Strategic Human Resource Cadre Development in *Pesantren*: A Roadmap to Organizational Resilience

**Muhammad Anggung Manumanoso Prasetyo¹*, Fadhlur Rahman²,
Muhammad Haekal³ and Agus Salim Salabi¹**

¹Education Management, Faculty of Education and Teacher Training, Institut Agama Islam Negeri Lhokseumawe, 24352, Indonesia
²English Language Teaching, Faculty of Education and Teacher Training, Institut Agama Islam Negeri Lhokseumawe, 24352, Indonesia
³School of Curriculum, Teaching and Inclusive Education, Monash University, 3800, Australia

ABSTRACT

This research aims to examine the succession model implemented by contemporary *pesantren* to secure the long-term viability of the *pesantren* organization. The research introduces a novel approach by developing a modern *pesantren* regeneration model through a comparative analysis of exemplary *pesantren* institutions under the Islamic teacher cadre education system. The study used a qualitative paradigm with a grounded method. Data were collected through interviews with five key informants, including *pesantren* authorities, administrators, caretakers, and senior teachers. The findings revealed that *pesantren* regeneration was classified into educational and academic regeneration. The determination of cadres is carried out through a series of selection processes with the main focus on loyalty, academic ability, and the main understanding of *pesantren's* values. The regeneration pattern prioritizes the institutional system over individual or sectoral needs. In addition to academic competence, the academic regeneration program aims to foster critical thinking, aspiration, and independence. Leadership regeneration focuses on the technical aspects of leadership, such as building relationships with members, task delegation, and power dynamics. The research implies that *pesantren*, or Islamic boarding schools, should be regarded as miniature societies. This means that their longevity and success should be based on the collective efforts and preparation of the cadres rather than being solely dependent on the individual figure of the *Kyai*, or *pesantren* principal.

Keywords: Cadre development, cadre leadership, human resource development, organizational effectiveness, *pesantren* effectiveness, strategic human resource, sustainability organization

INTRODUCTION

Historically, *pesantren* in Indonesia has been the foremost institution compared to other educational establishments such as schools or *madrasas* (Azra, 2018). The government formally recognized the existence of *pesantren* in 2019 through the State Constitution of the *Pesantren* (A. Malik, 2023; Tolchah & Mu'ammar, 2019). The concept of *pesantren*-based education is widely used throughout Asia, particularly in Southeast Asia (Buang & Chew, 2014). *Pesantren* in Indonesia has distinct characteristics, including being a legacy educational institution passed down from generation to generation (Kawakip, 2020). *Pesantren* is the same as Islamic community organizations like Nahdatul Ulama and Muhammadiyah, and they are evidence of the existence of ulama (Islamic scholars; Lukens-Bull, 2019; Sakai, 2014).

Indonesia, as a Muslim-majority nation, is a representation of Islamic culture. Islamic culture is manifested through educational institutions known as *pesantren*, which are spread across 36 provinces in Indonesia. Therefore, *pesantren* is said to be Indonesia's cultural heritage (Masqon, 2011; Raihani & Drysdale, 2013). Through its students, *pesantren* also contributed to the country's independence (Woodward, 2015). Regrettably, the government only officially authorized *pesantren* in 2019 through the *pesantren*'s law (Khairani et al., 2021). This reinforcement provides *pesantren* leaders access to accelerate policy and governance innovation toward a sustainable organization (Azro'i & Fuaidi, 2020).

The problem encountered by *pesantren* is around the concept of organizational sustainability (Azra, 2018; Evans et al., 2017). *Pesantren* is strongly associated with the devotion to a *Kyai* (the principal of *pesantren*) figure. As a result, the passing of a *Kyai* often leads to diminished productivity or even operational disruptions within a *pesantren*. This gap might be characterized as the challenge of developing the human resource cadre. Only a few *pesantren* are able to effectively implement the development of human resources in terms of leadership and academics (Songgirin, 2020; Susilawati & Misbah, 2022).

