

Strategies for Developing Human Resources for Teachers and Students at Daarul Uluum Islamic Boarding School, Campus 2 Nagrak

Siti Nurkhofipah Adnan *, Syahrums Agung, Muhammad Jibriel Avessina

Fakultas Ekonomi dan Bisnis, Universitas Ibn Khaldun Bogor

Jl. Sholeh Iskandar, RT.01/RW.10, Kedungbadak, Kec. Tanah Sereal, Kota Bogor, Jawa Barat 16162, Indonesia

Info Artikel

Keywords:

Human Resource
Development Strategy,
Teachers and Students

ISSN (print): 1978-6387

ISSN (online): 2623-050X

Abstract

This research aims to find out "Human Resource Development Strategies for Teachers and Students at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak". This research is a type of qualitative research. This research method is used by means of observation, interviews and documentation of the research object in a scientific and natural manner. The results of the study show that in the Daarul Uluum Islamic Boarding School Campus 2 Nagrak, the use of transformational and democratic leadership styles dominates in an effort to motivate and inspire students based on Islamic values. Teachers use a variety of teaching methods and disciplinary approaches to create an effective learning environment. The ongoing teacher training program aims to improve pedagogical abilities and character, while students are encouraged to develop leadership through a variety of extracurricular and organizational activities. Character education, discipline and creativity development are the main focus in shaping independence and leadership qualities in students. The teaching method involves mentoring, classes, and lectures, with the teacher as the main role model. Student motivation is enhanced through positive interaction, rewards and effective communication. Discipline is carried out through attendance and time management, while the recruitment of educators emphasizes the characteristics of the Prophet Muhammad PBUH and academic qualifications. In addition, the placement of teachers is adjusted to the needs of Islamic boarding schools. And entrepreneurship programs are also held for students, practicing practical skills such as handicrafts and cooking.

Author Correspondence:

Siti Nurkhofipah Adnan
adnankhopipah@gmail.com



1. Introduction

Human Resources (HR) is an important component in every organization or institution, including in educational environments such as Islamic boarding schools. The success of an educational institution is greatly influenced by the quality of the human resources it has, both teachers and students. The Daarul Uluum Islamic Boarding School Campus 2 Nagrak has a great responsibility in educating and developing the potential of students so that they can contribute positively to society.

According to Anam (2021) The implementation of strategies in improving human resources in Islamic Boarding Schools can certainly be the basis for the implementation of spiritual functions related to aqiqah, shari'ah and ethics. Through this learning, students are taught to understand good and dignified behavior. They are taught skills in identifying and resolving conflicts, as well as how to behave well in various situations.

According to Raudatul Jannah, Nurul Yakin (2020), the dormitory system in Islamic boarding schools also contributes to the development of independent character. Students live in an environment based on the values of unity, responsibility, and mutual respect. Improve their interpersonal skills and teach the importance of cooperation in life.

The Daarul Uluum Islamic Boarding School Campus 2 Nagrak currently has 378 students and 116 educators. With this large number, pesantren strives to not only provide strong religious education, but also develop skills and knowledge relevant to the demands of the times. Improving the quality of teachers and students is the main focus in order to create a conducive and productive learning environment.

With a holistic and integrated human resource development strategy, Daarul Uluum Islamic Boarding School Campus 2 Nagrak is determined to produce a generation of students who are highly competitive, have integrity, and are able to contribute positively to society and the nation.

In the implementation of human resource development, it is necessary to pay attention to the obstacles that will occur in the future. Therefore, the Daarul Uluum Islamic Boarding School Campus 2 Nagrak carries out strategy evaluation activities for educators and organizational administrators (mudabbir), with this mistakes or obstacles that occur can be managed as best as possible by looking for good ideas to maintain the development of the students.

The Daarul Uluum Islamic Boarding School Campus 2 Nagrak faces limited resources that can affect their ability to provide adequate educational facilities. This limited resource also has an impact on teacher and student development programs that should be carried out on a sustainable basis to improve the quality of education. And teachers at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak need more training and continuous development programs. This is important to ensure that

they can keep up with the latest developments in education and technology, and are able to adopt more effective and innovative teaching methods.

Daarul Uluum Islamic Boarding School Campus 2 Nagrak is an Islamic educational institution that plays an important role in the development of human resources for teachers and students. However, the Daarul Uluum Islamic Boarding School Campus 2 Nagrak also faces a number of challenges related to teacher performance and student development, including in teacher and student indicators to increase creativity and superior abilities.

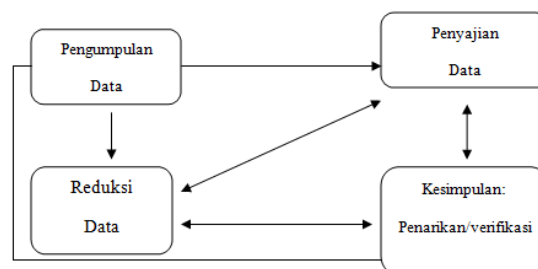
Based on this background, the author intends to conduct research with the title "Human Resource Development Strategies for Teachers and Students at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak". This research is expected to make a real contribution to the development of human resources in Islamic boarding schools and improve the quality of education provided.

