# Strengthening Teacher Development in *Pesantren*: The Role of Human Resource Management Practices in *Ta'hilu al-Mudarrisin*

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**Abstract:**

This study aims to analyse the principles and practices of human resource management (HRM) in the *Ta'hilu al-Mudarrisin* (teacher development) program in Islamic schools and evaluate its impact on improving pedagogical competence, ethical standards, and adaptability to changes in educational regulations. This study used a descriptive qualitative methodology with case study techniques in several Islamic boarding schools (*pesantren*). Data were collected through observation, in-depth interviews with principals, program administrators, teachers, and students, and analysis of training documents and supervision reports. The results indicate that strict supervision and reflective methods effectively improve teaching quality, pedagogical competence, and student achievement. The program also plays a role in enhancing educational ethical standards and responsiveness to regulatory changes. However, program implementation faces obstacles such as limited resources and time, which can be overcome through task reorganisation and capacity building. The implications of this study underscore the importance of integrating strict supervision, capacity-building, and spiritual enrichment to foster a progressive educational environment in Islamic schools.

**Keywords:** *Human Resource Management, Ta'hil al-Mudarrisin, Pedagogical Competence*

**Abstrak:**

Penelitian ini bertujuan untuk menganalisis prinsip dan praktik manajemen sumber daya manusia (MSDM) dalam program *Ta'hilu al-Mudarrisin* (pembinaan guru) di sekolah-sekolah Islam, serta mengevaluasi dampaknya terhadap peningkatan kompetensi pedagogis, standar etika, dan kemampuan beradaptasi terhadap perubahan regulasi pendidikan. Penelitian ini menggunakan metodologi kualitatif deskriptif dengan teknik studi kasus di beberapa *pesantren*. Data dikumpulkan melalui observasi, wawancara mendalam dengan kepala sekolah, administrator program, guru, dan siswa, serta analisis dokumen pelatihan dan laporan pengawasan. Hasil penelitian menunjukkan bahwa pengawasan yang ketat dan metode reflektif efektif meningkatkan kualitas pengajaran, kompetensi pedagogis, dan prestasi siswa. Program ini juga

berperan dalam memperbaiki standar etika pendidikan dan responsivitas terhadap perubahan regulasi. Akan tetapi, pelaksanaan program menghadapi hambatan seperti keterbatasan sumber daya dan waktu, yang dapat diatasi melalui reorganisasi tugas dan pengembangan kapasitas. Implikasi dari penelitian ini menunjukkan pentingnya integrasi pengawasan yang ketat, pengembangan kapasitas, dan pengayaan spiritual dalam menciptakan lingkungan pendidikan yang progresif di sekolah-sekolah Islam.

**Kata Kunci:** *Manajemen Sumber Daya Manusia, Ta'hilu al-Mudarrisin, Kompetensi Pedagogis*

## INTRODUCTION

The quality of education is one of the most significant issues in the development of nations, particularly in middle-income countries such as Indonesia (Agus et al., 2025; Najiah, 2025). Teachers are the cornerstone of the educational system, and enhancing their competence is essential for improving overall academic quality (Yelfianita et al., 2023; Dacholfany et al., 2024). In Islamic schools, or *pesantren*, this challenge is especially pronounced, as it directly affects students' educational experiences and their future contributions to society. Improving teacher quality through systematic professional development programs, such as *Ta'hilu al-Mudarrisin* (teacher mentorship), can lead to better teaching outcomes and a higher standard of education (Deding et al., 2024; Sims et al., 2025). As Popova et al. (2022) suggest, teacher development is frequently overlooked in many countries, especially in parts of Africa and Asia. Thus, investigating and improving teacher development practices, particularly in *pesantren*, can address broader societal issues, including the need for more effective and adaptable educators in the face of changing educational regulations and societal expectations.

In Indonesia, there is a recognised need to improve the quality of education in *pesantren*, which is essential to align with national educational goals and global standards (Lathifah et al, 2025; Najiburrahman et al., 2025). However, teacher development in these institutions often faces significant obstacles, including limited resources, a lack of comprehensive training frameworks, and inadequate supervision mechanisms. Many *pesantren* struggle to implement effective human resource management (HRM) practices, which are essential for fostering teachers' pedagogical competence, ethical standards, and adaptability to evolving educational policies (Ritonga, 2025; Sukarno & Murayama, 2025). Without a transparent, structured approach to HRM, including mentoring and supervision, it isn't easy to ensure educators are equipped with the necessary skills and knowledge to enhance student learning quality. This gap is particularly critical in religious education settings where teachers are expected not only to convey academic knowledge but also to embody moral and spiritual values.