The quality of *pesantren* is seen through the systems implemented in management and infrastructure (Sanusi et al., 2021). The management of educational institutions is related to the instilling of systems (M. A. Gunawan et al., 2023). Meanwhile, the system contains values; therefore, it requires people who understand the values of an organization. For this reason, efforts are needed to maintain superior resources within the organization through a human resource retention strategy known as the cadre system (Maslani et al., 2023; Zarkasyi, 2015). Cadre recruitment can also be carried out through internal selection with criteria determined by the institutional management. Unfortunately, educational institutions are experiencing a crisis of human resources who comprehend organizational values integrally.

This research aims to determine the *pesantren*'s human resource cadre development system model to ensure

pesantren sustainability. The effectiveness of human resource cadre development also indicates the types of leadership cadre management and academic cadre development. The research also examines the correlation between cadre formation and the quality of *pesantren* on an ongoing basis. The management aspects studied in the research focus on the role of leadership in managing the *pesantren* cadre development system.

This research has a rather specific discussion regarding *pesantren*'s management aspects. In general, research on *pesantren* educational management discusses bullying in *pesantren* (Alwi et al., 2023), *eco-pesantren* (Subaidi et al., 2023), *pesantren* based management (Basori et al., 2023), *pesantren* and organizational culture (Alam, 2018), *pesantren* curriculum (Fadhli et al., 2024), *pesantren* digitalization (Mustas, 2021; Wargadinata et al., 2019), *pesantren* leadership styles (Karim et al., 2022; Samsu et al., 2021), *pesantren* local wisdom (Muslim et al., 2024), *pesantren* quality (Prasetyo, 2022; Zakariyah, 2024), *pesantren* social entrepreneurship (Fazlurrahman et al., 2022; Sarwenda et al., 2024), *pesantren*-based business cooperation, and sustainable development goals (Zaki et al., 2022) and *pesantren* waqf (Hapsari et al., 2024; Medias et al., 2022).

Various studies on *pesantren*'s human resource cadre development have been carried out, yet they need to be more extensive in discussing academic cadre management models (Ma`arif et al., 2023; Nilan, 2009) and designs of

human resource empowerment models (I. Gunawan et al., 2021). Aikens et al. (2016) and Pauw et al. (2015) asserted that organizational sustainability encompasses enhancing infrastructure and underscores the significance of human resources as fundamental to organizational operations. However, this research discusses the theme of *pesantren*'s human resource cadre development system. Apart from that, organizational sustainability is a crucial issue that needs to be studied profoundly.

In the *pesantren* education system, as articulated by Zainal and Zarkasyi, *pesantren* regeneration encompasses the execution of educational and managerial functions, which involve stages such as cadre planning, cadre organization, development of institutional accessibility, cadre evaluation, and cadre projection for organizational sustainability (Zainal et al., 2022; Zarkasyi, 2020). Human resource cadre development is an effort to create and maintain the quality of *pesantren* (Erihadiana & Jahari, 2018; Sakhiyya & Mulya, 2023). Thus far, *pesantren* has been synonymous with the role of a *Kyai*; thus, it is unsurprising that when a *Kyai* dies, the quality of the *pesantren* declines and, at some point, stops operating. This phenomenon is a consideration for the researcher when determining the issue of *pesantren*'s human resource cadre development. The reason is that several studies.

METHOD

This study employs a qualitative approach utilizing a grounded methodology.

Researchers employ a method of analysis to investigate the meaning and comprehend a phenomenon in a *pesantren* to derive a relevant theory. The research took case studies of three modern *pesantren* in North Sumatra and Aceh, Ar-Raudlatul Hasanah Pesantren in Medan City, Darul Arafah Raya in Deli Serdang Regency, Dayah Darul Amin in Southeast Aceh. The selection of the research locations is based on scientific considerations, i.e., the heterogeneity and quality. The heterogeneous element pertains to the modern *pesantren*, which serves as the research site and possesses an identical genealogy. All three are alumni *pesantren* of Gontor. Conversely, qualitative considerations exist regarding the criterion for overseeing *pesantren* in the area. Considering the superior quality and governance of these *pesantren*, an illustrative model for the development of *pesantren* can be adopted in accordance with the aims of the grounded method for theory construction. Primary sources of information comprised of administration officers, several pre-service teachers, *pesantren* leaders, and teacher coordinators served as crucial informants for this study.