Problem Formulation

1. What is the Strategy for Teacher Human Resource Development at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak?
2. What is the Human Resource Development Strategy of Santri at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak?
3. What are the Supporting Factors and Factors Affecting the Implementation of the Human Resource Development Strategy for Teachers and Students at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak?

Objectives and Benefits of Research

1. To find out the Development of Teacher Human Resources at the Daarul Uluum Islamic Boarding School, Campus 2 Nagrak.
2. To find out the development of human resources for students at the Daarul Uluum Islamic Boarding School, Campus 2 Nagrak.
3. To find out the Supporting Factors and Factors Affecting the Implementation of the Human Resource Development Strategy for Teachers and Students at the Daarul Uluum Islamic Boarding School, Campus 2 Nagrak.



Source: "Analysis of the Miles & Huberman Model (1994)"

The results of this research are expected to provide wide benefits for various parties, especially those involved in the organization of the Daarul Uluum Islamic Boarding School Campus 2 Nagrak. For academics, this research adds to the literature on Islamic education and human resource development by producing new concepts, ideas, or methods for human resource development strategies for teachers and students. For practitioners, this research assists Islamic educational institutions in creating and implementing human resource development strategies that can improve the performance of their programs. In addition, this research can also be an example for students who will conduct similar research in the future at the pesantren. Practically, this research is useful for others and researchers who want to discuss similar issues, and can be used as a guide for studying, reading, and developing the theories discussed in this paper.

2. Research Method

This study uses a qualitative type of research. qualitative research according to (Sugiono 2009; 1) is a research method based on the philosophy of postpositivism used to research on the natural condition of objects where the researcher is a key instrument.

Qualitative research aims to understand the phenomena that occur in the field in depth without making hypotheses, but describing and explaining the results of the field and presenting the facts as they are. The data analysis technique uses the Miles and Huberman model or an interactive model, namely a flow model that starts from data collection, data reduction, data display and conclusion drawn/verification.

Informant selection technique The informant was selected using purposive sampling and snowball sampling techniques, taking into account people who are considered to know the most about the research topic and can provide the required information. The informants in this study consisted of: Director of Daarul Uluum Islamic Boarding School Campus 2 Nagrak, teachers of Daarul Uluum Islamic Boarding School Campus 2 Nagrak, and students of Daarul Uluum Islamic Boarding School Campus 2 Nagrak.

This research was conducted at the Daarul Uluum Islamic Boarding School, Campus 2, Nagrak, with a focus on the development strategy of human resources (HR) of students. The following is a summary of the research results based on observations and interviews conducted: Interviews were conducted with 20 informants, including students and teachers. The profiles of teacher and student informants are presented in the form of a table, displaying their names, genders, and positions.

3. Results

Informant Profile

Interviews were conducted by 20 informants, including students and teachers. The following table shows this data:

Table 1 Informant Profile

No	Nama	Jenis Kelamin	Jabatan
1.	Ustadz Nurcholis, S.Ag	Laki-laki	Direktur
2.	Ustadz Sendi Setiawan, S.Pd.I	Laki-laki	Kepala Sekretariat
3.	Ustadzah Tin Mardiah, M.Pd.I	Perempuan	Pembina II (Bidang Pembinaan Akademik)
4.	Ustādz Fajjrun Najjah Ahmadi, S.Pd	Laki-laki	Administrator Umum I (Bidang Administrasi Tingkat SMA) & Pembina IV, Kegiatan Ekstrakurikuler Bidang Seni Bela Diri
5.	Ustādz Hardi Hikmahtiar, S.Pd	Laki-laki	Administrator Umum II (Bidang Administrasi Tingkat SMP)
6.	Ustadz Muhamad Arifin	Laki-laki	Kepala Bagian Pendidikan dan Pengajaran Jenjang SMP
7.	Ustādzah Nuryati	Perempuan	Anggota Kelompok Guru Piket
8.	Ustadzah Erni Agustiani	Perempuan	Staf Bendahara Bagian Sekretariat
9.	Ustādzah Putri Nuraeni	Perempuan	Koordinator Kelompok Guru Piket
10.	Ustazdah Dedeh	Perempuan	Staf Bendahara Bagian Sekretariat

Human Resource Development Strategy

No	Nama	Kelas
1.	Ikhsan Nadzudin	XII
2.	Ahmad Darda	X
3.	Rasya Azhara	XI
4.	M. Ilham Fahrudin	IX
5.	Mutawakkil Sava Urdha	X
6.	Pinky Cindhiara Putri	XI
7.	Thulul Amalia	XI
8.	Putri	IX
9.	Khaira Riffany	X
10.	Siti Saadah	X

According to Syamsuri (2021), strategy is an effort to increase the potential of human resources in the context of systems and structures to achieve a goal. Human resource development strategies aim for the long term and follow-up programs and strategies serve as tools to achieve the company's goals (Sutikno, 2021). To achieve any goal, this strategic approach is used is very important to achieve the goal, as most actions depend on strategy. Meanwhile, the method used is part of the goal.

Development according to Sunyoto in (Jundulloh & Arifin, 2021) is an effort to improve abilities, knowledge, and personality traits to meet long-term needs.