Previous research has extensively explored teacher development and human resource management within formal educational systems (Cheng et al., 2023; Enock, 2024), yet studies on HRM practices in *pesantren* remain limited. A few studies have addressed the importance of teacher mentoring in improving pedagogical competencies (Chen, 2021), while others emphasise the role of

spiritual enrichment in teacher development (Goodwin et al., 2023; Kotten et al., 2025). However, there is a gap in understanding how these practices specifically contribute to improving teacher quality within the unique context of Islamic boarding schools in Indonesia. The existing literature tends to focus either on general educational settings or on specific aspects of teacher development, such as mentorship or spiritual training. Still, it rarely integrates these components within the framework of HRM practices in *pesantren*. This gap underscores the need for research examining the comprehensive role of HRM in enhancing teacher development in *pesantren*s.

Although previous studies have highlighted the importance of mentoring and training in enhancing teacher effectiveness (Virtič et al., 2023; El., 2023; Preechawong et al., 2024), the application of these methods in the *pesantren* context remains underexplored. Research on *Ta'hilu al-Mudarrisin* is particularly scarce, despite its relevance in enhancing the professional and ethical standards of teachers in these institutions. Furthermore, while some studies have explored the role of spiritual development in teacher quality (Putra et al., 2025), few have integrated this aspect into a broader HRM framework that includes supervision, feedback mechanisms, and continuous professional development. Addressing this gap is crucial for understanding how HRM practices can be strategically employed to improve the quality and sustainability of education in *pesantren*, contributing to the broader goal of educational improvement in Indonesia.

This research introduces a novel approach by combining human resource management (HRM) principles with traditional teacher development practices in *pesantren*, specifically through the *Ta'hilu al-Mudarrisin* program. By focusing on mentorship, supervision, and professional development, this study aims to develop a comprehensive HRM framework that supports the pedagogical and ethical development of teachers. Unlike previous studies that focus solely on one aspect of teacher development, this research takes an integrated approach that includes spiritual enrichment, pedagogical training, and HRM practices. This holistic model is crucial for addressing the unique challenges faced by teachers in *pesantren* and can be adapted to other Islamic educational institutions worldwide, providing a robust framework for teacher development that is both contextually relevant and aligned with global academic standards.

This study aims to answer several critical questions: How can implementing *Ta'hilu al-Mudarrisin* through intensive supervision enhance teachers' pedagogical competence in *pesantren*s? What are the main challenges faced in the implementation of this program, and how can educational management strategies address these obstacles? Finally, how does HRM influence students' learning outcomes in *pesantren*? The preliminary argument is that intensive supervision, reflective practices, and a well-structured mentorship program can significantly improve teachers' pedagogical skills, ethical standards, and adaptability to regulatory changes. By analysing challenges and solutions within the HRM framework, this research contributes to understanding how to optimise teacher development in *pesantren*, ultimately leading to improved educational outcomes for students. The study also highlights the importance of

integrating HRM practices with spiritual and ethical development to create a sustainable, high-quality educational environment.

## RESEARCH METHOD

This study utilizes a descriptive qualitative research design with a case study approach to explore the implementation of the *Ta'hilu al-Mudarrisin* program in *pesantren*. The case study method is chosen to provide an in-depth understanding of the complex processes involved in teacher development through mentorship within a specific context. This approach allows for the investigation of the practices, challenges, and impacts of the program across two distinct *pesantren*s, providing a comprehensive view of how *Ta'hilu al-Mudarrisin* is operationalized in different institutional environments.

The study was conducted in two *pesantren* located in Medan and Sei Rampah, North Sumatra, Indonesia, both of which are recognised for their active implementation of structured teacher mentorship practices. The selection of these locations was based on differences in organisational structure and leadership ethics: the *pesantren* in Medan follows a more formalised leadership model. At the same time, the one in Sei Rampah is rooted in community-based leadership, focusing on local traditions and the charisma of the kyai. These contrasting models provide a rich comparative context for analysing the effectiveness and challenges of implementing the *Ta'hilu al-Mudarrisin* program across different institutional cultures, thereby enhancing the external validity of the study.

