

ABSTRAK

Aisyah: NIM. 240211030098, *Manajemen Sumber Daya Manusia Dan Pengembangan Santri Pada Pondok Pesantren Berbasis Keluarga Dan Non-Keluarga (Studi Komparasi di Pondok Pesantren Manba'ul Ulum Kabupaten Banjar dan Pondok Pesantren Al-Falah Kota Banjarbaru)*, Pembimbing Tesis (I) Dr. Hj. Dina Hermina, M.Pd dan Pembimbing Tesis (II) Dr. H. Ahmad Salabi, S. Ag., M.Pd, pada Program Studi Manajemen Pendidikan Islam Pascasarjana Universitas Islam Negeri Antasari Banjarmasin. 2026.

Kata Kunci: Manajemen SDM, Pengembangan Santri, Pesantren Keluarga, Pesantren Non-Keluarga, Mixed Methods

Pesantren sebagai lembaga pendidikan Islam tertua di Indonesia memiliki peran strategis dalam pembangunan karakter bangsa, namun menghadapi tantangan dalam modernisasi pengelolaan sumber daya manusia (SDM). Perbedaan tipologi antara pesantren berbasis keluarga dengan kepemimpinan karismatik-patriarkal dan non-keluarga dikelola Non-keluarga dengan struktur formal berimplikasi pada perbedaan karakteristik manajerial dan budaya organisasi. Penelitian ini bertujuan menganalisis perbedaan pengembangan santri dan MSDM pengajar antara kedua tipologi, serta mengungkap faktor yang memengaruhinya di PP Manba'ul 'Ulum Kabupaten Banjar dan PP Al-falah Kota Banjarbaru.

Penelitian ini menggunakan pendekatan *mixed methods* dengan desain *Sequential Explanatory*, dengan pengumpulan data kuantitatif terlebih dahulu, dilanjutkan pendalaman kualitatif. Lokasi penelitian adalah PP Manba'ul 'Ulum Kabupaten Banjar (berbasis keluarga) dan PP Al-falah Kota Banjarbaru (non-keluarga), keduanya di Kalimantan Selatan. Data kuantitatif diperoleh melalui angket terstruktur yang dianalisis menggunakan uji *Independent Samples t-test* dan uji Mann-Whitney; data kualitatif diperoleh melalui wawancara mendalam, observasi, dan dokumentasi, dianalisis tematik dengan model Miles dan Huberman.

Hasil penelitian menunjukkan: (1) Tidak terdapat perbedaan signifikan dalam pengembangan santri ($t = 0,331$; $p = 0,741$), dengan skor rata-rata PP Manba'ul 'Ulum 88,38 dan PP Al-Falah 87,87 — kesetaraan dicapai melalui mekanisme kompensatoris berbeda; (2) Terdapat perbedaan signifikan dalam MSDM pengajar ($U = 2.694,500$; $Z = -2,913$; $p = 0,004$), dengan PP Al-Falah lebih unggul melalui mekanisme *musyriphah*, evaluasi bertahap, dan kesejahteraan berjenjang; (3) Tiga faktor utama yang memengaruhi MSDM dan pengembangan santri adalah nilai-nilai Islam (keikhlasan dan pengabdian), faktor manajerial (kepemimpinan karismatik vs. formalisasi prosedur), dan kultur pesantren (kehidupan 24 jam dan ikatan kekeluargaan). *Meta-inferensi* penelitian ini: pengembangan santri tidak semata-mata ditentukan formalitas sistem MSDM, melainkan oleh kekuatan ekosistem nilai yang menopangnya.

ABSTRACT

Aisyah: NIM. 240211030098, *Human Resource Management and Student Development in Family-Based and Non-Family-Based Islamic Boarding Schools (Comparative Study at Manbaul Ulum Islamic Boarding School, Banjar Regency and Al-Falah Islamic Boarding School, Banjarbaru City)*, Thesis Supervisor (I) Dr. Hj. Dina Hermina, M.Pd. and Thesis Supervisor (II) Dr. H. Ahmad Salabi, M.Pd.; Islamic Education Management Study Program, Postgraduate School, Antasari State Islamic University Banjarmasin. 2026.

Kata Kunci: Manajemen SDM, Pengembangan Santri, Pesantren Keluarga, Pesantren Non-Keluarga, Mixed Methods

Islamic boarding schools (*pesantren*) are the oldest Islamic educational institutions in Indonesia and play a strategic role in national character building, yet face real challenges in modernizing human resource (HR) management. The typological difference between family-based *pesantren* relying on charismatic-patriarchal leadership and non-family-based *pesantren* managed by a foundation with a formal structure has implications for differing managerial characteristics and organizational cultures. This study aims to analyze differences in student development effectiveness and teacher HRM effectiveness between both types, examine the relationship between the two, and uncover the managerial, cultural, and Islamic educational values that influence them at Pondok Pesantren Manba'ul 'Ulum Kabupaten Banjar and Pondok Pesantren Al-falah Kota Banjarbaru.

This study employs a *mixed methods* approach with a *Sequential Explanatory* design, with quantitative data collected and analyzed first, followed by qualitative exploration. The research sites are PP Manba'ul 'Ulum Kabupaten Banjar (family-based) and PP Al-falah Kota Banjarbaru (non-family-based), both in South Kalimantan. Quantitative data were gathered via structured questionnaires and analyzed using *Independent Samples t-test*, Mann-Whitney test, and Pearson correlation; qualitative data were obtained through interviews, observation, and documentation, and analyzed thematically using the Miles and Huberman model.

The findings show: (1) No significant difference in student development effectiveness ($t = 0.331$; $p = 0.741$), with mean scores of 88.38 (PP Manba'ul 'Ulum) and 87.87 (PP Al-Falah) — parity achieved through different compensatory mechanisms; (2) A significant difference in teacher HRM effectiveness ($U = 2,694.500$; $Z = -2.913$; $p = 0.004$), with PP Al-Falah outperforming through its *musyriphah* mechanism, staged evaluation, and tiered welfare; (3) Three key factors influencing both teacher HRM and student development: Islamic values (sincerity and dedication), managerial factors (charismatic leadership vs. procedural formalization), and *pesantren* culture (24-hour communal life and family belonging). The *meta-inference* of this study: student development effectiveness is not solely determined by the formality of the HRM system, but by the strength of the value ecosystem that underpins it.