

Socialization Of Improving The Quality of Human Resources In Shaping The Character of Students In The Boarding School Darul Mursyid Islamic Boarding School

1st Jakfar Syahbuddin Ritonga
dept. of Manajemen
University Medan Area
Medan, Indonesia
jsr_jasari@yahoo.com

2nd Fatnida Sari
dept. of Accounting
STIE Graha Kirana
Medan, Indonesia
fatnidasari@graha-kirana.com

3rd Tengku Hasan Basri
dept. of Accounting
University Deli Sumatera
Medan, Indonesia
tengkuhasanbasri@gmail.com

Abstract— This community service program aims to improve the quality of human resources through the character building of students at Darul Mursyid Islamic Boarding School. This activity is carried out with intensive and structured socialization regarding the importance of character development in the context of pesantren education. The socialization involved various parties, including ustadz, students, and educators, to ensure that character values such as honesty, discipline, responsibility, and hard work can be internalized properly by the students. The methods used in this socialization include lectures, group discussions, and interactive workshops. The results of this activity are expected to increase the students' awareness and ability to apply positive character values in their daily lives, so that they can become individuals with integrity and contribute positively to the wider community.

Keywords— *Socialization, Improving, Human Resource, Character*

I. INTRODUCTION (HEADING 1)

The current era of globalization and reform encourages increasingly fierce competition in various fields, including education. In order to survive and win the competition in this era, reliable and ready to compete human resources (HR) are needed, so that they are not marginalized by the changing times. Education plays a major role in improving the quality of human resources, which is the key to nation and state development. There is a reciprocal relationship between the quality of human resources and education: the quality of human resources is strongly influenced by the quality of education, while the quality of human resources also affects the quality of education. In this context, human resources can be seen as the result of the education process and also as an important component in the process of obtaining quality education results (Sumarni, 2004) [1].

In facing the rapid pace of development, the Indonesian nation needs a generation that is qualified and competent in the field of science and technology and has a good and correct understanding and practice of religious teachings. One response that can be done to address the pace of development of the times is to improve the quality of human resources. The increase in population in quantity without being accompanied by an increase in the quality of human resources will become an obstacle to the development process [2].

The focus of education development is emphasized on improving quality. Consequently, it is necessary to improve all components of the education system, both human resources

and material resources. This increase can be interpreted in terms of quantity and quality.

Efforts to improve the quality of human resources have been carried out by many educational institutions, including madrasahs, which have long had a major contribution in giving birth to the founders and fighters of the homeland, Islamic groups (santri), and even current Islamic figures. Madrasahs have also succeeded in fostering and developing religious life in Indonesia and have played a role in instilling a sense of nationality in the souls of the Indonesian people. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state [3].

Education cannot be separated from the reality of life in the future, namely the period in which students will navigate life. Therefore, education must be designed to create a better life in the future, including the cultivation of values that can equip them, which comes from religion. Islamic education, with its distinctive characteristics as religious education, has an important role in developing and improving the quality of human resources. Ideally, Islamic education functions in the preparation of high-quality human resources, both in terms of mastery of science and technology as well as in terms of character, attitudes, morals, and appreciation and practice of religious teachings. Character education is a conscious and earnest effort from a teacher to teach values to students [4].

Pesantren is one of the institutions that play an important role in shaping a person's character and is the oldest institution inherent in the journey of human life. Pesantren is seen as a ritual and moral development institution. In the structure of national education, Islamic boarding schools are an important link because they have contributed significantly to the intellectual life of the nation through education based on fiqh fi ulum al-din, akhlakul karimah, and fiqh fi mashalih al-ummah [5].

Currently, Islamic boarding schools face various problems along with the entry of the globalization era which places great emphasis on quality. Pesantren must compete with other educational institutions in the midst of the development of an increasingly competitive world in the 21st century. The problem of socialization and actualization of pesantren coupled with scientific problems, such as gaps, alienation, and



differentiation between pesantren science and the modern world, results in pesantren graduates often not being ready to compete with public school graduates in the professional world of work [6].

In facing the challenges of globalization, pesantren are faced with a responsibility that is not light. There is a tendency for people to see pesantren as only capable of producing alumni with religious abilities without the skills needed in the labor market. Therefore, pesantren must be able to realize its development and strive to empower human resources or the potential of santri to respond to globalization. In this era of globalization, pesantren are required not only to be able to print students with high intellectual intelligence, but also to equip students with superior human resources quality and character.

Darul Mursyid Islamic Boarding School is one of the pesantren that prepares its students to become quality human resources and have good character by equipping their students through activities, one of which is through this community service program. This has been done as a means of developing human resources in building the character of students.