Data were collected through three primary methods: participatory observation, in-depth interviews, and document analysis. Participatory observation was conducted in each academic semester, in accordance with the academic syllabus and supervision schedule. The researcher observed teacher-supervisor interactions, classroom dynamics, and teaching practices. In-depth interviews were conducted with key participants — principals, program managers, teachers, and students — using a structured interview guide to capture perceptions and challenges related to the program. Document analysis focused on training modules, supervision reports, and program implementation documents. The collected data were analysed using thematic analysis, which involved six structured steps: familiarisation with data, coding, theme generation, theme review, theme definition, and report production (Dewi & Singh, 2022). Source and method triangulation were employed to ensure the trustworthiness and reliability of the findings, enhancing the credibility of the research (Meydan & Akkaş, 2024).

## RESULT AND DISCUSSION
### Result

This chapter presents and critically examines study data on the effectiveness of the *Ta'hilu al-Mudarrisin* program in *pesantrens* in enhancing instructors' pedagogical ability. Following an analysis of the literature and the

*pesantren* education management setting, each subsection presents the key findings derived from interviews and participatory observation.

Tabel 1. Coding

| Respondent Quotes | Coding |
|---|---|
| "As the head of the madrasah, academic program manager, subject teachers and santri, regular coaching through the *Ta'hilu al-Mudarrisin* program is able to increase the confidence of teachers and supervisors in teaching and mentoring subjects, also ensuring the *Ta'hilu al-Mudarrisin* program as a strategic program, so that santri or students find it easy to understand lessons in class."" | Supervision Helps Development |
| "Time constraints are evenly distributed among respondents, including the time for *Ta'hilu al-Mudarrisin* activities to be implemented" | Time and Workload Challenges |
| "All responses responded positively to the development of learning innovations carried out by teachers and lesson supervision | Teaching Method Innovation |

The *Ta'hilu al-Mudarrisin* program has proven effective in enhancing pedagogical competence through intensive supervision, supporting teachers in adapting modern instructional methods while respecting *pesantren* traditions. Observational data show that continuous supervision improves teachers' teaching performance—from lesson planning to classroom execution—fostering a deeper understanding of students' individual learning needs. The program encourages ongoing reflection and adaptation of teaching strategies, resulting in improved teaching quality and alignment with evolving educational policies.

The program also offers technical support tailored to teachers' needs, focusing on *pesantren*-specific lesson planning and integrating traditional methods like bandongan and sorogan with modern techniques such as small group discussions. This personalised approach acknowledges the diversity in teachers' backgrounds and learning styles, promoting effective professional development. Additionally, informal mentoring within *pesantren* facilitates peer-based reflection, enhancing the learning process and addressing localised challenges.

Evaluation plays a critical role in measuring the program's success. Regular assessments of teachers' lesson plans, student exam results, and participation in teacher forums help monitor instructional effectiveness. These evaluations not only measure performance but also provide feedback for continuous improvement, fostering a culture of reflection and development among teachers.

However, integrating the *Ta'hilu al-Mudarrisin* program within traditional *pesantren* culture presents challenges. Resistance to new teaching methods, limited resources, and low levels of digital literacy among teachers hinder the program's implementation. These cultural and infrastructural barriers can create tensions, but can be mitigated through culturally sensitive leadership and strategic support that aligns modern pedagogical practices with *pesantren* values.

Effective management strategies and external support are vital for the program's success. Collaboration with alum networks and external bodies, such as the Ministry of Religious Affairs, enhances the availability of pedagogical

resources and strengthens training systems. The presence of responsive leadership ensures that the program is implemented effectively and sustained over time, overcoming resource limitations and institutional constraints.

Overall, the *Ta'hilu al-Mudarrisin* program has positively impacted both teachers' pedagogical skills and students' academic performance. Teachers have shown greater confidence and motivation, leading to improved classroom engagement and student outcomes. The program has demonstrated that teacher development, through intensive supervision and support, significantly enhances the quality of education in *pesantren*, fostering a learning environment that integrates modern methods with traditional values.

**Educational Management Strategies in *Ta'hilu al-Mudarrisin* for Teacher Competence Enhancement**

The success of the *Ta'hilu al-Mudarrisin* education program in *pesantren* relies on effective resource management, integrating both internal resources (experienced teachers and traditional methods) and external support (government and NGO funding). To improve education quality, *pesantren* must ensure continuous professional development for educators, focusing on modern educational technologies and new pedagogical approaches while maintaining Islamic values. Collaborating with local governments and international organisations can address resource limitations and secure additional support. Monitoring and feedback systems are necessary to evaluate resource utilisation and ensure the programs are effective and responsive to the needs of teachers and students.