The grounded theory procedure has become one of the most influential when generating theory according to the researcher's goals and principles (Charmaz & Thornberg, 2021; Morse et al., 2016). Operationally, research is carried out in a series of stages. First is the data collection stage; in this aspect, the researcher explores data related to implementing the human resource cadre development program. The research questions were organized around four major themes: Leadership aspects that look into the role and style of leaders in shaping *santri*. Aspects of the recruitment system or process that investigate the methods and criteria for selecting cadres. The evaluation process demonstrates criteria for identifying indicators of successful regeneration. The focus of training and development is on the training programs that were implemented to equip *santri*. Regarding the problem of social dynamics, it comprehends the interaction between *santri* and administrators. By identifying these themes, the focus of data collection will become clearer, allowing for a more in-depth analysis of the regeneration process in *pesantren*.

The grounded approach used in this study emphasizes research findings based on *pesantren* communities' real-life observations. This investigation identifies a dynamic regeneration model influenced by the values and practices of the Pesantren Darul Arafah (est. 1986), Ar Raudlatul Hasanah (1982), and Darul Amin (2007), which are chosen as the research subjects. These *pesantren* are prominent in Aceh and Sumatra, having dedicated decades to establishing cadre development systems.

Documentation of observations (in the form of daily notes) related to the cadre regeneration process from 2015 to 2024. Daily notes are important data sources for documenting the interactive dynamics of discourse, planning, policy, and regeneration program execution. Interviews and document analysis were then used as part

of the triangulation process. The procedure increased the validity of the findings by comparing data from various sources to identify emerging themes and patterns. Furthermore, systematic documentation improves methodological transparency by allowing researchers to clearly articulate data collection and analysis methods, increasing the credibility of research findings on regeneration in *pesantren*. Data triangulation includes the results of teacher deliberations related to cadre-regeneration policies, which are then validated through interviews and monitoring evaluative records of cadre-learning outcomes. The approach demonstrates that the cadre development system in *pesantren* extends beyond technical training to establish a culture of sacrifice, sincerity, and loyalty among prospective cadres.

RESULT AND DISCUSSION

The Urgency of *Pesantren*'s Human Resource Cadre Development

Pesantren's human resource cadre development focuses on leadership and academics. Muslim et al.'s (2024) and Komariah and Kurniady's (2017) research results show *pesantren*'s sustainability by preparing them for higher positions and training their replacements simultaneously. A replacement must be prepared before *pesantren* loses a leadership figure. Implementing a cadre system is a constructive initiative that can be implemented. The cadre necessitates dedication from stakeholders, including *Kyai*, educators, and alumni networks. This synergy and collaboration

serve as a mechanism for fostering human resource regeneration, which is crucial for upholding the values and quality of *pesantren*. This study thoroughly examines the *pesantren* regeneration model, which serves as an essential assurance for the continual sustainability of the *pesantren*. Paying attention to cadres demonstrates that a leader establishes a system for long-term sustainability rather than being a mere figurehead. The significance of cadres as the long-term orientation of the organization aligns with the research conducted by Zarkasyi et al. (2024), R. S. Malik (2018), Olsson et al. (2022), and Silvius (2017).

Values and Operational Standards of *Pesantren*'s Cadre

The pattern of human resource cadre development commences with a conceptual framework. Prior studies have demonstrated that the development of *pesantren* cadre formation is contingent upon the availability of resources and the operational dynamics of the management system. Conceptualization necessitates the acquisition of education and knowledge, the realization of ideas, and the cultivation of spiritual and physical well-being. In relation to these requirements, the concept will establish a task function to cultivate perceptive individuals who comprehend the significance of *pesantren* as an organization.