The character development of teachers and students at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak offers various programs designed in accordance with the curriculum. The program can be daily, weekly, monthly, or yearly, and includes micro-teaching, extracurriculars, language activities, speech, and devotion (teaching practice exercises).

According to Priansa (2019), companies most often use the education and training approach for human resource development. They often see both approaches as an investment in the organization in the field of human resources. As a result, every organization that wants to grow always pays attention to education and training for its workers. Employees receive education, while other workers receive training.

1. Educational Methods (education)

Education is the most important component in human resource development. The output of education can be seen from changes in behavior, which means that education in principle aims to change employee behavior.

2. Training Method (training)

To meet the needs of the company and the needs of employees, the training method is selected based on the company's goals and the needs of the employees. Some factors that affect the determination of training methods include implementation time, cost, number of participants, level of education, and employee history.

Teacher

According to Pratiwi and Rahmawati, (2022); Fahrurrobi, N., Ihsan, M., Rahmawati, I., and Lestari, H., (2020) Teachers are professional educators who teach, teach, direct, train, assess, and disseminate students from early childhood to primary and secondary formal education.

Teachers are the central element in the learning process that determines the pattern, process, and success of learning activities. A teacher must have several competencies including academic, professional, personality, and social competencies. One of the characteristics of a teacher's professionalism is his ability to use various methods, media, and learning tools.

Therefore, teachers design learning that not only aims to develop the potential of each learner individually, but also to accommodate and manage differences in potential, both physical and mental, between them. In the context of learning, teachers are often faced with various characteristics, abilities, and dynamics of student development (Yasin, 2022).

Students

According to KH. Nasrudin Latif, a student comes from the English language, from two syllables, "Sun", which means sun, and "Three", which means three. In addition to being an infinite source of energy, the sun is the central point of the sun, where a gaseous ball of gas produces light and heat on Earth during the day. In addition, the sun is the source of life for all plants and living things. done with good intentions. However, the word "three suns" refers to the three principles that a student must have: faith, Islam, and ihsan. Pesantren teaches all things about faith, Islam, and ihsan. The goal is to become a student who truly believes in Allah SWT, is firm in Islamic law, and is good to others.

According to Purwaningrum (2019), a student is generally defined as someone who studies at a pesantren regarding religious science, monotheism, fiqh, Sufism, and morals. However, as mentioned earlier, the definition has now undergone an expansion of meaning that santri is not only limited to that definition. A student is a Muslim who participates and obeys his dawuh kyai and has the same spirit as a student. In a broad sense, anyone who has morals like a student is a student.

Human Resource Development Strategy

1) Strategy Formulation

Based on the results of the interview, the author asked Ustadz Nurcholis, S.Ag as the mudir of the Daarul Uluum Islamic Boarding School Campus 2 Nagrak about, namely "What is the strategy used in human resource development at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak?"

"The Daarul Uluum Campus 2 Nagrak Islamic Boarding School has an ISDA organization (Daarul Uluum Campus 2 Santri Association) which aims to support religious activities, student development, and cultural activities for students in the boarding school environment. The students had the opportunity to take part in various activities held by this organization. The ISDA organization also helps students develop their talents through training and extracurricular programs. In addition to ensuring harmony and solidarity between students, the ISDA organization also plays an important role in facilitating relations between students. With the help of the ISDA organization, the Daarul Uluum Islamic Boarding School Campus 2 Nagrak can be more efficient in fostering and developing its students comprehensively, not only in the religious field, but also in terms of discipline, leadership, interest and talent development, independence, training, entrepreneurship, and motivation."

A very important process to strengthen the scientific foundation and character of students is the development of human resources. Some of the important factors that form an effective strategy are leadership, training, independence, motivation, discipline, increased interest and talent, and entrepreneurship.

Strategy formulation is the process of creating an effective action plan to help an organization achieve its goals. This includes conducting a thorough analysis of the organization's internal and external conditions, identifying obstacles and opportunities, and establishing concrete actions to address various circumstances.

The formulation of strategies in human resource development at Daarul Uluum Campus 2 Nagrak is a process that involves a deep understanding of the needs and potentials of students as well as the selection of the right approach to meet their educational and coaching goals. This strategy must be comprehensive, comprehensive, and sustainable, and can change according to the development of society and the dynamics of the educational environment.

Therefore, the formulation of a strategy is an important step in adjusting the vision and mission of the Daarul Uluum Islamic Boarding School Campus 2 Nagrak to the current situation. Thus, the formulation of strategies can have a significant positive impact on the development of students and the overall achievement of the school.

2) Strategy Implementation

The human resource development strategy is very important for Daarul Uluum students of Campus 2 Nagrak to achieve the vision and mission of the cottage. Detailed work arrangement is the first step in implementation. This includes the establishment of success indicators, implementation schedules, and resource allocation. Furthermore, the strategy will be implemented with dedication only if school managers, teaching staff, and the entire school community work together. Young leaders will receive leadership training on a regular basis, while training in various fields will be tailored to the interests of students.

By providing responsible responsibility and encouraging students to take responsibility for building themselves, the culture of independence will be strengthened. To maintain the motivation and discipline of students, continuous support will be provided. The mentoring and business skills development program will also continue to encourage the concept of entrepreneurship. This strategy will bring significant positive changes in the development of human resources at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak through solid and sustainable implementation. This will prepare future generations who are tough and high-quality.