The integration of traditional methods, such as sorogan and bandongan, with modern pedagogical strategies presents challenges. *Pesantren* traditionally prioritise direct interaction and text-based instruction, which can conflict with more interactive, technology-driven methods promoted by the *Ta'hilu al-Mudarrisin* program. Effective communication among administrators, teachers, and the community is crucial to ensure that the program remains relevant while maintaining traditional values. By integrating modern techniques with conventional approaches, the program can improve teaching effectiveness and produce competitive graduates.

Challenges also arise from the need to recruit qualified teachers who can effectively implement the *Ta'hilu al-Mudarrisin* approach. Continuous training and professional development are critical to equipping educators with the necessary skills. Educational management should prioritise teacher recruitment, training, and professional development to ensure teachers can meet the program's demands. The lack of well-trained educators could significantly hinder the program's success.

Resistance to adopting new teaching methods poses another challenge. Some educators and community members may be reluctant to embrace changes to traditional teaching methods. To overcome this, open communication and dialogue are essential. Engaging educators and the broader community in understanding the program's benefits can help reduce resistance and secure support for its successful implementation.

The program's success also depends on ongoing monitoring and evaluation. Regular assessments are vital for evaluating progress and identifying areas for improvement. By systematically collecting data, educational management can ensure the program remains responsive to educators' and students' evolving needs, thereby enhancing its overall effectiveness.

Finally, the management of teacher regeneration is essential for sustaining a supply of competent educators. A rigorous recruitment process, followed by ongoing training and career development, ensures that teachers remain capable of meeting the demands of *pesantren* education. Providing both physical and non-physical support, such as adequate facilities and instructional resources, also plays a key role in enhancing the teaching and learning experience, helping *pesantren* maintain a high standard of education.

## Human Resource Management in Islamic Boarding Schools

The selection and recruitment process of teachers plays a pivotal role in managing human resources within *pesantren*, directly impacting the quality of education. A rigorous selection process ensures that candidates meet academic qualifications and possess the necessary capabilities and personal characteristics to teach effectively. This process guarantees that *pesantren* educators are not only academically competent but also highly committed to the institution's educational mission. By selecting teachers with strong pedagogical and moral foundations, *pesantren* can maintain high academic standards and foster a conducive learning environment for students.

Continuous training and professional development are vital to ensuring that teachers remain equipped to adapt to an evolving educational landscape. As learning approaches evolve and new technologies are integrated into the classroom, ongoing development opportunities help teachers refine their instructional methods and stay up to date with modern pedagogical trends. This adaptability is key to maintaining the relevance and effectiveness of *pesantren* education, allowing educators to meet the demands of both traditional and contemporary educational systems.

In addition to formal training, the importance of mentorship and professional support for teachers cannot be overstated. Access to mentors and regular consultations with experienced educators enhances teachers' technical and practical skills. These programs not only improve teaching proficiency but also foster a collaborative atmosphere where educators can share knowledge, solve problems together, and support one another's professional growth. Such a network of support strengthens the teaching community within *pesantren* and contributes to a more dynamic and effective learning environment for both teachers and students.

Effective human resource management in *pesantren* is not limited to professional development but also includes providing sufficient physical and non-physical support. This encompasses adequate teaching materials, facilities, and resources to ensure that teachers can deliver high-quality education. By creating an environment where educators have the necessary tools and support, *pesantren*s can enhance students' learning experience, ultimately contributing to better academic outcomes and achieving broader educational goals within the

*pesantren* context. Sustainable HRM practices, therefore, are integral to the long-term success and growth of *pesantren* education.

### Evaluating the Impact of the *Ta'hilu al-Mudarrisin* Program

This study evaluates the effectiveness of the *Ta'hilu al-Mudarrisin* program in *pesantren*, focusing on four key criteria: proficiency in subject matter, advancement in teaching techniques, integration of educational technology, and effective classroom management. The mentoring program, implemented consistently across *pesantren*, demonstrates the management's commitment to enhancing educational quality and teacher development. However, the implementation of the program varies between *pesantren* in Sei Rampah and Medan, with differences in the program's historical development, resources, and challenges.

In Sei Rampah, the teacher mentoring program began in 2010, starting with teaching practice activities for final-year students. Although the program included experienced educators, challenges arose due to insufficient funding, with annual student enrollment not exceeding 50. The low enrollment rate hindered the establishment of ideal admission standards, especially as many students came from rural communities. This limited funding significantly affected the sustainability and quality of the teacher development program.