Figure 1 shows how the *pesantren* regeneration model is implemented systematically. The primary requirement for becoming a cadre is to understand *pesantren* values, which align with *pesantren*'s noble
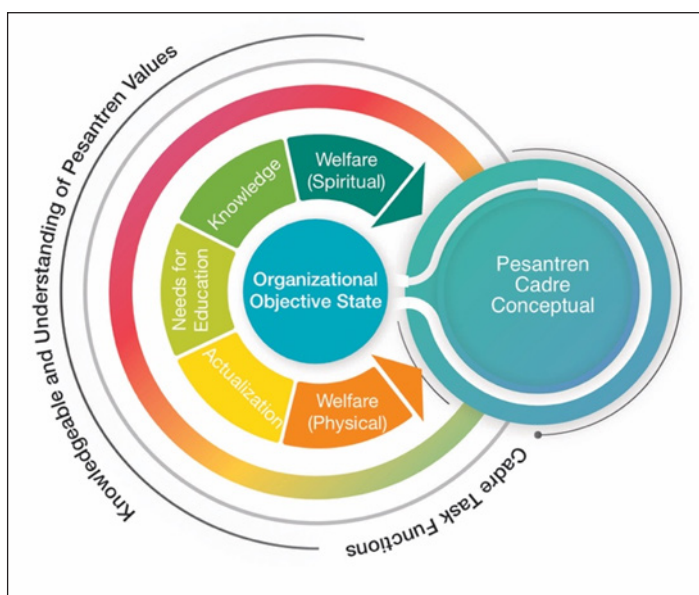
Figure 1. Pesantren's human resource cadre development system

ideals. The initiation of the regeneration program takes into account the objective conditions of *pesantren*, which are concerned with human resource management and development. The fulfillment of this orientation pays attention to a series of technical cadre factors, including the need for education, capacity in actualization science, and welfare. Implementing cadre duties and responsibilities will be consistent with *pesantren's* long-term program, ensuring sustainability. The efficacy of *pesantren*'s human resource cadre development is contingent upon the caliber of the cadres they possess. Consequently, *Pesantren* highly emphasizes grooming its graduates to become cadres.

Table 1 reveals the standards for *pesantren* cadres, including sincere spirit, character, broad insight, assessment of processes, knowledge, and understanding of *pesantren* values. The interviews also revealed that several people were appointed to cadres and refused. Others have the motivation to become cadres, but it is not a priority. Even though the assessment of cadres is not sectoral but collective, the results are evaluative between the student care section, homeroom teachers, senior teachers, and *pesantren* leaders.

Eligibility criteria for cadre is determined by your performance as a *pesantren* student. Subsequently, the evaluation takes place after careful consideration and discussion among the leaders and teachers of *pesantren*, focusing on assessing the homeroom teachers' understanding of their students' character and mindset.

The cadre development system is carried out collectively and systematically. Collective because the cadre development program can run through the collaborative

Table 1

Standards for categorizing pesantren *cadres*

No	Open Coding	Categorization
1.	"A cadre is someone ready to live and die in a *pesantren*. This depiction reflects the responsibilities of a cadre. Being a cadre is not easy and requires high sincerity."	Having a Sincere soul
2.	"*Pesantren* cadres are chosen, not asked. "Those who appointed cadres are selected people with a good track record as students."	Having character
3.	"We appoint *pesantren* cadres based on the criteria of being superior in terms of academics, insightful, and adherence to disciplinary rules."	Broadminded
4.	"*Pesantren* does not randomly appoint cadres; the assessment of cadres is carried out while they are students. So, we understand their character."	Assessment of the process
5.	"We appoint *santri* as cadres to pursue higher education, so we choose those with academic excellence."	Knowledgeable
6.	"We are grateful that the alumni have a high opinion of *pesantren*. This calling is proof that they understand the values taught by *pesantren*."	Understand the value of *pesantren*
7.	"The cadres appointed are, of course, subject to the approval of the parents and the respective student. So, there is an understanding between the two parties, the family and the *pesantren*."	Having an agreement

roles of *pesantren* and *pesantren* leaders. Academic cadre development aims to cultivate self-improvement by acquiring either technical expertise or interpersonal abilities. This process of self-development also fosters the cultivation of critical thinking abilities to effectively realize the vision and mission of the *pesantren* organization. The operationalization of critical thinking involves molding the character of an individual who will undergo cadre formation to cultivate an aspirational, ethical, participatory, independent, and non-hegemonic personality.