II. LITERATURE REVIEW

A. Existence of Islamic Boarding School

Pondok pesantren is basically an Islamic educational institution organized by a dormitory system, with kyai (encik, ajengan, or master teacher as the main figure) and mosque or mushalla as the center of activities. This institution is one of the original cultural forms of national education, because it has long developed and lived in the midst of Indonesian society, spread throughout the country and is known in Indonesian stories and folklore, especially on the island of Java (Depag, 1985) [7].

The existence of pesantren and its equipment is a religious educational institution and a community institution. Pesantren have given a distinctive character to the rural areas where they are located, grow, and develop with their communities for centuries (Hasan, 1987) [7]. This shows that pesantren are not only culturally accepted, but also play a role in shaping and providing patterns and values of life to a growing society. The figures of kyai, santri, and all physical devices that mark a pesantren are always surrounded by religious culture. This culture regulates individual behavior, patterns of relationships between community members, and even relationships between communities.

B. Human Resources Quality Improvement

As members of families, groups, and citizens, humans are inseparable physical and spiritual entity. The concept of human resources sees humans as an inseparable physical and spiritual entity. Therefore, to improve the quality of human resources, a clear direction and goal is needed. Prijino Triptoherijanto argues that human resource development must improve living standards and utilize the large population as a force for national development. These efforts include improving the quality of nutrition, health services, and expanding and improving the quality of education and training [8].

The existence of the Indonesian nation in the current global era will be influenced by the ability of Indonesian human resources, especially in the mastery of science and technology as well as strengthening faith and piety in God Almighty (Jimly Ash-Shidiqie, 1996). This can be pursued

through education, which must be designed for a better life in the future. Education must integrate religious values to equip students to face the future, including the quality and excellence of human resource competencies and realizing an ideal society according to future demands based on Islamic values [9].

One important factor in obtaining quality employees is recruitment, which is the process of determining and attracting applicants who are able to work in a company. This process begins when applicants are sought and ends when applications are collected. The result is a pool of applicants for potential new employees to be selected and chosen. Recruitment is also a process to obtain qualified human resources to fill positions within the company (Suwanto and Donni Juni Priansa, 2014) [10].

The goal of human resource development is to make people productive so that a large population becomes a basic capital, not a burden in national development [8]. The resources needed to build the Indonesian nation in the global era, according to Asmaun Sahlan, quoting Moh. Kasiran, include five competencies: academic, professional, ability to deal with change, scholarship, and values and attitudes. These competencies include mastery and application of science and technology, ability to manage change, social care, and always placing problems within the framework of Pancasila values, national culture, faith, and piety to God Almighty [11].

III. RESEARCH METHOD

The implementation method in the service program "Development of Human Resources Quality in Santri Character Building at Darul Mursyid Islamic Boarding School" includes several strategic steps that aim to achieve the targets that have been set. The following are the details:



Figure 1. Socialization Method for Improving the Quality of Human Resources in Character Building of Santri at Darul Mursyid Islamic Boarding School

1. Needs Analysis and Planning

Steps: Conduct a needs analysis to identify areas that require improvement in the quality of santri and character building. Planning is done by strategizing based on the results of the analysis.

Activities: Surveys and interviews with teachers, students, and parents; analysis of academic results data and curriculum evaluation.

Output: Needs analysis report and action plan that includes specific steps to improve the quality and character of students.

2. Integrated Curriculum Development

Steps: Develop and design a curriculum that integrates religious and general learning, and includes a character development component.

Activities: Workshop with curriculum experts, consultation with teachers, and classroom testing of the curriculum.

Output: An integrated curriculum that is approved and ready to be implemented at Darul Mursyid Islamic Boarding School.

3. Teacher training and development

Steps: Organize training and workshops for teachers to improve their competence in the latest teaching methods and use of technology.

Activities: Intensive training, knowledge sharing sessions and training evaluation.

Output: Teachers trained and certified in innovative teaching methods.

4. Character and Moral Development

Steps: Implement a structured character and morale building program.

Activities: Character training sessions, moral lectures, and social activities involving all students.

Output: Students who show improvement in character and moral aspects based on observation and evaluation.

5. Evaluation and Monitoring

Steps: Conduct periodic evaluations to assess the progress and effectiveness of the program that has been implemented.

Activities: Collecting data on evaluation results, analyzing feedback from students, teachers, and parents, and preparing evaluation reports.

Output: An evaluation report that provides insight into the achievement of targets, challenges faced, and recommendations for improvement.

By applying the above methods in a structured and sustainable manner, Darul Mursyid Islamic Boarding School can achieve the goal of developing the quality of human resources and character building of students effectively.

IV. RESULT AND DISCUSSION

A. Result

1) Curriculum Underdevelopment

One of the main problems faced is the imbalance in the curriculum. Currently, pesantren curricula tend to emphasize the learning of religious sciences with a lack of integration into general knowledge and practical skills. As a result, santri may feel underprepared to face the demands of the modern world which often requires a combination of religious knowledge and practical skills from various disciplines. The inability to integrate these two aspects may limit the ability of santri to compete in the job market and adapt to rapid social change.

