Management of The Santri Executive Board in Human Resource Development at The Hidayatullah Islamic Boarding School

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Info Artikel	Abstract
Keywords: Management, Santri Executive Board, Human Resources, Islamic Boarding School, Santri Leadership.	This study aims to analyze the role of the Santri Hidayatullah Youth Movement (GPH) in developing the human resources (HR) of santri at the Hidayatullah As an intra-boarding school organization, GPH plays a strategic role in fostering leadership, responsibility, and social skills among santri. This study employs a qualitative approach using the case study method. Data was collected through participatory observation, in-depth interviews with eight key informants (mentors, core committee members, and department coordinators), and analysis of documentation such as activity records and organizational structure. The research findings indicate that the implementation of management functions such as planning, organizing, executing, and evaluating programs contributes significantly to the development of students' competencies, particularly in leadership, teamwork, and independence. The effectiveness of these roles is highly dependent on the intensity of guidance provided by the pesantren and the continuity of the cadre system within the GPH structure. These findings indicate that strengthening santri organizational management is a crucial factor in supporting sustainable human resource development within the pesantren environment
Kata Kunci: *Manajemen, Dewan Eksekutif Santri, Sumber Daya Manusia, Pesantren, Kepemimpinan Santri*	**Abstrak**. *Penelitian ini bertujuan untuk menganalisis peran Gerakan Pemuda Santri Hidayatullah (GPH) dalam pengembangan sumber daya manusia (SDM) santri di Hidayatullah. Sebagai organisasi internal di lingkungan pesantren, GPH memainkan peran strategis dalam mengembangkan kepemimpinan, tanggung jawab, dan keterampilan sosial di kalangan santri. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam dengan delapan informan kunci (mentor, anggota komite inti, dan koordinator departemen), serta analisis dokumen seperti catatan kegiatan dan struktur organisasi. Temuan penelitian menunjukkan bahwa implementasi fungsi manajemen seperti perencanaan, pengorganisasian, pelaksanaan, dan evaluasi program berkontribusi secara signifikan terhadap pengembangan kompetensi siswa, terutama dalam kepemimpinan, kerja sama tim, dan kemandirian. Efektivitas peran-peran ini sangat bergantung pada intensitas bimbingan yang diberikan oleh pesantren dan kelangsungan sistem kader dalam struktur GPH. Temuan ini menunjukkan bahwa penguatan manajemen organisasi santri merupakan faktor krusial dalam mendukung pengembangan sumber daya manusia yang berkelanjutan di lingkungan pesantren.*

INTRODUCTION

Islamic boarding schools (pesantren) have historically occupied a central position in the Indonesian education system, particularly in the formation of students' moral character, religious identity, and social responsibility (Islamic et al., 2024; Mardiana et al., 2025; Zahra, 2025). As institutions rooted in religious tradition, pesantren offer a distinctive educational environment

characterized by disciplined daily routines, intensive spiritual practices, and close interpersonal interactions among students, teachers, and caregivers (Halimah et al., 2024; Hasanah, 2025). The integration of worship, academic learning, and communal life creates a holistic educational ecosystem that nurtures discipline, responsibility, empathy, and independence. In this context, kyai and ustadz serve not only as transmitters of knowledge but also as moral exemplars whose attitudes, behaviors, and leadership styles profoundly influence students' personal and social development. This relational model of education positions pesantren as comprehensive character education institutions that emphasize moral integrity alongside intellectual growth (Fanani et al., 2024; Nafi'ah et al., 2024). In recent decades, the relevance of pesantren has expanded beyond their traditional religious mandate, as they increasingly contribute to national human resource development. Data from the Indonesian Ministry of Religious Affairs (Tamami et al., 2024) indicates the existence of more than 36,000 Islamic boarding schools accommodating over 3.4 million students, underscoring their strategic role in shaping future generations (Mustain & Bakar, 2025). However, the rapid transformation of social, economic, and technological landscapes has introduced new demands on educational institutions, including pesantren. While these institutions remain strong in spiritual and moral formation, questions have emerged regarding their capacity to systematically develop students' leadership, organizational, and social competencies in ways that are relevant to contemporary societal challenges. This tension between strong moral formation and evolving skill demands constitutes a critical phenomenon that warrants scholarly investigation.

