical This in harmony with study empirical from (Delgado Vela et al., 2025) which explains that low readiness competence technical and the absence of a job - oriented induction program trigger slowness rate coordination administrative organization. Investment in competency Work through training structured is must managerial, where (Djalilah et al., 2024) prove that training intensive and strengthening commitment organizational influential significant to improvement individual manager performance institution Islamic education, so this program crucial.

The second factor that widens disparity performance administrator field is absence description formal written tasks (job descriptions) that trigger overlapping overlap role and slowness coordination operational interdisciplinary. Interview results with Administrator Field Implementer (KI-04) who complained domination instructions spontaneous and verbal from the kiai showing weakness formalization structure work. In perspective theory management proposed performance by (Chikwariro et al., 2021), ambiguity communication objective institutional as well as No existence description authority written is reason main obstacle administrator from achievement standard optimal and objective performance. Conditions This exacerbated by the promise-performance gap as conceptualized by (Degeling & Carr, 2004), where the distance between vision sublime modernization of governance Islamic boarding schools and results Work current widen consequence absence distribution task written.

The third contributing factor to inconsistency performance administrator Islamic boarding school is absence system evaluation routine, objective, and standardized performance in a way written. Evaluation that only walk in a way sporadic, oral, and loaded with personal closeness makes the administrators lost compass or guidelines for do repair Work in a way sustainable. Findings This get runaway theoretical from idea (Chikwariro et al., 2021) who emphasized that effectiveness management performance in organization need mechanism monitoring periodic and follow up carry on concrete on deficiencies that occur in the field. Without existence instrument evaluation objective performance based program achievements, coaching process staff become very biased and subjective. As recommended by (Karim et al., 2026), the application of evaluation systematic reflective is prerequisite absolute in order to maintain sustainability capacity human and quality quality organization.

fourth factor that becomes constraint operational daily for consistency performance administrator is collision distribution time and load Work consequence role double administrator as student or workers outside environment Islamic boarding school. Situation This show that motivation high dedication from alumni administrators often encounter limitations physique time and energy for operate not quite enough answer organization in a way consistent. In order to overcome obstacle this, the manager foundation sued for designing climate conducive work as well as distribution burden rational tasks in accordance with level availability time administrators. Review visionary leadership of (Siregar et al., 2022) emphasize importance formation climate Work conducive and supervised justice as foundation main in increase professionalism of the managers Islamic education. Division burden work that is even and harmonious with proposition (Dian et al., 2026) about justice motivating distributive staff.

PREC Model: Model for Professionalization of Islamic Boarding School Human Resources Based on Value and System Integration

As response theoretical and practical to factors reason gap performance administrators, cycle findings conceptual termed as PREC Model (Input-Process-Output) offers paradigm new for professionalization Islamic boarding schools. Conceptualization of this PREC Model based on integration functional between mark traditional spiritual ethos Islamic boarding school as initial input, reinforcement system modern managerial as a process, and minimizing the performance gap of management as output. Novelty conceptual model of this get support scientific strong from study leadership ([Hamdanah et al., 2025](#)) which explains that synergy between religious spiritual values (such as principle Barakka) and practice modern management actually heighten credibility organization. Through this model, the value devotion traditional No positioned as obstacles, but rather as institutional capital that guarantees integrity service, while system modern work functions as wheel driving force efficiency.

Operationalization of the PREC Model on the process dimension demands Islamic boarding school designing instrument management strategic like assessment recruitment-based competence technical, writing description formal tasks, as well as standardization documentation work. Synergy This in harmony with map road development cadre leadership Islamic boarding schools studied by ([Prasetyo et al., 2025](#)), who concluded that resilience organizational resilience of Islamic boarding schools depending on the existence of curriculum training leadership and management structured organization. By implementing standardization This is a boarding school in the Regency Tulang Bawang can give birth to profile religious administrators at a time speak in a way functional. These efforts strengthen view ([Karim et al., 2026](#)) that integration harmonious between Islam traditional and modern governance produce management institution progressive and empowering education stand tall face challenge external.