3) Strategy Evaluation

For Daarul Uluum Campus 2 Nagrak students, the evaluation of human resource development strategies is an important step to ensure that the effort is successful and lasting. This evaluation process should be comprehensive and ongoing, and involve data collection, analysis, and feedback from various relevant parties, such as school management, teaching staff, and students. In this evaluation, it is important to consider how effectively the strategy has achieved its goals. For example, whether the

culture of independence and discipline has developed positively, whether the leadership of the students has developed, and whether the training has provided significant benefits. The evaluation should also consider external elements that may affect the implementation of the strategy, such as technological advances or changes in the social environment.

Therefore, the evaluation of human resource development strategies will provide a clear picture of the program's success and provide valuable suggestions for future improvements and changes. The Daarul Uluum Islamic Boarding School Campus 2 Nagrak holds weekly and monthly meetings known as "sermons of the sky" to conduct evaluations. The purpose of the weekly meeting is to assess the activities that have been carried out during the week, and the monthly meeting is to assess the activities that have been carried out during the previous month.

The results of the study show that the development strategy of teachers and students at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak can be seen from the indicators that appear at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak which can be described as follows:

Human Resource Development for Teachers at Daarul Uluum Islamic Boarding School, Campus 2, Nagrak

The Daarul Uluum Islamic Boarding School Campus 2 Nagrak needs to improve teacher human resources to improve the quality of education. Teachers are encouraged to continue their education to a higher level and deepen their understanding of the Islamic-based curriculum. The pesantren is committed not only to improving the academic ability of teachers but also to moral and spiritual development as the foundation of education in the pesantren.

1. Teacher Leadership

Teacher leadership is not only a person who provides material and provides value, but the meaning of teacher leadership is more likely to direct, evaluate, and change the character and competence of students to be better (Khofifah, R. W., Rahmawati, I., & Trimulyo, J., 2020).

According to Mulyasa (2004:107) and Abd Rahim, Mansyur & Andi Bunyamin (2021), a person's leadership style can influence others and affect their daily behavior. Thus, through the leadership of teachers, they carry out a noble task, namely educating their students to become human beings with faith, piety, and noble character. A teacher's performance can be determined by his or her professional leadership style which includes various aspects of learning, including learning planning, implementation, and evaluation.

Based on the conclusions of interviews regarding leadership styles and leadership development strategies at the Daarul Uluum Islamic Boarding School, Campus 2 Nagrak:

- 1) The pesantren implements an adaptive and transformational leadership style, which prioritizes motivation, inspiration, and the application of Islamic values as the basis of leadership.
- 2) The Director of the Islamic Boarding School implements a democratic leadership style that involves the active participation of students and teachers in decision-making, creating an inclusive and participatory environment.
- 3) The leadership development strategy of students in Islamic boarding schools includes the provision of active leadership roles, training, and guidance based on Islamic values to build strong leadership characters and integrity.

2. Teacher Training

Teacher training is an important strategic step to improve literacy and numeracy skills in schools, as well as students' academic achievements. With this training, it is hoped that teachers and students will become competent individuals in academic and religious aspects, supporting the achievement of educational goals. The comprehensive approach allows teachers to integrate literacy and numeracy in learning, so that students not only master basic skills but are also able to apply them in a variety of real-world situations.

The following are the conclusions of the interview regarding the training conducted by the ustadz at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak:

- 1) The ustadz in the pesantren carry out various kinds of training and educational activities such as Tahsin, Tajwid, Memorization of the Qur'an, Fiqh, Morals, and sports.
- 2) The training program aims to improve the pedagogical ability, knowledge of teaching materials, and professional competence of teachers.
- 3) Evaluations are carried out periodically to evaluate the strengths and weaknesses of the training program and offer solutions for future improvements.

3. Teacher Knowledge

Knowledge increases the dignity of a person, especially a teacher. Teachers must have strong knowledge to convey knowledge innovatively and interestingly to students. According to Keraf (2002:26) in Elva Susantri and Anggia Arista (2019), knowledge is every human thought, idea, idea, concept, and understanding.

Based on the results of the interview regarding "How can the knowledge of ustadz affect the character of students?", it can be concluded that education in

pesantren not only focuses on the academic aspect, but also emphasizes the importance of:

- 1) The use of various teaching methods to increase student motivation and understanding.
- 2) The role of teachers in shaping character through moral, ethical, and spiritual education.
- 3) Teachers are role models with extensive knowledge and good morals, who help students in making moral decisions and living a moral life.

4. Motivasi Guru

Based on the results of the interview on "How do ustadz motivate students?", the methods used include building positive relationships, personal communication, and effective teaching. This approach aims to create a positive learning environment and provide support through intrinsic and extrinsic motivation.

The conclusion of the interview results shows that success as a teacher or ustadz is measured through self-development, students' progress, and contribution in shaping their character and interpersonal skills. The educators at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak are committed to constantly updating their knowledge and skills to provide a high-quality learning experience to students.

The results of the interviews also showed that to motivate students who were less enthusiastic about learning, educators used relevant and interactive communication approaches, emotional understanding, and teaching. This approach aims to increase the enthusiasm and desire of students to learn positively and effectively.

