Labina : Journal of Islamic Education Management
e-ISSN: 3124-9698
https://doi.org/10.66891/8wxyjc16
Volume 1, Issue. 1, 2026, Page 29-39
journal.staimh.ac.id

Modernization of Human Resource Management in Islamic Boarding Schools: An Analysis of the Outlines of Personnel and Work Systems (GBKSK) Minhajul Haq

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Submitted: 10-12-2025	Revised : 15-01-2026	Accepted: 16-02-2026	Published: 31-03-2026

ABSTRACT. This study analyzes the Outline of Personnel and Work System (GBKSK) of the Minhajul Haq Purwakarta Islamic Boarding School as a human resource management document that integrates the values of the pesantren with modern employment principles. Using a qualitative approach with a document analysis method, this study found that GBKSK represents a form of creative resistance of Islamic boarding schools in responding to the demands of professionalization of Islamic educational institutions. This document not only regulates the technical aspects of personnel such as recruitment, rights and obligations, compensation systems, and sanction mechanisms, but also frames all employment relationships within the framework of Islamic values such as sincerity, ukhuwah Islamiyah, and manhaj Ahlussunnah wal Jamaah. Policy innovations such as Umrah and Hajj allowances, the mortgage system without usury, and the unilateral resignation sanction clause show the efforts of pesantren to create a work ecosystem that is in accordance with the characteristics of dormitory-based educational institutions. The findings of this research contribute to the development of value-based human resource management studies in Islamic educational institutions and provide an overview of how pesantren transform into modern organizations without losing their Islamic identity.

Keywords: Human Resource Management, Islamic Boarding Schools, Teacher Professionalism, Staffing System, Islamic Values

ABSTRAK. *Penelitian ini menganalisis Garis-Garis Besar Kepegawaian dan Sistem Kerja (GBKSK) Pondok Pesantren Minhajul Haq Purwakarta sebagai dokumen manajemen sumber daya manusia yang mengintegrasikan nilai-nilai pesantren dengan prinsip-prinsip ketenagakerjaan modern. Menggunakan pendekatan kualitatif dengan metode analisis dokumen, penelitian ini menemukan bahwa GBKSK merepresentasikan bentuk perlawanan kreatif [A1] dari pondok pesantren dalam merespons tuntutan profesionalisasi lembaga pendidikan Islam. Dokumen ini tidak hanya mengatur aspek teknis kepegawaian seperti rekrutmen, hak dan kewajiban, sistem kompensasi, serta mekanisme sanksi, tetapi juga membingkai seluruh hubungan kerja di dalam kerangka nilai-nilai Islam seperti keikhlasan, ukhuwah Islamiyah, dan manhaj Ahlussunnah wal Jamaah. Inovasi kebijakan seperti tunjangan Umrah dan Haji, sistem KPR tanpa riba, serta klausul sanksi pengunduran diri sepihak menunjukkan upaya pesantren untuk menciptakan ekosistem kerja yang sesuai dengan karakteristik lembaga pendidikan berbasis asrama. Temuan penelitian*

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ini berkontribusi pada pengembangan studi manajemen sumber daya manusia berbasis nilai di lembaga pendidikan Islam dan memberikan gambaran tentang bagaimana pesantren bertransformasi menjadi organisasi modern tanpa kehilangan identitas keislamannya.

Kata Kunci: *Manajemen Sumber Daya Manusia, Pondok Pesantren, Profesionalisme Guru, Sistem Kepegawaian, Nilai-Nilai Islam)*

A. INTRODUCTION

Islamic boarding schools as the oldest educational institution in Indonesia are undergoing significant transformation in recent decades. The demand for modernization and professionalization of the management of educational institutions forces pesantren to adopt a more structured management system without having to lose the fundamental values that characterize them (Ma'arif et al., 2025: 27). One of the most crucial aspects of this transformation is the management of human resources, considering that teachers and employees are the spearhead of the implementation of education in the pesantren environment .

Research on human resource management in pesantren has been conducted by a number of academics. Fitria, Riduwan, and Solehan (2025: 8) in their study at the Imam Muslim Islamic Boarding School found that the implementation of human resource management includes six main aspects: planning, recruitment, selection, training and development, performance evaluation, and integration of Islamic values . Meanwhile, Arrifa'i, Risnita, and Sodiah (2025: 5) highlight that the professionalism of teachers in Islamic boarding schools includes not only pedagogic competence, but also moral integrity and scientific commitment that make teachers educators, spiritual guides, and community role models.