In a way theoretical, implications from study This give expansion coverage valuable knowledge for literature management source Power humans, especially in the context of institution education non - secular religious research This expand framework Work normative from ([Delgado Vela et al., 2025](#)) with show that in the environment Islamic boarding school, variables mark culture and loyalty emotional is essential prerequisites (inputs) that are not can separated from effectiveness formal performance. Implications theoretical this also contributes to the development governance discourse progressive Islamic education as described by ([Karim et al., 2026](#)), with give explanation comprehensive about How tension identity and disparity performance administrator can be bridged through dynamic and structured adoption of institutional ambidexterity.

In a way practical implications study This push transformation radical in the system cadre formation from back to the beginning pattern natural-oral going to scheme planning Structured and Documented Succession Planning. formal regulations that are set out to in The Foundation's Official Cadre Development Guidebook is supported full of findings from ([Prasetyo et al., 2025](#)) who emphasized importance formal map documentation road cadre formation to prevent occurrence crisis leadership moment figure the main kiai is prevented present. Implementation scheme coaching that includes rotation Work cross- unit also in line with research ([Djalilah et al., 2024](#)) which explains importance commitment institutions supported by the system development competence planned for produce performance team solid, stable and adaptive management.

Although serve in -depth findings regarding the Islamic boarding school HR governance model, research qualitative with design studies this multi-site case own limitations room scope institutional Because only focused on two cottages Islamic boarding schools in the Regency Tulang Bawang. Characteristics methodological studies case qualitative which relies on validity of data from triangulation source according to

(Yin, 2018) as well as framework analysis qualitative from (Creswell & Poth, 2018) limit generalization or transferability findings this is the type other Islamic boarding schools with similar characteristics pure Salafiyah. Therefore that, future studies need directed for apply method study quantitative or method mixed -methods testing acceptance PREC Model construct in a way statistics on population more Islamic boarding schools wide. Development suggestions methodological This based on the thesis (Miles et al., 2014) about importance verification and testing theory qualitative in a way macro for strengthen validity external theory sociology organization Islamic education.

Table 1. Comparison Research Position on Study Previous (Cross-Study Discussion)

Findings This research	Previous Studies (Literature)	Position & Newness This research
The level of spiritual loyalty of the management is very high, however hit by gaps skills digital technology and bookkeeping formal quantitative.	Delgado Vela et al. (2025) emphasize the need recruitment-based compatibility competence formal work (competency-job fit) without discuss dimensions mark culture organization religious.	Expand HR theory with prove that traditional spiritual loyalty No can substituted, but rather must integrated in a way synergistic together with competency-based management.
System regeneration and cadre development leadership walk in a way intuitive-verbal, triggering risk tall crisis continuity organization.	Prasetyo et al. (2025) emphasizes the need succession leadership Islamic boarding school-based competence organization, but not yet formulate an integration model PREC structure.	Offer runway applicable operational through PREC Model (Input-Process-Output) scheme that institutionalizes transition from pattern cadre formation oral to formal- written pattern.

Table 2. Strategic Action Matrix Strengthening the Human Resources of Islamic Boarding School Foundations

HR aspects	Field Findings	Implications Organizational	Strategic Action repair
System Recruitment	Relying on entirely on the aspect loyalty, devotion, and closeness family with kiai; competence technical ignored.	The gap competence massive technical in the realm digital administration, computerization office and bookkeeping modern finance.	Integrate test competence basic (IT, correspondence, accounting) simultaneously with criteria moral loyalty in system selection administrator new.
Role Clarity	Description tasks No documented; distribution role running ad-hoc based instructions spontaneous kiai.	Overlapping overlap work, confusion about authority boundaries, and delay settlement administration important.	Compile and ratify formal written job description document for each management division approved by the Caretaker /Kiai.
Development	Coaching dominated religious spiritual material; not yet there is an improvement	Skills technical managerial administrator going nowhere, making things difficult Islamic boarding	Organize workshop management organization, computer data management, and leadership in a way periodic.