5. Teacher Discipline

Various different approaches are used by ustadz and ustadzah in pesantren to build the discipline of teachers and students. Methods applied include time planning, a holistic approach to character education, supervision of tardiness and absenteeism, coaching through example and evaluation, clear and consistent rules, and praise and rewards as positive encouragement. Overall, discipline in pesantren requires a comprehensive approach that involves various aspects such as timing, strict rules, supervision, and positive support.

6. Procurement/Recruitment

Based on the results of the following interviews:

- 1) The main criteria in the selection process for educators at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak include traits such as honesty, integrity, and obligation that reflect the values of the Prophet Muhammad SAW, as well as a solid academic background and good communication skills.

- 2) The recruitment process for qualified teachers at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak involves a comprehensive selection with written tests, portfolio assessments, observations, and interviews. Focus on transparency and moral values to ensure alignment with organizational values and goals.
- 3) The importance of diversification and inclusion in recruitment to support a conducive learning environment and get qualified teachers from various backgrounds.

7. Selection and Placement

Based on the results of the interview, the placement of teachers at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak is based on the latest education, qualifications, and the needs of the pesantren. Teachers are placed according to areas of expertise such as Islamic religious education or language, with the aim of delivering material effectively and supporting students' understanding of complex concepts. In addition, continuous professional development through religious literature, seminars, and effective da'wah approaches is a priority in improving the quality of teaching at the pesantren.

Human Resource Development for Students at Daarul Uluum Islamic Boarding School, Campus 2, Nagrak

The approach of students to human resource development is greatly influenced by several key factors. Leadership and independence are identified as the main factors that shape the responsibility and self-management ability of students. Comprehensive training, both technical and non-technical, also plays an important role in their preparation for future challenges. Internal and external motivation and teacher creativity also have a significant impact on students' motivation and willingness to learn and innovate.

1. Leadership

The following are the conclusions from the interview results:

- 1) The informants emphasized the importance of discipline, responsibility, and time management as the main foundation in shaping their own leadership character.
- 2) The main challenges in developing leadership in students include laziness, lack of confidence, and an unsupportive environment, which has been successfully overcome through active participation in activities, choosing priorities, and providing social support.
- 3) Training, involvement in the organization, and support from teachers and upperclassmen are key in increasing students' leadership potential and confidence.

2. Training

Based on the results of the interview, it can be concluded that the training that is most in demand or needed by students at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak includes various types of activities. Mainly, language training such as muhadatsah, muhadharah, and munaqasyah, as well as physical training such as silat and scouting, are the main focus. Students recognize the importance of language training and scientific debate in improving their thinking and speaking skills. In addition, Qur'an tahfidz training is also an important part of religious activities in Islamic boarding schools. Overall, the purpose of these trainings is to provide students with relevant skills for daily life, as well as to strengthen their religious and societal dimensions in the future.

3. Independence

Based on the results of the interviews, it can be concluded that the students at the pesantren showed good ability in taking care of their personal needs such as washing clothes, cleaning rooms, and washing dishes. Nonetheless, they face challenges such as laziness and adjusting to a new environment that encourages them to be independent. The influence of friends is also a factor that affects their level of independence. To overcome these challenges, the students take steps such as forcing themselves to stay active, making a schedule of activities, looking for motivation in themselves, and relying on the reprimand of the head of the room or efforts to manage their time better. Thus, the students showed a strong commitment to improving their independence despite facing various challenges.

4. Motivation

The following are the conclusions from the results of the interviews that have been conducted:

1) Increases Personal Motivation:

The results of the interview showed that there are various ways to increase personal motivation. Muhammad Ilham Fahrudin and Thulul Amalia emphasized the importance of self-appreciation and using aphorisms. Rasya Azhara and Siti Saadah said that positive thinking plays a very important role. Meanwhile, Mutawakkil Sava Urdha and Putri found enthusiasm through the support of active friends, and Pinky Cindhiara Putri highlighted the importance of daily enthusiasm and participation in activities.

2) Giving Motivation to Others:

When asked about how to motivate others who are experiencing a decline in morale, the results of the interviews showed that the most effective approach is personal and supportive. Respondents emphasized the importance of providing

encouragement, reminding of the initial goal, encouraging participation in joint activities, providing inspiration, and providing a sense of comfort.

Overall, the approach used by the informants demonstrates their commitment to creating a positive and supportive environment, where each individual feels valued and motivated to actively participate in achieving their goals.

5. Discipline

Based on the results of the interview, it can be concluded that the main strategies applied to build discipline at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak include time management, self-motivation, making and adhering to activity schedules, and participating in structured activities. The students also emphasized the importance of building discipline habits from small things such as getting up on time and dividing time between cottage activities and individual activities. In addition, they face challenges in establishing discipline by avoiding negative influences, choosing good associations, and using punishment or sanctions as a reminder for discipline. Evaluation from teachers is also seen as a positive factor in increasing learning motivation. Overall, personal efforts and support of the organizational structure play an important role in the development of discipline in the pesantren.