The three *pesantren* employ a service process to develop academic and leadership cadres, whereby newly graduated students are appointed service teachers. Ar-Raudlatul Hasanah Pesantren selects the most outstanding graduates to serve as teachers voluntarily, without compulsion. *Darul Arafah* recruits and trains individuals as service delegates from other *pesantren* to become cadres. Meanwhile, Darul Amin establishes groups of individuals by utilizing community service educators in multiple *pesantren* institutions located in Southeast Aceh.

Figure 2 shows *pesantren*'s human resource cadre development system, which consists of input where the cadre selection process examines an individual's understanding of *pesantren* values. The process at this stage starts from cadre selection to cadre monitoring. The three *pesantren* have the same five souls because one genealogy consists of sincerity, simplicity, independence, and *ukhuwwah Islamiyah* (Islamic brotherhood). The manifestation of the five souls forms
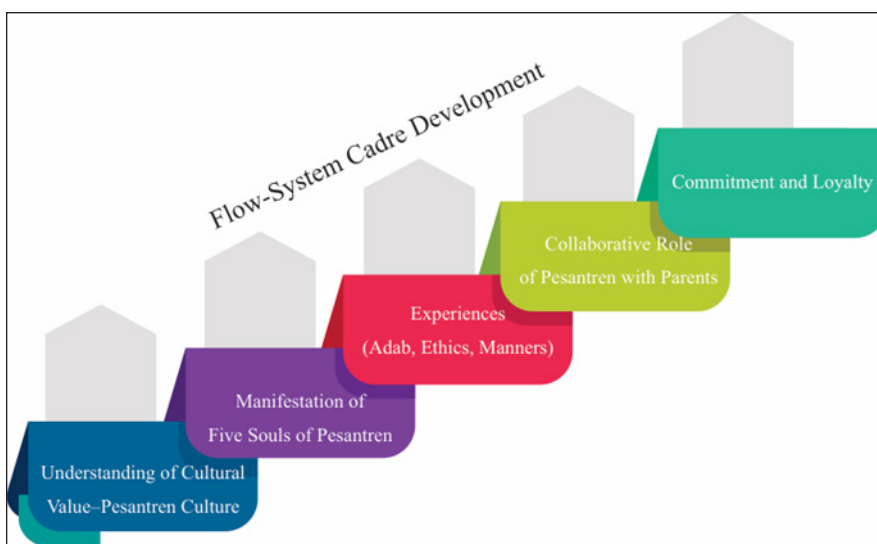
Figure 2. Flow-system of *pesantren's* human resource cadre development

an individual's character, which can be observed through ethics and manners while being a student. Apart from that, the appointment of cadres also considers academic aspects. The output aspect starts from understanding the cadre's values towards parents, thus forming a collaborative role. Understanding the *pesantren* human resource cadre development process creates long-term output through commitment and loyalty to the *pesantren*. Therefore, the primary emphasis of *pesantren* cadre development lies in the value dimension, resulting in the selection of alumni as cadres.

Leadership regeneration is an internal development that explores complex processes in the context of specific policies and cultural values. The principle of the cadre-regeneration system is an understanding of the culture and values of the organization. *Pesantren* needs to integrate the quality of education, physical development, regeneration, and community welfare into the vision and mission. This holistic approach will strengthen *pesantren's* positio*n* in facing the challenges of the times and meeting the expectations of the community.

Table 2 displays the requirements and implementation of *pesantren* cadre development. The management of Cadre development in *pesantren* involves systematically implementing managerial functions, including cadre planning, network establishment, cadre selection and implementation, cadre monitoring, and cadre evaluation. It enhances the quality of personnel by promoting leadership development and providing exemplary leadership models to subordinates. These include making decisions, generating innovative ideas, working with others, and demonstrating a strong dedication to enhancing the organization's quality.