	program planned.	skills walks	Work verbal,	school modern	adapt education.	regulations	
Performance Evaluation	Evaluation subjective, informal, and done in a way No regular.			Coaching objective, repair carry on on performing bad.	administrator absence zero action	No standard program levels presence meeting in a way objective.	Designing evaluation simple measuring work achievements and meeting in a way objective.
System Cadre Development	Regeneration administrator intuitive-natural relies heavily on personal decisions of the leader.	walks and		The height management slow transfer of organization from management.	risk operational, knowledge from senior	crisis	Compiling, socializing, and implementing The Official Cadre Development Guidebook of the Foundation as map road regeneration planned.

Cadre development strategies are also necessary strengthened through rotation position and experience cross- work unit. Candidate for management need given chance understand various field such as formal education units, Islamic schools, secretariats, finance, and business units Islamic boarding school. Rotation they will form understanding organization in a way comprehensive as well as reduce dependence on individuals certain. Stage final is standardization and documentation cadre formation through compilation book guide cadre formation foundation that contains criteria candidate management, mechanism coaching, indicators readiness position, and procedure succession leadership. Documentation This important for guard sustainability organization, improve objectivity election administrators, and reduce risk subjectivity based personal closeness. Thus, cadre formation structured become a strategic strategy for connect mark tradition Islamic boarding school with need professionalization management source Power man.

CONCLUSION

Study This show that professionalization management source Power human resources (HR) management Islamic boarding school is need strategic in answer complexity development institutional Islamic boarding schools are increasingly demand governance professional, accountable, and sustainable. Study results disclose that gap performance *gap* of management Islamic boarding school No solely due to low personal commitment, but rather formed through interaction between limitations competence technical, weak formalization structure work, not yet optimally system evaluation performance, as well as pattern cadre formation that is still nature intuitive and based personal closeness. Although values traditional Islamic boarding school like trust, service, loyalty and obedience become strong social capital in guard cohesion organization, values the Not yet fully capable ensure effectiveness performance if no integrated with modern HR system that includes analysis position, recruitment-based competence, development capacity, evaluation objectives and planning documented succession. Thus, professionalization administrator Islamic boarding school need understood No as a process of replacing tradition, but as transformation harmonizing institutions strength spiritual values of Islamic boarding schools with principal management organization contemporary.

Contribution main study This lies in the formulation of the PREC Model (Input–Process–Output) as a conceptual model professionalization of Islamic boarding school HR which explains connection between mark culture Islamic boarding school as foundation (input), reinforcement system managerial as mechanism change (process), and reduction gap performance as achievements organization (output). This model offer perspective new that success management of Islamic boarding school human resources No can built only

through approach formal and non-formal competencies loyalty traditional in a way partial, but need integration both of them in framework *institutional ambidexterity* that is capable guard identity Islamic boarding school at a time increase capacity professional organization. Reflection from study This confirm that sustainability Islamic boarding schools in the future are very dependent on the ability institution in transforming spiritual and social capital become capability a structured, measurable, and adaptive organization. Therefore that, novelty study This No only lies in identification factor reason gap performance administrator Islamic boarding schools, but also in the development framework conceptual bridging dichotomy between tradition and modernity in management of Islamic education human resources through system contextual, sustainable and appropriate professionalization with character typical Islamic boarding school. As a tactical measure, the Ministry of Religious Affairs (Kemenag) of Tulang Bawang Regency, in collaboration with Rabithah Ma'ahid Islamiyah (RMI), is recommended to promote the 'Digitization of the Pesantren Management System' and the 'Formalization of Muadalah Administrative Standards' to accelerate governance capacity building and sustainably minimize the administrators' performance gap.

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