Previous studies consistently highlight the strengths of Islamic boarding schools in character education, moral internalization, and the cultivation of religious values. Pesantren environments effectively foster ethical awareness, self-discipline, and social empathy through structured routines and exemplary leadership (Hidayat & Hidayat, 2024; Nuryadi et al., 2025). Nevertheless, empirical findings also reveal notable limitations, particularly in the development of formal organizational and leadership skills among santri (Arifin et al., 2024; Heriyono et al., 2021). Several studies report that a significant proportion of students lack structured experience in organizational management, decision-making, and leadership practice, which restricts their readiness to engage effectively in broader social and professional contexts (Tullah, 2024).

In response to these challenges, recent literature emphasizes the importance of institutional transformation within pesantren through the adoption of modern management principles. Scholars argue that integrating organizational systems, leadership training, and life skills education into pesantren curricula is essential for enhancing students' adaptability and social competence (Kusbandono et al., 2023; Mustafidin et al., 2024). Furthermore, emerging studies document innovative practices in several pesantren, including the incorporation of 21st-century skills such as digital literacy, entrepreneurship, project-based learning, and collaborative activities (Arroyan et al., 2024; Mahrus & Ratnaningsih, 2024; Muhidin et al., 2025). These initiatives are reported to increase student engagement, creativity, and societal contribution. However, the literature remains fragmented, with limited focus on how organizational management frameworks operate internally within santri organizations and how these frameworks systematically support leadership development in a sustainable manner.

Against this backdrop, this study examines organizational management as a strategic mechanism for strengthening leadership and social competencies among santri in Islamic boarding schools, with a specific focus on the Hidayatullah Islamic Boarding School. The research analyzes the Hidayatullah Youth Movement (Gerakan Pemuda Hidayatullah/GPH) as a leadership training platform, exploring how organizational structures, management practices, and collective leadership

models contribute to the development of responsibility, collaboration, and decision-making skills. The study specifically investigates program planning, task distribution, evaluation processes, and the role of mentors in supporting leadership learning. By doing so, this research provides empirical insight into pesantren-based organizations as experiential spaces for leadership development and contributes to Islamic education management discourse by highlighting strategies for integrating religious values with modern organizational practices.

Although previous studies have highlighted the positive role of santri organizations in fostering leadership formation and social skills, important gaps remain in the current body of knowledge. Much of the existing research emphasizes descriptive outcomes—such as increased participation, improved discipline, or enhanced social interaction—while paying limited attention to the strategic management processes that sustain these outcomes over time. As a result, empirical understanding of how organizational planning, evaluation mechanisms, mentor quality, and adaptive curricula interact to produce sustainable leadership development in pesantren settings remains limited. This study argues that without a structured strategic management approach, santri organizations risk functioning as symbolic rather than transformative spaces. Sustainable leadership development requires systematic evaluation, continuous capacity building for mentors, curriculum adaptability, and engagement with external stakeholders. By adopting a strategic management perspective, Islamic boarding schools can preserve their religious traditions while effectively responding to contemporary demands for professionalism, leadership, and social engagement. Accordingly, this research addresses a critical gap by integrating organizational management theory with Islamic educational practice and proposes a model that positions pesantren as adaptive and productive institutions capable of cultivating santri with strong leadership capacity, high integrity, and relevance in the modern world.

METHOD

This study employed a qualitative research design with a descriptive–interpretive approach to explore in depth the dynamics of santri leadership development through the Hidayatullah Youth Movement (Gerakan Pemuda Hidayatullah/GPH) at the Hidayatullah Islamic Boarding School (Bloomfield & Fisher, 2019). The research was conducted over a three-month period, from January to March 2025, within the pesantren environment to capture naturally occurring organizational processes and interactions. The study population comprised all GPH administrators and active members, while participants were selected using purposive sampling based on their structural roles, experience, and relevance to organizational management and leadership development. A total of eight key informants were involved, including GPH advisors, the chairperson and vice chairperson, the secretary, the treasurer, and three departmental coordinators, one of whom represented the Human Resources Development unit. This sampling strategy ensured the inclusion of diverse perspectives across strategic, managerial, and operational levels of the organization.