However, specific studies of written personnel policy documents in Islamic boarding schools are still relatively limited. In fact, the existence of documents such as the Personnel and Work System Outlines (GBKSK) shows a high level of formalization and institutionalization in the management of human resources in Islamic boarding schools. The Minhajul Haq Purwakarta Islamic Boarding School, which was established with the vision of "The realization of quality Islamic educational institutions and the role of producing kafah Muslim cadres, with a global perspective, independence, and excellence in the field of sharia science and Arabic," has compiled GBKSK as a general staffing guide that regulates all aspects of the employment relationship between the foundation and employees .

This research aims to analyze in depth the structure, substance, and philosophy contained in the GBKSK document of the Minhajul Haq Islamic Boarding School. The focus of the analysis is directed at three research questions: first, how is the HR management system regulated in GBKSK? Second, how are the values of pesantren integrated into personnel policies? and third, how does this document respond to the challenges of professionalization of contemporary Islamic educational institutions?

The significance of this research lies in its contribution to understanding the dynamics of Islamic boarding school modernization, especially in the aspect of human resource management. The results of the research are expected to be a reference for pesantren managers in developing a professional personnel system while remaining rooted in Islamic values

B. METHODS

This study uses a qualitative approach with a document analysis method. This approach was chosen because it allows researchers to conduct an in-depth exploration of the content of GBKSK documents as a primary data source (Bowen, 2009: 27). The document analysis in this study is not only reading the text, but also interpreting the meaning behind each policy clause and relating it to the socio-cultural context of the pesantren.

The main source of data for this study is the Outline of Personnel and Work System (GBKSK) of the Minhajul Haq Islamic Boarding School Latest Edition Revised 230510. This document consists of 57 articles divided into 15 chapters, covering aspects of personnel ranging from general provisions, employee acceptance, rights and obligations, work discipline, personnel mechanisms, holidays and leave, violations and sanctions, to termination of employment .

The data analysis technique is carried out through three stages. First, data reduction by identifying relevant articles to the focus of the research. Second, the presentation of data in the form of a thematic matrix that groups policies into categories such as recruitment systems, compensation, discipline, and Islamic values. Third, drawing conclusions and verifying by interpreting the findings within the framework of HR management theory and pesantren studies.

To ensure the validity of the data, this study uses theoretical triangulation by comparing the findings from the GBKSH document with the literature on Islamic boarding school

human resource management from previous studies (Fitria et al., 2025; Arrifa'i et al., 2025; Anarchy, 2025).

C. RESULT AND DISCUSSION

3.1 Staffing Structure and System in Minhajul Haq

GBKSK Minhajul Haq Islamic Boarding School regulates the personnel structure in detail and hierarchical. Article 3 of this document divides the status of employees into four categories: Foundation Permanent Employees (PTY), Foundation Contract Employees (PKY), Foundation Probation Employees (PPY), and Foundation Freelance Employees (PFY). This categorization shows the efforts of pesantren to create a clear career path system, as well as provide flexibility in managing human resources according to the needs of the institution.

The distinction between Foundation Contract Employees and Foundation Permanent Employees with a minimum working period of two years indicates the existence of a structured probation system. This is in line with the findings of Anarki (2025: 12) at the Darul Yatama Wal Masakin Islamic Boarding School that good human resource planning begins with a needs analysis and a gradual recruitment system to ensure the quality of educators and education personnel .

Interestingly, Article 3 paragraph 7 distinguishes the term employee into two groups: teachers as educators which include dormitory teachers and classroom teachers, and employees as education personnel other than teachers. This differentiation is important because it concerns different workloads, responsibilities, and compensation systems. A dormitory teacher, for example, has a 24-hour responsibility towards the student as stipulated in Article 13 on attendance which states that "every student who enters the dormitory is the responsibility of the dormitory teacher."

The recruitment system is strictly regulated in Article 4. General requirements include Islam, Ahlussunnah wal Jamaah madhhab, fluency in reading the Qur'an, and a maximum age limit of 40 years for S1 and 30 years for high school graduates. Selection is carried out through several stages: administration, commitment test, written exam, practical exam, and interview. What is interesting is that there is a clause on the prohibition of moving to another school or agency before the one-year contract period ends, with the consequences of sanctions as stated in the agreement.

A probationary period of three months with a salary of 80 percent of the total salary (Article 4 paragraph 8 and Article 5 paragraph 6) indicates the existence of a performance evaluation system before official appointment. Article 5 paragraph 7 stipulates that supervision and assessment during the probationary period is carried out by a supervisory team consisting of the head of the field, HRD, and the head of the unit of the relevant institution. This system reflects the adoption of modern HR management practices in the pesantren environment.