6. Increased Interest and Talent

The following are the conclusions based on the results of interviews regarding how to help friends in developing their interests and talents, as well as extracurricular programs at Islamic boarding schools:

1) How to Help Friends in Developing Interests and Talents: Based on interviews, informants use several effective approaches:

- Give motivation and enthusiasm to friends.
- Teaching and introducing new activities according to the interests of friends.
- Showing the excitement and dancing of the activities that are being carried out.
- Understand your friends' interests and talents before getting them involved.
- Make friends curious about the activities they are participating in.
- Give appreciation to friends who excel to motivate others.
- Provide support and invitation to collaborate.

2) Extracurricular Programs at Islamic Boarding Schools: Islamic boarding schools offer a variety of extracurricular activities which include:

- Arts (Hadroh, marawis, qasidah, nasyid, choir, music, regional dance, calligraphy, guitar).
- Sports (Futsal, badminton, silat).
- Other skills (Paskibra, angklung).

This activity shows that pesantren not only focuses on religious education, but is also active in developing students' interests and talents in various fields. This

conclusion shows that a friendly and enthusiastic approach and various interesting extracurricular programs strongly support the development of students' interests and talents in pesantren.

7. Entrepreneurship

Based on the results of the interview, the women's program is part of an entrepreneurial initiative aimed specifically at female students at the Daarul Uluum Islamic Boarding School, Campus 2 Nagrak. Through this program, female students are trained in various skills such as handicrafts and gastronomy. They were given the opportunity to develop creative ideas and learn to make products such as bags from coffee wrappers and bracelets from beads. The main goal of this program is to increase the entrepreneurial spirit among female students. These activities are held regularly on Fridays and have shown a positive effect in improving their skills and entrepreneurial potential.

Supporting and Influencing Factors in the Human Resource Development Strategy of Teachers and Students at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak

The author found that the following factors used strategies in the Daarul Uluum Islamic Boarding School Campus 2 Nagrak to support the success of student human resource development:

1) Kyai

Kyai plays an important role in the development of student human resources at the Daarul Uluum Islamic Boarding School, Campus 2 Nagrak. Their guidance, motivation, and example help students become quality, knowledgeable, and future-ready individuals.

2) Ustadz/Teacher

The role of ustadz or teachers in the human resource development strategy of teachers and students at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak is very vital. They not only teach religious and general knowledge, but also shape the character of students. With a comprehensive and individual approach, the ustadz is able to identify the potential and needs of each student, providing appropriate guidance based on talents and interests. In human resource development, ustadz instills Islamic values, supports academic achievements, and develops social skills and leadership of students. The quality and dedication of the ustadz is a key factor in this strategy, requiring constant support from the pondok manager through training and further education programs.

3) Students

Students at the Daarul Uluum Islamic Boarding School Campus 2, Nagrak, play a crucial role in the human resource development strategy. They not only learn academically, but are also actively involved in pesantren activities as agents of change.

The self-development program implemented not only improves academic ability, but also life skills as well as moral and spiritual students. The facilities and programs offered, such as leadership training and group discussions, make a significant contribution in preparing students to become leaders who are ready to face future challenges and have a positive impact on the surrounding community.

4) The Existence of Infrastructure

Adequate facilities and infrastructure, such as comfortable study rooms, complete libraries, computer laboratories, and clean dormitories, play a crucial role in supporting the educational process and extracurricular activities of students. Good facilities not only improve the quality of learning, but also motivate students to reach their best potential. Investment in adequate facilities and infrastructure is an important strategic step to create a harmonious and productive learning environment at the Daarul Uluum Islamic Boarding School, Campus 2, Nagrak.

5) Location of the Islamic Boarding School

The Daarul Uluum Islamic Boarding School Campus 2 Nagrak has a very important strategic position in the development of student human resources. Its location away from the noise of the city creates a conducive environment for learning and worship. This allows students to focus on developing knowledge and skills without much distraction. In addition, the ease of interaction with the outside community in da'wah and community service activities helps in the development of character and social skills. Adequate facility support and a positive environment are key in maximizing the academic and spiritual potential of students. Thus, the location of the Islamic Boarding School is a crucial element in the holistic and efficient strategy of human resource development at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak.

Meanwhile, the inhibiting factors in the human resource development strategy of teachers and students at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak include:

1) Students

Students at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak have a crucial role in the human resource development strategy. However, resistance to change and traditional views of some teachers can hinder innovation and skill development. Social and educational differences also affect the adaptation of students to development programs.

The problem of discipline and low motivation is also a significant challenge in human resource development. A holistic approach that involves individual coaching, more intensive interaction, and an engaging learning approach is needed to increase student participation. Proper training is also needed to help teachers adopt new technologies and approaches effectively.

With this approach, the human resource development strategy at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak can be implemented more efficiently by reducing the obstacles faced by students.

2) Structural Constraints

Structural constraints, such as limited infrastructure and suboptimal management policies, are the main factors that hinder human resource development strategies. Infrastructure improvements, better planning, and managerial reforms are needed to improve the efficiency and effectiveness of the human resource development program in this pesantren, in accordance with their educational vision and mission.