Data were collected using three complementary techniques to ensure methodological rigor and depth of understanding (Kekeya, 2021). First, participatory observation was conducted through both direct involvement in selected GPH activities and non-participant observation of routine organizational interactions, enabling the researcher to examine leadership practices in their authentic context. Second, semi-structured interviews were carried out with each informant, lasting between 30 and 60 minutes, to elicit detailed insights into leadership experiences, management processes, and organizational challenges. All interviews were audio-recorded with participants'

consent and transcribed verbatim to ensure accuracy. Third, document analysis was employed using official GPH reports, activity schedules, evaluation records, and pesantren archives to contextualize and corroborate observational and interview data. To enhance credibility and reduce researcher bias, the study applied source and method triangulation, complemented by member checking to verify the accuracy and interpretation of interview findings.

Data analysis followed an interactive and iterative model, allowing continuous movement between data collection and interpretation (Creswell et al., 2007). The analytical process involved four stages: data collection, data reduction through open coding, data display in narrative and thematic formats, and conclusion drawing (Miles et al., 2014). Open coding was used to identify key concepts related to leadership development, organizational management, and collective decision-making, which were then grouped into broader thematic categories. Pattern matching and thematic interpretation were employed to identify recurring relationships and dynamics across data sources. Throughout the analysis, reflexive memo writing was used to document analytical decisions and enhance transparency. This systematic approach enabled the study to generate a comprehensive and contextually grounded understanding of how strategic organizational management within GPH facilitates santri leadership development in Islamic boarding schools, while maintaining methodological rigor consistent with international qualitative research standards.

RESULTS AND DISCUSSION
Result

This research yielded several important findings related to the development of student leadership through the Hidayatullah Youth Movement (GPH), particularly in the implementation of educational management functions within Islamic boarding schools. Data obtained through participant observation, semi-structured interviews with eight key informants, and analysis of organizational documents indicate that GPH serves not only as a student organization but also as a structured leadership development system. The research findings demonstrate that the processes of planning, organizing, implementing, and evaluating have been systematically applied in organizational activities. Informants stated that leadership learning within GPH occurs directly through real-life experiences. One mentor stated, "Students not only learn leadership theoretically, but also instill it daily through shared responsibility and decision-making." This finding confirms GPH's position as a strategic instrument in developing student leadership within Islamic boarding schools.

The research findings indicate that program planning within GPH is structured and participatory. The annual work program is developed through management meetings involving mentors and students, ensuring that the program aligns with the students' needs and the pesantren's values. The planning document outlines short-term and long-term goals, including cadre development and character building agendas. Interviews revealed that the planning process is viewed as a means of learning leadership. The head of the GPH stated, "*Through joint planning, we learn to prioritize, express opinions, and take responsibility for agreed-upon decisions.*" This planning pattern fosters a sense of ownership of the organization and fosters a sense of collective responsibility and commitment among students.

The GPH organizational structure is hierarchical but still prioritizes the principle of collectivity. Each area, such as education, human resource development, organization, and social affairs, has a clear division of tasks. The majority of informants considered this structure to facilitate coordination and strengthen cooperation among members. One area coordinator stated,

"*The organizational structure helps us carry out our respective tasks, but important decisions are still made through deliberation.*" This combination of hierarchy and collectivity provides students with a balanced leadership experience, both as leaders and as team members. Thus, the GPH organizational structure serves as a practical learning platform, particularly in developing communication, teamwork, and conflict management.

The GPH program is running according to the established schedule. Based on observations, students are actively involved in various activities, ranging from religious routines and leadership training to social activities and simple entrepreneurial ventures. Interviews indicate that this involvement provides direct benefits to the students. The GPH treasurer stated, "*After becoming active in GPH, I have become more confident in leading activities and speaking in front of large audiences.*" Activity documents demonstrate the implementation of a variety of learning methods, such as group discussions, field practice, and project-based learning. These methods enable students to develop leadership skills in a contextual and applicable manner.