3.2 Integration of Islamic Values in Personnel Policy

One of the most significant findings in Minhajul Haq's GBKSK analysis is the strong integration of Islamic values into all aspects of personnel policy. This can be seen from the first article about the vision, mission, and values of pesantren. Article 1 paragraph 9 formulates the "Seven Builds of Islamic Boarding Schools" which includes the manhaj of the companions, aqidah of the righteous, worship according to the sunnah, noble character, sharia and Arabic knowledge, taqwa throughout life, as well as creativity and skill. While the "Seven Souls of Islamic Boarding School" includes the spirit of sincerity, repentance, patience, gratitude, ukhuwah, istiqomah, and independence.

These values are then described in the obligations of employees in Article 9, such as "carrying out worship in accordance with Islamic law," "carrying out the duties entrusted with sincerity and full of devotion and responsibility," and "maintaining and disseminating the good name of the foundation." Arrifa'i et al. (2025: 12) in their research emphasized that the integration of Islamic values such as tazkiyah (self-purification), sincerity, and tawakkul in the human resources management of Islamic boarding schools plays an important role in forming a holistic education that not only produces academically superior graduates but also spiritually mature .

The compensation system in Minhajul Haq is also loaded with Islamic values. Article 25 regulates the Umrah allowance given after two years of work, with the provision that "every year a minimum of two employees will be dispatched, from teacher and non-teacher training." This allowance cannot be cashed out, showing that pesantren view Umrah as not just a material incentive but also a form of spiritual guidance for employees.

Similarly, the mortgage housing allowance is regulated in Article 25 paragraph 3. The mortgage system is designed "without usury" and "the basis of this mortgage is to help in virtue and piety, not sin and hostility." This clause reflects the commitment of Islamic

boarding schools to apply the principles of sharia economics in their internal policies. If the employee leaves the foundation, the installment money will be returned and the house will return to the foundation's property. The system is unique in that it combines long-term incentives with employee loyalty guarantees.

Article 28 on visits and recreation also reflects the value of togetherness and ukhuwah. The Foundation facilitates activities such as attending employee guardianship invitations, visiting sick employees, and performing ta'ziah when there are employees or employees' families who have died. The facilities provided in the form of vehicles and pesantren messengers show that the working relationship at Minhajul Haq is not only professional-transactional, but also personal-family.

3.3 Stage-Based Discipline and Sanction System

GBKSK Minhajul Haq regulates the system of discipline and sanctions in great detail in Article 38. The level of violation is divided into five categories with tiered sanctions. Level I violations include administrative matters such as not filling out the attendance list, arriving late, leaving work without permission, to shari'i issues such as "wearing pants above the ankles" and "not wearing peci when praying in congregation and teaching."

It is interesting to note that sharia violations such as isbal and not wearing peci are included in the category of level I violations. This shows that pesantren not only pay attention to administrative aspects and work productivity, but also compliance with Islamic values in daily appearance and behavior. This finding is in line with the results of Fitria et al.'s (2025: 11) research that educators in Islamic boarding schools not only play the role of instructors but also as moral guides and role models in instilling religious and ethical values in students.

Level II violations include the accumulation of three times a level I violation, not being present two days a month without information, praying in congregation without udzur, not praying in congregation at the mosque without udzur, and transacting or receivables with students or guardians of students. A level III offense is a repeat of a level II offense, while a level IV offense includes being absent for three consecutive days, refusing a superior's order, smoking in a cottage environment, and repeating a level II offense three times.

Level V violations are the most severe category, including criminal acts such as theft, manipulation, persecution, forgery, leaking foundation secrets, and abuse of authority. The

sanction for level V violations is Termination of Employment (PHK) through the Third Warning Letter (SP3).

This tiered sanction system shows the existence of due process in handling violations. Before arriving at the layoff, employees were given the opportunity to improve themselves through verbal reprimands, SP1 with a 20 percent salary cut, SP2 with salary cuts and the revocation of eating facilities, and then SP3 which led to layoffs. This approach reflects the philosophy that sanctions are intended as "corrective actions and directives on the attitude and conduct of employees" (Article 38 paragraph 1), not merely punitive.

3.4 Social Protection and Welfare Guarantee

GBKSK Minhajul Haq regulates various forms of social protection and welfare guarantees for employees. Article 26 mentions birth allowance, marriage allowance, death family allowance, and seriously ill family allowance treated in hospital. Although the amount of allowance is adjusted to the "ability of the foundation," the existence of this article shows the awareness of the pesantren of its social responsibility towards employees.