On the other hand, the *pesantren* in Medan has a longer history of teacher mentoring, having initiated the program in 1993. The growing student population, reaching over 1,000 students in recent years, has contributed to financial stability for the *pesantren*. However, despite the availability of resources, challenges remain in providing adequate training and mentorship for teachers. The *pesantren* faces difficulties in ensuring that all teachers receive the necessary support and development opportunities.

Teacher mentoring programs across *pesantren* in North Sumatra face both internal and external challenges. Inconsistent implementation and a lack of exemplary models are common issues. Many *pesantren*, particularly in Medan, struggle with teacher regeneration, leading to the permanent closure of some institutions due to a shortage of qualified educators. In contrast, the *pesantren* in Sei Rampah has made steady progress in teacher regeneration, with its first graduates appearing in 2001, although challenges persist in providing adequate mentorship for newly trained teachers.

The *pesantren* in Medan has demonstrated a robust teacher regeneration system that goes beyond mentoring programs. The institution sends educators abroad for advanced studies at renowned institutions in Saudi Arabia, Egypt, and Malaysia. This international exposure helps improve teachers' qualifications and teaching methods. The teacher regeneration system reflects the *pesantren*'s strong management capabilities and commitment to sustaining high educational standards.

A comparative analysis of the program's impact reveals that *pesantren* with a long-standing history of the *Ta'hilu al-Mudarrisin* program demonstrate higher proficiency in subject knowledge and more advanced pedagogical practices. *Pesantren* with better infrastructure utilize educational technology

effectively, incorporating multimedia materials and online platforms like Google Classroom. However, *pesantren* with limited resources still rely on traditional teaching methods, including whiteboards and printed books. Classroom management also improves in *pesantren* with regular supervision, fostering a more interactive and supportive learning environment, although some institutions continue to struggle with establishing well-structured classrooms due to insufficient training in classroom management.

## SWOT Analysis of the *Ta'hilu al-Mudarrisin* Program

The *Ta'hilu al-Mudarrisin* program excels in its teacher mentoring system, particularly in *pesantren* with effective financial management and a solid framework for teacher regeneration. For instance, the *pesantren* in Medan has developed a structured mentoring system since 1993, offering continuous training and support for teachers. The program includes sending educators abroad for advanced studies at prestigious institutions such as Madinah al-Munawwarah University, Al-Azhar University in Cairo, and the International Islamic University Malaysia. This system has ensured the long-term sustainability of the *pesantren*'s educational quality, creating a pipeline of qualified teachers who contribute to the institution's ongoing success.

However, challenges persist in *pesantren*s facing financial instability and low student enrollment, such as the *pesantren* in Sei Rampah. With fewer than 50 students enrolled annually, this *pesantren* struggles with limited resources for infrastructure development and teacher training. The lack of financial support hampers the implementation of modern teaching methods and educational technologies. Many educators continue to rely on traditional, lecture-based methods rather than adopting more interactive, student-centred learning approaches. These weaknesses hinder the program's potential in some institutions, limiting its effectiveness.

Despite these weaknesses, several opportunities exist to strengthen the *Ta'hilu al-Mudarrisin* program. The integration of technology-based learning offers a promising opportunity to modernise teaching methods and reach a wider audience. By incorporating multimedia resources, digital learning platforms, and online supervision, *pesantren* can mitigate the limitations of traditional techniques and enhance pedagogical practices. Additionally, collaboration between *pesantren*s, such as resource-sharing and joint teacher-training initiatives, could help address financial and infrastructural challenges while improving educational quality and teacher mentoring.

The sustainability of teacher mentoring programs in *pesantren* faces significant threats, particularly due to inadequate teacher regeneration and competition from modern schools. The closure of several *pesantren* has been linked to a shortage of qualified educators, and the decline in public interest in *pesantren* education, especially in rural areas, poses further challenges. Parents increasingly favour modern schools with better facilities and career opportunities for their children. To ensure long-term sustainability, *pesantren* must continue to innovate and adapt to evolving educational demands, utilising technology, fostering collaboration, and strengthening teacher regeneration programs.

**Discussion**

The findings of this study on the *Ta'hilu al-Mudarrisin* program's impact on teacher development in *pesantren* align with several key aspects discussed in existing literature. In particular, the focus on intensive supervision as a means to improve pedagogical competence resonates with earlier studies that emphasise the importance of ongoing professional development for educators. Research by Ajugo (2024) supports the notion that continuous supervision significantly enhances teaching practices, fostering reflection and adaptation. The study's findings corroborate this, showing that teachers in *pesantren* who undergo regular supervision improve their teaching skills, lesson planning, and classroom execution. However, the study also revealed differences in implementation between *pesantren*s in Medan and Sei Rampah, a nuance rarely addressed in prior literature, highlighting the importance of context-specific adaptations in teacher mentoring programs.