Program evaluations are conducted periodically through monthly coordination meetings and accountability reports for each area. Evaluations serve as a means of reflection to identify obstacles and formulate program improvements. Interviews revealed that students actively provided input during the evaluation process. The Human Resources Development (PSDM) coordinator stated, "*We propose that digital literacy training be expanded to include materials on social media management and creative content creation.*" This input is then followed up in the planning of the next program. This evaluation pattern demonstrates a culture of continuous improvement and trains students to think critically and find solutions to organizational problems. The research results show that students' involvement in the GPH program has a positive impact on the development of non-academic competencies. The majority of informants reported increased courage in decision-making, communication skills, independence, and achievement motivation. Approximately 70% of student administrators stated that GPH provided real-world experience in facing leadership challenges. The GPH secretary stated, "*I used to be hesitant to lead, but now I am more confident managing a team and expressing my opinions.*" However, approximately 30% of students still require further guidance, particularly in time management and digital technology proficiency. These findings suggest that, despite the effectiveness of GPH, ongoing support is still needed.

While the GPH program is generally effective, the study also identified several major obstacles, including limited facilities, particularly digital technology, and time management challenges due to the students' busy academic and religious activities. Furthermore, there are competency gaps among members, particularly in self-confidence and public speaking skills. One advisor stated, "*The students' enthusiasm is very high, but limited facilities and time often hinder the program's optimization.*" These findings indicate the need for more adaptive management strategies, increased institutional support, and strengthening the capacity of students so that the organization can run more optimally as a forum for sustainable leadership development in Islamic boarding schools.

Table 1. Summary of Key Findings on Santri Leadership Development through GPH

Research Aspect	Key Findings	Empirical Evidence (Observation & Interviews)
Program Planning	Program planning is systematic and participatory, incorporating short- and long-term leadership and character development goals	Regular board meetings; documented annual work plans; active student involvement in decision-making
Organizational Structure	A hierarchical structure combined with collective leadership principles	Clear division of roles across departments; decisions made through deliberation

	supports coordination and accountability	
Program Implementation	Programs are implemented as scheduled using experiential and student-centered learning approaches	Leadership training, social initiatives, and entrepreneurship activities; discussions, field practice, and project-based learning
Program Evaluation	Continuous evaluation functions as a reflective and improvement mechanism	Monthly coordination meetings; accountability reports; student feedback incorporated into program revisions
Leadership Competency Development	Active participation enhances decision-making ability, confidence, and leadership readiness	Approximately 70% of student administrators report meaningful leadership experiences
Social and Personal Skills	Improved communication, teamwork, independence, and achievement motivation	Increased student engagement, responsibility, and initiative in organizational tasks
Key Challenges	Limited digital facilities, time management constraints, and uneven competency levels among members	Need for additional mentoring, technological support, and adaptive management strategies

Discussion

This study situates the development of santri leadership within Islamic boarding schools at the intersection of transformational leadership theory, experiential learning theory, and strategic management in education. The findings demonstrate that the Hidayatullah Youth Movement (GPH) operates not merely as a student organization but as an intentional leadership development system grounded in structured management practices. From a theoretical standpoint, this integration is significant because leadership development in faith-based educational institutions has often been examined normatively rather than analytically. By contrast, the present findings show that leadership competencies emerge through deliberate organizational design and managed learning experiences. The application of management functions planning, organizing, implementing, and evaluating provides the structural foundation upon which leadership transformation occurs. This supports the argument that leadership development is not an incidental outcome of participation but the result of a strategically managed educational environment. Consequently, pesantren leadership education can be conceptualized as a hybrid model, where moral and spiritual values are internalized through organizational engagement that reflects contemporary leadership and learning theories.

Transformational leadership theory emphasizes the ability of leaders to inspire, motivate, and develop followers by fostering shared vision, moral purpose, and personal growth (Mudd-Fegett & Mudd, 2024; Prof. et al., 2024). The findings of this study strongly align with this theoretical framework. GPH advisors and student leaders act as transformational agents who encourage santri to move beyond passive participation toward active responsibility and self-development. The emphasis on collective vision, character formation, and moral accountability reflects the core dimensions of transformational leadership, particularly idealized influence and inspirational motivation. Interview data indicate that santri perceive leadership not as authority but

as service and responsibility, a perspective consistent with value-based transformational leadership models. This is particularly relevant in pesantren settings, where ethical conduct and moral exemplarity are central to leadership legitimacy. The study thus extends transformational leadership theory by demonstrating its applicability within religious educational institutions, where leadership transformation is intertwined with spiritual development and communal values rather than individual charisma alone.