3) Cultural Constraints

Cultural constraints at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak are the main factors that hinder the human resource development strategy. Local traditions and cultures influence the attitudes and mindsets of students, which are often not in accordance with the needs of dynamic and contemporary human resource development. This can be seen in the preference for conventional approaches and the rejection of innovation, which can hinder teachers' progress in facing future challenges. Therefore, there needs to be a balance between the preservation of cultural values and the implementation of progressive human resource development strategies to ensure the suitability of students in the modern era.

Achievements of Santri

Extracurricular activities are very important to improve the ability of students in Islamic boarding schools. Students can learn social skills, leadership, and teamwork through various activities, such as sports, art, scouting, and study groups. In scouting activities, students learn about responsibility, discipline, and practical survival skills. In addition, students can express their creativity and increase their confidence through art activities such as regional dances and music. Sport teaches values such as sportsmanship and cooperation in addition to improving physical condition. All of these skills are essential to building students who are calm and ready to face challenges. When students are actively involved in extracurricular activities, they not only learn in the classroom but also gain valuable experiences that help them develop as a whole.

4. Conclusions

Based on the results of interviews and observations of the research "Strategies for the Development of Human Resources for Teachers and Students at the Daarul Uluum Islamic Boarding School, Campus 2 Nagrak"

Daarul Uluum Islamic Boarding School Campus 2 Nagrak, was founded by KH. Nasrudin Latif in 1960, is an Islamic educational institution that focuses on the development of human resources, especially students. The human resource development strategy at this pesantren includes various aspects such as leadership, training, knowledge, motivation, discipline, increasing interest and talent, and entrepreneurship. Leadership in this pesantren uses a transformational style that aims to guide students individually and form leadership character through organizational activities. The training involves a variety of religious activities and skills. Teachers use diverse teaching methods to transfer knowledge and become role models for students. Student motivation is increased through positive interaction, appreciation, and effective communication. Discipline is applied through attendance and punctuality. The recruitment of prospective educators takes into account the characteristics of the Prophet Muhammad PBUH and academic qualifications. Teacher placement is based on the last education and the needs of the pesantren. The development of students' independence is carried out by getting them used to taking care of their personal needs. The interests and talents of students are developed through various extracurricular activities. Entrepreneurship is taught through practical skills activities. All of these strategies are designed to shape the character, attitude, and skills of students holistically.

Suggestion

Suggestions that can be given on the results and discussion of the conclusion regarding "Human Resource Development Strategy for Teachers and Students at the Daarul Uluum Islamic Boarding School Campus 2 Nagrak" are as follows: human resource development must include various important aspects. For teachers, leadership development and periodic training are indispensable, including training in the use of technology and innovative teaching methods. Teachers must also always update their knowledge through seminars and workshops and build knowledge collaboration. Motivation and rewards for outstanding performance should be given, accompanied by guidance to create a supportive work environment. Discipline and constructive performance evaluation are also important to ensure compliance with the rules. A rigorous recruitment process and placement that matches skills and interests are also key to acquiring and retaining qualified teachers. For students, leadership development through participation in organizations, training in various fields, and the development of independence is very important. Students also need to be motivated by setting clear goals and giving rewards to themselves. Self-discipline

through daily routines and regular self-evaluation is also encouraged. Increasing interest and talent through extracurricular activities and the development of entrepreneurial skills should also be encouraged by participation in entrepreneurship programs and guidance from expert mentors.

5. References

- Apriliana, S. D., & Nawangsari, R. (2021). Pelatihan dan pengembangan sumber daya manusia (sdm) berbasis kompetensi. *FORUM EKONOMI*, 23 (4), 804–812.
- Apriliana, R. A., Prawarningrum, S. I., Rahmadia, N. A., & Husna, D. (2024). Strategi dalam Meningkatkan Sumber Daya Manusia (Santri) di Organisasi Pesantren. *TSAQOFAH*, 4(2), 978–985.
- Asy'arie, B. F., Aziz, M. H., & Kurniawan Agung. (2023). Strategi Pengembangan Karakter Mandiri Santri Pondok Pesantren Hidayatul Qur'an Batanghari, Lampung Timur. *Penelitian Agama*, 24, 156–157.
- Banaran, A., Semarang, K., Nadhiroh, A., Alimi, M. Y., Sosiologi, J., Antropologi, D., & Artikel, S. (2021). Kelompok Santri dalam Pendidikan Kepesantrenan : Studi di Pondok Pesantren Info Artikel Abstrak.
- Dwi, Y., Siti, P., & Yakino, N. (2021). Manajemen Sumber Daya Manusia Dalam Meningkatkan Motivasi Dan Suasana Religius Di Mi Guppi At-Taqwa Ketosari Kecamatan Bener Kabupaten Purworejo. In *Jurnal Kajian Pendidikan Dasar* (Vol. 1, Issue 1).
- Erwinda, O. :, Prastyawati, E., Yuliarti, D. I., Latiful, F., Didit, I., Rekha, H., Ayun, Q., & Larassaty, A. L. (2022). Pengembangan Sdm Dalam Meningkatkan Kualitas Pendidik Dan Tata Kelola Sistem Pengajaran Di Pondok Pesantren Manba'ul Hikam Putat Sidoarjo. *Jurnal Ekonomi Dan Bisnis*, 9(2).
- Fatmawati, Bachruddin, F., Katon Gusti, Sulistiyono, R. N., & Diany, S. I. (2020). peran pesantren modern dalam pembentukan karakter kepemimpinan santri. *Jurnal Pendidikan Islam*, 6.
- Gustiana, R., Hidayat, T., Fauzi, A., & Penulis, K. (2022). Pelatihan Dan Pengembangan Sumber Daya Manusia (Suatu Kajian Literatur Review Ilmu Manajemen Sumber Daya Manusia). 3(6).
- Hasyim, N., 1□, M., Sunan, U., & Yogyakarta, K. (2022). Strategi Dakwah Pengurus Cabang Nahdlatul Ulama Kabupaten Indramayu dalam Menjaga Ukhuwah Islamiyah. *Eduprof: Islamic Education Journal*, 4(1).
- Iswahyudi, H., Rifa'i, K. A., Sutarmo, D. K., Astuti, Y., & Riyanto. (2023). Strategi Pengembangan Sumber Daya Manusia di Pondok Pesantren. Januari, 3.
- Jundulloh, A., & Arifin, A. A. (2021). *Journal of Islamic Management Editorial Office*.
- Karmelia, R., Nasirun, M., & Indrawati, I. (2019). Pelaksanaan Kedisiplinan Guru PAUD Di Gugus Asoka. *Jurnal Ilmiah POTENSIA*, 4(2), 161–170.