Article 31 regulates the right to leave that is quite comprehensive, including marriage leave (six working days), hajj leave, maternity leave (three months), and miscarriage leave (two weeks). Article 32 even gives women employees who have babies under the age of two to choose full-time employment with full pay or work part-time with a 20 percent pay cut. This policy demonstrates gender sensitivity and understanding of the special needs of female employees.

Article 33 regulates permits to leave work other than leave for purposes such as sibling marriage, child marriage, wife giving birth, aqiqah, circumcision, and the death of family members. Sick leave is also regulated with the provision of attaching a doctor's certificate.

What is interesting is Article 33 paragraph 2 which regulates compensation for employees who are seriously ill continuously for six months: the first two months receive a salary of 100 percent of the basic salary, the second two months 75 percent, and the third two months 50 percent. This policy provides a social safety net for employees who experience prolonged illness, while encouraging them to recover immediately and return to work.

Article 50 regulates assistance from the government such as incentives, certification, and inpassing. The foundation sets a contribution/solidarity fund of 20 percent of the

assistance received by employees to be allocated for togetherness activities. This policy is interesting because it shows a balance between respect for the individual rights of employees to receive government assistance and the collective interests of pesantren through solidarity mechanisms.

3.5 Response to the Challenge of Professionalization

GBKSK Minhajul Haq showed an interesting response to the challenge of professionalizing Islamic educational institutions. On the one hand, this document adopts various elements of modern HR management such as contract systems, performance evaluations, career paths, and structured sanction mechanisms. On the other hand, this document still maintains the values of pesantren as the main foundation.

Article 16 concerning the prohibition of taking the test of ASN candidates during the employment contract period, Article 17 concerning the prohibition of working elsewhere during working hours, and Article 48 concerning dismissal for registering for work elsewhere show pesantren concerns about "brain drain" or the exit of qualified personnel to other institutions. Article 21 even regulates the sanction of reimbursement of three times the salary for employees who resign unilaterally during the contract period. This policy reflects the efforts of Islamic boarding schools to maintain employee loyalty in the midst of increasingly fierce labor competition.

However, Islamic boarding schools also provide incentives for loyal employees. Article 25 paragraph 5 regulates the Hajj reward for employees who have worked for five years or more. Article 49 regulates severance pay for permanent employees who are laid off on the initiative of the foundation, with amounts varying from one month of basic salary for a period of less than one year to seven months of basic salary for a period of six years or more.

Article 41 paragraph 4 regulates service pay for employees who resign in good faith (three months notice) and have worked for more than three years. The amount is one month of basic salary for every multiple of three years of service, a maximum of four months of basic salary. This policy provides an incentive for employees to resign procedurally rather than unilaterally.

No less important is Article 52 concerning the delegation of positions/duties which regulates the mechanism when officials are absent. This system is important to ensure the

continuity of the pesantren organization that operates 24 hours with various business and educational units.

D. CONCLUSION

Analysis of the Personnel and Work System Outlines (GBKSK) of the Minhajul Haq Islamic Boarding School shows that this document represents a form of modernization of human resource management in the pesantren environment that remains based on Islamic values. Several important conclusions can be drawn from this study.

First, GBKSK regulates the personnel system comprehensively starting from recruitment, employee status, rights and obligations, compensation system, discipline and sanctions, to termination of employment. A clear organizational structure with distinctions between permanent, contract, probationary, and freelance employees demonstrates the adoption of modern HR management practices.

Second, the integration of Islamic values occurs in all aspects of policy, ranging from visions and missions, worship obligations, sharia-based compensation systems (Umrah, Hajj, KPR without usury), to sanctions for sharia violations such as isbal and abandoning congregational prayers. This shows that professionalization in Minhajul Haq is not interpreted as secularization, but as an effort to improve the quality of management while maintaining Islamic identity.

Third, GBKSK responds to the challenge of professionalization through policies that encourage employee loyalty (long-term incentives, unilateral resignation sanctions) while providing social protection (family allowances, leave, prolonged sick leave). The balance between rights and obligations, between incentives and sanctions, reflects a management philosophy oriented towards justice and common welfare.

This research has practical implications for pesantren managers who want to develop a professional staffing system. GBKSK Minhajul Haq can be a model for how pesantren compile HR policy documents that not only meet administrative standards but also reflect the fundamental values of pesantren schools. For academics, this study opens up opportunities for further study of policy implementation in the field, the effectiveness of the sanction system in improving discipline, and the impact of the compensation system on employee loyalty and productivity.

The limitation of this study is in document analysis without field verification of policy implementation. Further research is recommended to conduct an ethnographic study or in-depth case study to see how the policies in GBKSK are implemented in daily practice, as well as how employees perceive the policy.

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