The organizational structure of GPH illustrates a practical manifestation of distributed transformational leadership (Syvänen, 2024). Although hierarchical roles exist, leadership responsibilities are shared across divisions and enacted collaboratively. This supports contemporary leadership scholarship that critiques leader-centric models and emphasizes collective capacity building. The findings suggest that santri leadership competence develops through repeated exposure to collaborative decision-making, delegation, and accountability rather than through formal authority alone. This collective approach reinforces transformational leadership's focus on empowerment and intellectual stimulation. By engaging santri in planning and problem-solving, GPH fosters leadership agency and confidence, enabling students to view themselves as contributors to organizational success. This challenges traditional assumptions that leadership development requires formal leadership positions, demonstrating instead that leadership identity emerges through structured participation in collective organizational processes. Such findings are particularly important for educational institutions seeking to cultivate inclusive and sustainable leadership cultures.

Experiential learning theory, particularly Kolb's learning cycle, provides a strong explanatory lens for understanding how leadership competencies are developed within GPH (Haritha & Rao, 2024; Salem, 2026; Tria et al., 2024). The findings reveal that leadership learning occurs through concrete experiences (organizing activities, leading meetings), reflective observation (evaluation meetings), abstract conceptualization (discussion of leadership challenges), and active experimentation (program improvements). This cyclical learning process enables santri to internalize leadership skills through practice rather than instruction alone. The use of project-based activities, social initiatives, and organizational responsibilities aligns with experiential learning principles that emphasize learning through action and reflection. Importantly, the pesantren environment amplifies this process by providing a continuous living-learning context where leadership behaviors are practiced daily. This study therefore contributes to experiential learning literature by illustrating how non-formal, faith-based educational settings can function as rich experiential learning ecosystems for leadership development.

A key contribution of this study lies in highlighting the role of systematic evaluation as a reflective mechanism within experiential leadership learning. Regular evaluation meetings and accountability reports function as structured reflection spaces, allowing santri to critically assess their actions, identify challenges, and propose improvements. This aligns with experiential learning theory, which emphasizes reflection as a necessary condition for transforming experience into learning. The findings show that santri are not passive recipients of evaluation but active contributors to organizational learning. By articulating feedback and engaging in collective reflection, santri develop higher-order thinking skills such as analysis, synthesis, and problem-solving. This reflective culture strengthens leadership learning by encouraging adaptability and continuous improvement. The study thus demonstrates that experiential leadership learning is most effective when embedded within a managed organizational system that intentionally creates opportunities for reflection and feedback.

From a strategic management perspective, the effectiveness of GPH can be attributed to the alignment between organizational goals, resources, and leadership development processes (Fadhel & Alqurs, 2025; Jiang et al., 2023). Strategic management theory emphasizes long-term planning, environmental responsiveness, and capacity building. The structured planning observed in GPH reflects strategic intent, particularly in its focus on cadre development and sustainability. By defining clear objectives and aligning programs with santri needs, GPH ensures that leadership development is not episodic but continuous. This strategic orientation enables the organization to adapt to emerging challenges, such as digital skill demands, while maintaining its core religious mission. The findings underscore the importance of strategic leadership in educational organizations, where leadership development initiatives must be supported by coherent planning and institutional commitment to remain effective over time.

The positive impact of GPH on santri leadership, social skills, and independence can be interpreted through the lens of human capital theory. Leadership competencies, communication skills, and self-efficacy represent forms of non-academic capital that enhance individuals' future social and professional contributions. The findings indicate that participation in GPH constitutes an investment in santri human capital, yielding observable gains in confidence, decision-making ability, and motivation. This supports arguments in educational management literature that leadership education should extend beyond cognitive outcomes to include character and competency development. In pesantren contexts, this investment is particularly valuable, as it bridges religious education with broader societal expectations. The study thus reinforces the relevance of leadership-focused student organizations as strategic instruments for holistic human capital development.

Despite its strengths, the study identifies structural and managerial constraints that limit the full realization of leadership development outcomes. Limited digital infrastructure, time constraints, and uneven competency levels reflect broader challenges in educational organizations operating within resource-constrained environments. From a strategic leadership perspective, these constraints highlight the need for adaptive strategies, including resource mobilization, prioritization, and differentiated mentoring. Transformational leadership theory suggests that leaders must respond to such challenges by inspiring innovation and resilience among members. The findings imply that without strategic leadership at the institutional level, student organizations risk stagnation despite high motivation. Addressing these challenges therefore requires a systemic approach that integrates leadership vision with operational support and capacity building.