- Kata Anita. (2014, August). Pengertian dan Jenis Bakat, Minat dan Kemampuan. Diaryan2. Blogspot.Com.
- Katon, G., Fatmawati, Bachruddin, F., Sulistiyono, R. N., & Diany, S. I. (2020). AL-ADABIYAH: Jurnal Pendidikan Agama Islam Peran Pesantren Modern Dalam Pembentukan Karakter Kepemimpinan Santri.
- Kautsar, M., & Julaiha, S. (2023). Langkah-langkah Manajemen Strategik di Lembaga Pendidikan Islam. *Journal of Instructional and Development Researches*, 3(1), 24–28.
- Legistia, Y. T. (2019). Strategy of Islamic Boarding School Based State Islamic Secondary School Development.
- Maghfiroh, A. (2021). Analisis Pengembangan Sumber Daya Manusia Dalam Perspektif Syariah. *Jurnal Ilmiah Ekonomi Islam*, 7(1), 403.
- Mubarok, R. (n.d.). Strategi Pendidikan Islam Dalam Meningkatkan Kualitas Sumber Daya Manusia. *Jurnal El-Hikmah Fakultas Tarbiyah UIN Maliki Malang*.
- Mu'is, A. (2021). Manajemen Pengembangan Sdm Di Pondok Pesantren As-Syafaah Kebonsari Jember. *Fenomena*, 20(1), 33–44.
- Mukhlison Effendi. (2021). Pengembangan Sumber Daya Manusia dalam Meningkatkan Citra Lembaga di Lembaga Pendidikan Islam. *Southeast Asian Journal of Islamic Education Management*, 2(1), 39–51.
- Murtafiah, N. H. (n.d.). Analisis Manajemen Pengembangan Sumber Daya Manusia Yang Handal dan Profesional (Studi Kasus : IAI An-Nur Lampung).
- Paramita, P. D. (2011). Gaya Kepemimpinan (Style Of Leadership) Yang Efektif Dalam Suatu Organisasi.
- Pengembangan Manajemen Sumber Daya Manusia di Lembaga Pendidikan Islam Ramdanil Mubarok Sekolah Tinggi Agama Islam (STAI) Sangatta. (2021).
- Priansa, D. J. (2019). Pengembangan dan Pelatihan SDM Perusahaan (N. S. Nurbaya, Ed.; cetakan pertama). Simbiosis Rekatama Media.
- Rachmat. (2014a). Manajemen Strategik (B. A. Saebani, Ed.; cetakan ke-1). CV PUSTAKA SETIA.
- Rachmat. (2014b). Manajemen Strategik (B. A. Saebani, Ed.; cetakan kesatu). CV PUSTAKA SETIA.
- Simarmata, R. H. (n.d.). Upaya Peningkatan Motivasi Kerja Guru Sekolah Dasar (Vol. 2, Issue 1).
- Sumber, P., Manusia, D., Fakultas, K., Dan, T., Uin, K., & Makassar, A. (n.d.). Pengembangan Sumber Daya Manusia Dalam Organisasi Pendidikan Islam.
- Sureni, & Dodi, L. (2022). Pengembangan Sumber Daya Guru Melalui Program Pengabdian Pre Dan Pasca Sma Bina Insan Mandiri (Bima) Di Pondok Pesantren Al-Ihsan Baron. *Ri'ayah*, 7.

- Susiyawati, E., & Roesminingsih, E. (2014). Pengadaan Guru Sekolah Dasar Di Yayasan Hang Tuah Cabang Surabaya. In *Jurnal Inspirasi Manajemen Pendidikan* (Vol. 5, Issue 5).
- Tarmizi. (2021). Metode Kedisiplinan Santri Dalam Meningkatkan Motivasi Belajar di Dayah Jami'ah Al-Aziziyah (DJA) Batee Iliék Samalanga. *At-Tarbiyyah* , 1.