Table 2

Requirements and operational stages for the intellectual improvement of pesantren *cadres*

Aspect of Cadre Development	Requirements of Cadre Development	Operationalization
Cadre Education	1. Is he/she a *pesantren* alumnus? 2. Have/has served at least a year in a *pesantren*. 3. Sign the letter of willingness to become a cadre. 4. Obtain parental approval.	1. *Pesantren* builds collaboration with external parties. 2. *Pesantren* carries out non-binding cooperation.
Cadre Leadership	1. Students are active in the *pesantren.* 2. Teachers are active in the *pesantren.*	

Management of Cadre Development Strategies in *Pesantren*

The needs and operationalization of *pesantren* cadre development. The management of *pesantren* cadre development technically accommodates managerial functionalization, starting with cadre planning, network building, cadre implementation/selection, monitoring, and evaluation. It carries out the improvement of cadre quality in terms of increasing leadership by providing exemplary leadership examples to subordinates. These include actions in decision-making, having creative ideas, collaborating with others, and having a high commitment to improving the organization's quality.

The Ar-Raudlatul Hasanah, Darul Arafah, and Darul Amin Pesantren develop an educational cadre through collaboration programs in the modern *pesantren* alum forum. Formal cadre formation includes scholarships for further study at either the undergraduate or master's level. The *pesantren* contributes to living costs, while external parties cover tuition costs. For example, several Darul Amin Pesantren cadres participate in the undergraduate-level program in collaboration with the Lazis As-Salam Institute. Meanwhile, the cadre formation pattern implemented by Darul Arafah and Raudhah sends its cadres to study in the Middle East, fulfilling students' living expenses during the study process. The Raudhah Pesantren also collaborates with Darussalam Gontor University in the education program for ulama cadres. Several cadres are also pursuing doctoral education through the Gontor Alumni Pesantren Forum (FPAG) collaboration program.

The second model of educational cadre development is non-formal education in the form of education and training. This type of educational cadre development is carried out internally and externally. This type of cadre education has a learning curriculum carried out programmatically and through disciplined implementation. Meanwhile, informal cadre formation can also involve participation in various activities in the community. Participation includes acting in charge, being part of a team, or just

participating. Anyone can join this type of cadre activity at any time. This can be used as an indicator of success in commitment and resilience as a cadre who has direct contact in everyday life.

Leadership styles vary among *pesantren*. Darul Amin advocates a participatory leadership style, Darul Arafat embodies democratic principles, and Raudhah exemplifies transformative leadership. The similarities among the three contribute to a charismatic leadership style. An examination of the deficiencies in applying these leadership styles, as evidenced in Darul Amin, highlights the benefits of participatory leadership, wherein the leader is informed of prevailing circumstances. In contrast, democratic leadership facilitates intervention by the Foundation board in decision-making processes. Another instance demonstrates that transformative leadership introduces innovative programs necessitating budgetary support.

According to Masqon (2011) and Mat Yusoff et al. (2024), academic cadre development is also carried out internally and is temporary through training and assessment. Academics apply a range of approaches and strategies to embed sustainability and provide four rationales for embedding sustainability in teacher education.

Model of Cadre Development through Network Development to Ensure *Pesantren*'s Sustainability

Pesantren faces figure-centrism; the death of a *pesantren* leader results in the collapse of the *pesantren*. Effective leadership is defined as an individual's ability to unite all his subordinates to achieve common goals by employing the strategies he believes are most effective in dealing with challenges. The *pesantren* leaders' network development process contributes to the leader's power. At this point, the leader is a well-known figure, so he draws the attention of the public or government to provide additional study opportunities for the students.

Internal organizational stakeholders must perform optimally to achieve organizational goals. The quality of education is inseparable from the community's role as a strategic partner of *pesantren*. Leaders can also join certain *pesantren* communities to see opportunities for collaboration in developing students. In this position, the Raudah Pesantren leader joined the FPAG, Sumatran alumni *pesantren,* and modern *pesantren*. As a result, several cadres were sent for further studies in master's and doctoral programs.