One of the most significant contributions of this study is its demonstration that religious values and modern leadership theories are not inherently contradictory. Instead, the findings show that transformational leadership principles such as moral purpose, inspiration, and personal growth resonate strongly with Islamic educational values. Experiential learning processes further enable these values to be practiced rather than merely taught. This integration challenges the assumption that modern management and leadership theories are culturally or religiously neutral, suggesting instead that they can be meaningfully adapted to faith-based contexts. The pesantren thus emerges as a site of theoretical integration, where leadership development is grounded in ethical values while informed by contemporary educational theory.

Overall, this study advances theoretical understanding by integrating transformational leadership, experiential learning, and strategic management within the context of Islamic boarding schools. It demonstrates that leadership development in pesantren is most effective when supported by intentional organizational design, reflective learning processes, and strategic

institutional support. Practically, the findings suggest that pesantren leaders and policymakers should view student organizations as strategic leadership laboratories rather than extracurricular activities. By investing in management capacity, mentoring systems, and reflective evaluation, Islamic boarding schools can enhance their role as leadership-producing institutions. Theoretically, this study contributes to leadership and educational management literature by expanding the empirical base of leadership development research into non-formal, faith-based educational settings, offering insights that are relevant beyond the pesantren context.

The findings of this study carry important policy implications for Islamic boarding schools, educational leaders, and policymakers concerned with leadership development in faith-based education. First, the evidence suggests that student organizations such as the Hidayatullah Youth Movement (GPH) should be formally recognized as core components of leadership education rather than treated as extracurricular activities. At the institutional level, pesantren leadership should integrate student organizations into the official educational management system, including strategic planning, curriculum alignment, and performance evaluation. This policy shift would ensure that leadership development receives adequate structural support, time allocation, and resource prioritization. Second, the study highlights the need for capacity-building policies targeting mentors and organizational advisors. Transformational leadership within student organizations depends heavily on the quality of guidance provided by adult leaders. Therefore, pesantren administrators and education authorities should implement systematic training programs for advisors that emphasize transformational leadership principles, experiential learning facilitation, and reflective mentoring practices. Such policies would enhance the sustainability and effectiveness of leadership development initiatives and third, resource allocation policies must address the infrastructural constraints identified in the findings, particularly in relation to digital literacy and technology-based learning. Strategic investment in digital tools, training platforms, and blended learning resources is essential to align pesantren leadership education with contemporary societal demands. Finally, policymakers should encourage partnerships between pesantren and external stakeholders such as universities, community organizations, and digital industry practitioners to expand learning opportunities and strengthen santri leadership readiness in broader social contexts,
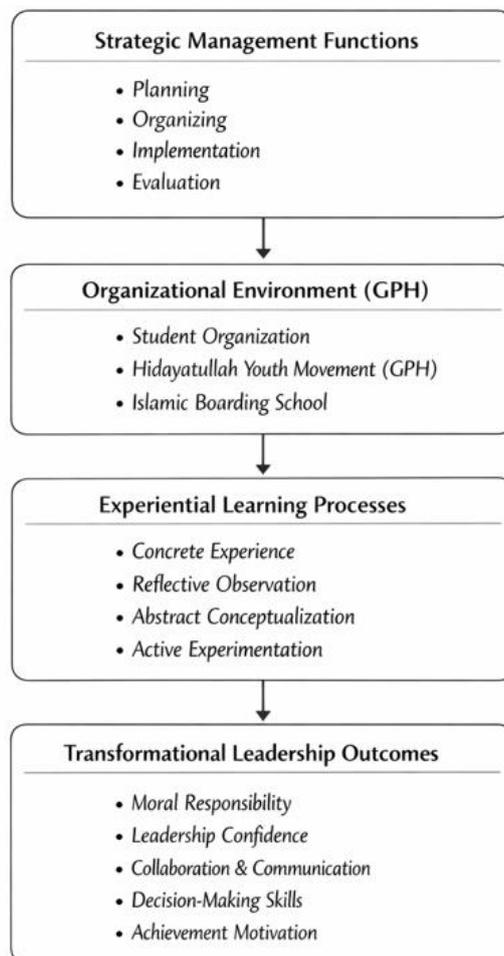
Based on the findings and theoretical integration, this study proposes a conceptual model of santri leadership development that synthesizes transformational leadership, experiential learning, and strategic management within the pesantren context. At the structural level, strategic management functions (planning, organizing, implementation, and evaluation) serve as the foundational framework that ensures leadership development is intentional, systematic, and sustainable. These functions shape the organizational environment in which leadership learning occurs. At the process level, experiential learning mechanisms operate through concrete leadership experiences (organizational roles and activities), structured reflection (evaluation meetings and feedback), conceptual understanding (discussion of leadership values and challenges), and experimentation (program improvement and innovation). This cyclical process enables santri to transform experience into leadership competence. At the outcome level, transformational leadership development emerges, characterized by increased self-confidence, moral responsibility, collaborative capacity, decision-making skills, and motivation to achieve. These outcomes represent both individual leadership growth and collective organizational capacity.