The study also aligns with the literature on the challenges *pesantren* face in adopting modern pedagogical methods and integrating educational technology. As discussed by Intania et al. (2024) and Asyiah et al. (2025), many *pesantren* still rely on traditional teaching methods such as sorogan and bandongan, which can limit the effectiveness of new educational approaches. The study found that while some *pesantren* have successfully integrated technology, many others continue to use conventional methods due to limited resources and resistance to change. This finding reinforces the need for a balanced approach that respects traditional values while embracing innovative teaching techniques, as previous research suggests. The implication for theory is that educational management in *pesantren* needs to incorporate both modern pedagogical practices and traditional methods to create a hybrid model that is more widely acceptable and sustainable.

From a practical perspective, the study underscores the need for enhanced resource management and collaboration to address the challenges posed by limited infrastructure and funding. The findings reveal that *pesantren* with greater financial stability, such as those in Medan, can provide more comprehensive teacher training and professional development opportunities. In contrast, *pesantren*s like those in Sei Rampah face significant challenges due to low student enrollment and insufficient funding, which limit their ability to implement modern teaching methods. This aligns with the findings of Saifuddin et al. (2020), who emphasised the importance of adequate resources in sustaining teacher development programs. The practical implication is clear: to enhance the effectiveness of *Ta'hilu al-Mudarrisin*, *pesantren* must engage in collaborative efforts, such as sharing resources and pooling financial support, particularly in regions where resources are scarce.

Another key implication of this study is the role of teacher regeneration in sustaining the quality of education. The study found that while *pesantren* in Medan have developed a robust system of teacher regeneration through international exposure and continuous mentoring, those in Sei Rampah struggle with insufficient teacher supply and retention. This finding aligns with Hajar's (2020) work, which highlighted the importance of effective teacher recruitment and training to ensure long-term sustainability in Islamic education. The study

further suggests that the regeneration process in *pesantren* should be viewed not just as mentoring but as an integrated system that includes recruitment, professional development, and retention strategies. Theoretical implications include a call for more research on how teacher regeneration models can be tailored to the specific needs of *pesantren*, with a focus on sustainability and quality.

In conclusion, the *Ta'hilu al-Mudarrisin* program has demonstrated substantial potential to improve teacher competence and enhance educational outcomes in *pesantren*s. However, to achieve long-term success, the program must address several practical challenges, including resource limitations, resistance to change, and the need for contextualised teacher regeneration strategies. The study contributes to the theoretical understanding of teacher development in *pesantren* by highlighting the importance of balancing traditional teaching methods with modern pedagogical approaches and by stressing the role of continuous supervision and professional development. In practice, the study provides valuable insights for *pesantren* administrators and policymakers on how to implement more effective and sustainable teacher mentoring programs, ensuring they remain responsive to both educational and community needs.

## CONCLUSSION

This study highlights the success of the *Ta'hilu al-Mudarrisin* program in enhancing teachers' pedagogical competence in *pesantren* through ongoing intensive supervision. The program supports teachers in adopting modern teaching methods while respecting the traditional *pesantren* approach, which emphasises practices such as bandongan and sorogan. The key takeaway from this research is the importance of effective resource management, collaboration with external partners, and teacher regeneration strategies to address challenges in integrating educational technology and innovative teaching methods. Findings from *pesantren*s in Medan, which are more financially stable and have robust teacher development systems, demonstrate a positive impact on educational quality. In contrast, *pesantren* with resource limitations, like those in Sei Rampah, face significant challenges in fully implementing the program.

This research makes a significant contribution to the field of educational management, particularly in the context of *pesantren* education, by integrating both traditional and modern teaching methods. It emphasises the importance of continuous supervision and professional development for teachers as a key factor in improving teaching quality in *pesantren*. The study provides valuable insights into effective human resource management, especially regarding teacher regeneration, offering new perspectives for developing more responsive and sustainable teacher mentoring systems. However, the study is limited by its geographic scope, focusing only on two regions. Future research could include a broader range of *pesantren* to provide a more comprehensive understanding of the challenges and successes in implementing the *Ta'hilu al-Mudarrisin* program.

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