The research results show that the cadre development process involves several stages to obtain quality human resources. Cadre formation activities must be prepared and planned carefully, considering all factors that influence their implementation. To create a sustainable organizational system and gain the trust of the *pesantren* community, leaders must have the following qualifications: Provide bright ideas for innovation to the *pesantren* they lead. Through the cadre formation policy, leaders objectively state that *pesantren* provides equal opportunities for excellent teachers to be given academic scholarships.
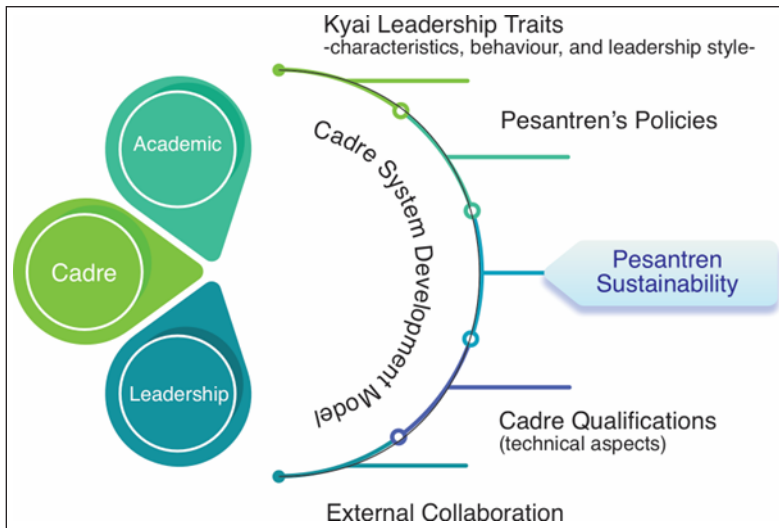
Figure 3. Leadership effectiveness in human resource cadre development

Second, *pesantren* leaders can show teachers how to increase their capacity and the quality of the *pesantren* education services they lead. Third, quality leadership requires continuity through cadre formation activities. This means that the leadership is constantly looking for opportunities for *pesantren* to be able to send their cadres for further studies.

Figure 3 shows that leaders (characteristics, behavior, and leadership style) influence the *pesantren* cadre development system. The characteristics of the *Kyai* that support the cadre formation policy are carried out through an assignment system. Meanwhile, the Kyai leadership styles identified through research results include the Ar-Raudlatul Hasanah Pesantren, which emphasizes participative leadership because cadres are appointed through deliberation. The appointment of leaders at Ar-Raudlatul Hasanah also considers technical aspects such as length of service,

seniority, educational background, academic qualifications, and work relationship networks.

The second case of leadership cadre development is at the Darul Amin Pesantren. It was carried out through an assignment model. This can be observed through the organizational structure created, where senior teachers are given an authoritative role in implementing the education system. Technically, senior teachers are divided into several coordinators who have decision-making authority. The coordinator is an extension of the leadership, such as the coordinator of care, teaching, *Dayah* business units, formal education schools, and extracurricular activities.

In the third case, the leader of the Darul Arafah Raya Pesantren is a member of the Foundation. However, the appointment considers aspects of suitability and competitiveness: competence and knowledge. An effective leader must be

able to change his leadership style based on his followers' characteristics and the situation at hand. The results of the study are supported by the research findings of Berglunc and Mulyani (Pauw et al., 2015; Srimulyani, 2013). Although some people are born with leadership qualities, they can be learned and developed by anyone with strong ambition and a leadership spirit. The research findings have important social implications for *pesantren* managers, as well as educational institutions in general, as they strive to improve educational quality through a cadre system.

Previous relevant studies on *pesantren's* cadre development have explored various dimensions, from the systemic and structural elements to leadership and globalization. For instance, studies from Wahyudani and Muhazir (2024) and Zarkasyi (2020) highlight the constructive implementation of cadre development within the *pesantren* management system. These studies shed light on the challenges the leaders face in cadre development, including *pesantren* culture, internal dynamics, and structure. Further, the research proposed that a *pesantren* cadre development model should be based on structural (policy initiatives and stakeholder collaboration) and systemic (the cultivation of *pesantren* cultural values for sustainability).