The relationship among these components can be summarized as follows: Strategic Management → Experiential Learning Processes → Transformational Leadership Outcomes.

This model positions pesantren as adaptive leadership ecosystems where religious values are internalized through managed organizational experiences. It offers a transferable framework for other Islamic boarding schools seeking to strengthen leadership development while preserving their spiritual and cultural identity.

To synthesize the empirical findings and theoretical insights, this study proposes a conceptual model that illustrates the relationship between strategic management practices, organizational learning processes, and santri leadership development within the pesantren context. The model positions pesantren as adaptive leadership ecosystems in which religious values are internalized through systematically managed organizational experiences. It provides a transferable analytical framework for Islamic boarding schools seeking to strengthen leadership capacity while preserving their spiritual and cultural identity.

Figure 1. Conceptual model of leadership development

Strategic Management Functions

- Planning
- Organizing
- Implementation
- Evaluation

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Organizational Environment (GPH)

- Student Organization
- Hidayatullah Youth Movement (GPH)
- Islamic Boarding School

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Experiential Learning Processes

- Concrete Experience
- Reflective Observation
- Abstract Conceptualization
- Active Experimentation

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Transformational Leadership Outcomes

- Moral Responsibility
- Leadership Confidence
- Collaboration & Communication
- Decision-Making Skills
- Achievement Motivation

CONCLUSION

This study demonstrates that organizational management within Islamic boarding schools plays a decisive role in strengthening santri leadership and social competencies when implemented in a structured and value-driven manner. The findings show that the Hidayatullah Youth Movement (GPH) functions not merely as an extracurricular organization, but as an experiential learning arena where leadership is cultivated through strategic planning, collective task distribution, program implementation, and continuous evaluation. Through these managed organizational experiences, santri develop key transformational leadership attributes, including responsibility, collaboration, decision-making confidence, and achievement motivation. Importantly, leadership

development is reinforced by the presence of mentors who act as moral exemplars, ensuring that leadership learning remains grounded in Islamic values. These findings position pesantren-based organizations as effective mechanisms for integrating spiritual formation with modern leadership development.

This research contributes theoretically, empirically, and practically to the field of Islamic education management. Theoretically, it enriches leadership studies by integrating transformational leadership theory, experiential learning, and strategic management within the unique context of Islamic boarding schools. Empirically, it provides qualitative evidence from a pesantren-based organization, a context that remains underrepresented in international leadership and management literature. Practically, the proposed conceptual model offers a transferable framework for pesantren administrators and policymakers to design leadership development programs that balance religious values with contemporary organizational practices. By framing pesantren as adaptive leadership ecosystems, this study expands the discourse on how faith-based institutions can remain relevant and resilient in responding to social and educational challenges.

Despite its contributions, this study has several limitations that should be acknowledged. First, the research focuses on a single Islamic boarding school, which may limit the generalizability of the findings to other pesantren with different cultural, organizational, or leadership traditions. Second, the qualitative design relies on self-reported experiences and observations, which may be influenced by subjective perceptions. Future research could adopt mixed-methods or comparative approaches across multiple pesantren to strengthen external validity. Additionally, longitudinal studies are recommended to examine the long-term impact of organizational leadership training on santri outcomes after graduation. Addressing these limitations will help deepen understanding of leadership development within Islamic education institutions and refine the proposed model further.

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