Meanwhile, Alam (2018), I. Gunawan et al. (2021) and Karim et al. (2023) prioritize the leadership dimension of cadre development. The experts argue that effective leadership is crucial in accommodating the challenges within the

designs of human resource empowerment models. Further, the findings reveal that leadership styles and practices in *pesantren* significantly influence the adaptability aspect and long-term viability of cadre development. These viewpoints underscore the significance of empowering leaders who can effectively manage internal and external pressures, thereby ensuring that their actions are consistent with the mission and values of *pesantren*. In a different approach, Kawakip (2020), Tolchah and Mu'ammar (2019), and Zarkasyi (2015) present a globalization perspective, emphasizing that cadre development serves as a tool for students to adapt to the challenges of a globalized world. These studies predominantly focus on how *pesantren* leaders and cadre development systems respond to global pressures while retaining *pesantren's* identity.

The discussion highlights the dual devotion of maintaining traditional values while adopting modernization. Therefore, a cadre development strategy should include structural, systemic, leadership, and globalization-responsive elements to deal with the complicated problems that *pesantren* faces, as shown by the variety of approaches.

The cadre formation system is crucial for the existence of *pesantren* and is long-term oriented. It involves a comprehensive review of the factors that make *pesantren* teachers suitable for becoming leaders. Effective *pesantren* cadre development ensures the stable operation of the education system without dependence on specific individuals. The implementation of *pesantren* education

requires the collaborative efforts of leaders, teachers, employees, and students. A cadre development model is dynamic because *pesantren* carries a unique concept. This means that *pesantren* is a miniature state in which three patterns of education (school-home-community) are implemented. Likewise, *pesantren* cadres must understand that a cadre who dedicates himself to the *pesantren* is also a form of devotion to his parents. Meanwhile, in terms of value, *pesantren* is a community-oriented educational institution. Therefore, a cadre is successful because he successfully implements values in the three domains of school, home, and community education.

The cadre development system in *pesantren* extends beyond technical training to establish a culture of sacrifice, sincerity, and loyalty among prospective cadres. These values are reinforced during their early years and are crucial in inspiring graduates to prioritize service to their *pesantren* more than pursuing higher education immediately. Thus, this system fosters a strong sense of belonging and dedication, ensuring the institution's sustainability. Practically, the regeneration process thrives under leaders with *pesantren* backgrounds. Their comprehensive knowledge of *pesantren's* educational and cultural institutions enables them to maintain continuity while responding to changing difficulties. Blending values and practical leadership highlight the cadre development model's dynamic nature. This dynamic model provides a framework for understanding how *pesantren* reconciles tradition and change, drawing interest from both *pesantren* and non-*pesantren* communities.

The cadre regeneration model practice in each *pesantren* is exceptionally distinct. This limitation may impact the consistency of the model developed, particularly in *pesantren*, which has unique typologies such as salaf and *tahfidz pesantren*. This is because the model's development must encompass a variety of methods and approaches. In addition, comprehension of the dynamics of regeneration in *pesantren* may be less comprehensive due to the absence of historical data or a broader socio-cultural context.

CONCLUSION

In the context of *pesantren* management, the cadre is divided into two categories: the regeneration of educational aspects and the regeneration of leadership. *Pesantren* has a strategic approach to cultivating and maintaining its resources for regeneration. The research findings on three prominent *pesantren* in Aceh and North Sumatra indicate that the regeneration process is systematically conducted in multiple stages. The selection process prioritizes candidates who deeply understand *pesantren*'s values, with ethical considerations taking priority over academic achievements. Additionally, loyalty and commitment are key criteria for selection. The monitoring process involves a collaborative effort between the *pesantren* and the guardians of the *santri* (students). Concurrently, the development of leadership within the three *pesantren* exhibits distinct attributes as a result of internal factors

such as standard operational procedure and the *pesantren* system, as well as external collaborations. Succession within the cadre system is intricately linked to external factors, including the attributes of leaders, their style of leadership, the characteristics of subordinates, and both internal and external environmental factors. Engaging in cadre formation activities is crucial to guarantee the ongoing succession of leadership. Hence, this research implies that engaging in informal cadre formation activities could potentially enhance the caliber of contingent leadership. The cadre-regeneration system is a long-term educational process that aims to optimize the potential of individuals as cadres or successors by transferring and cultivating certain values. This process is expected to produce strong and committed cadres. The importance of regeneration cannot be underestimated, as it is crucial to the sustainability of the organization in various contexts.

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