2) Variations in Teachers' Competencies

The level of competence of teachers at Pondok Pesantren Darul Mursyid also varies, especially in terms of teaching methods and technology utilization. Some teachers may not have been trained in modern teaching methods or have not adopted technology that can support the teaching and learning process. This disparity in teaching competence leads to inequality in the quality of education received by santri. As a result, santri may not get a consistent and effective learning experience, which can affect their academic outcomes and skills development.

3) Inconsistent Character and Moral Development

Character and moral development in pesantren, which should be an integral part of education, has often not been applied systematically and consistently. Irregularity in the application of ethical and moral values may cause santri to not fully internalize these principles. Unstructured character development can hinder the personal development of santri and reduce the expected effectiveness of character education.

4) Difficulties in Adapting to Globalization Changes

Darul Mursyid Islamic Boarding School also faces difficulties in adapting to changes in globalization. In the era of globalization, santri need to prepare themselves with skills relevant to the job market and rapid social change. Lack of adjustment to technological developments and market demands can cause santri to be left behind in global competition. Relevant skills, such as communication skills, digital skills, and knowledge of global trends, are important to ensure that santri can contribute effectively in modern society.

5) The Importance of Planned and Strategic Interventions

These issues indicate that Pondok Pesantren Darul Mursyid requires planned and strategic interventions. These interventions should include improving the curriculum to integrate religious and general knowledge, improving the competence of teachers, strengthening the character building system, and adapting to changes in globalization. With a planned and comprehensive approach, pesantren can improve the quality of human resources and shape the character of santri effectively, thus making them ready to face challenges and opportunities in a changing world.

B. Discussion

1) Integrated Curriculum Improvement

As part of the dedication "Development of Human Resources Quality in Character Building of Santri at Darul Mursyid Islamic Boarding School," one of the main results is the improvement of the integrated curriculum which was successfully implemented effectively. In this endeavor, the pesantren curriculum that was previously more focused on religious knowledge has been updated to include additional materials that are relevant to the needs of the times. Integration between religious and general knowledge has been introduced, including the addition of practical skills such as digital technology, critical thinking skills, and entrepreneurship. The new curriculum is designed to ensure that santri not only gain a deep understanding of religious teachings but are also prepared to face the challenges of the modern world that require multidisciplinary knowledge.

The curriculum development process involves collaboration between pesantren administrators, teachers, and education experts to ensure that the material presented is in line with academic standards and the practical needs of the santri. The implementation of the new curriculum has been accompanied by the provision of adequate educational resources and training for teachers to ensure teaching effectiveness. The impact of this curriculum upgrade is evident in the increased understanding of santri, who are now better able to relate religious teachings to practical applications in their daily lives and future careers. Thus, this integrated curriculum not only enriches the santri's knowledge but also prepares them to play an active role in an increasingly complex and evolving society.

2) *Improving Educator Competence*

In the dedication effort of “Developing the Quality of Human Resources in Character Building of Santri at Darul Mursyid Islamic Boarding School,” improving the competence of teachers becomes one of the main focuses. This program aims to strengthen the capacity of teachers in applying effective teaching methods and utilizing modern technology. Through a series of intensive trainings and workshops involving educational experts, teachers gain a better understanding of the latest teaching strategies and the use of digital tools.

The training covers various aspects, such as the development of interactive teaching methods, integration of technology in the classroom, and more effective evaluation techniques. Teachers are also equipped with the skills to design learning materials that can accommodate the various learning styles of the students, thus increasing their engagement and understanding. After the training, teachers apply the new methods and techniques in their daily teaching and learning process, which has a positive impact on the quality of education provided.

The results of this increased competency can be seen in the increased interaction and participation of students in the classroom, as well as improvements in their deeper understanding of the material. With more skilled and knowledgeable teachers, the learning process becomes more dynamic and effective, supporting better achievement of educational goals. Improving the competence of teachers not only enriches the learning experience of santri but also contributes to the development of the overall quality of education at Darul Mursyid Islamic Boarding School.

3) *Character Development*

In the context of the service “Development of Human Resources Quality in Character Building of Santri at Darul Mursyid Islamic Boarding School,” character building has become one of the significant results of this activity. The character building program implemented aims to internalize ethical and moral values that are in accordance with religious teachings and current social needs. The program involves a systematic and structured approach that includes training sessions, lectures, as well as reflective and practical activities designed to strengthen the foundation of santri character.

The implementation of this program is done through various activities, such as group discussions on moral values, simulations of daily life situations, and social projects that teach responsibility and care for the community. In addition, pesantren teachers and coaches are also actively involved in providing role models and constructive feedback to santri. The implementation of this character building is complemented by periodic evaluations to monitor progress and make necessary adjustments.

The results of this character building program are very positive. Santri show progress in terms of practicing ethical

values, attitudes of responsibility, and social care. There is an improvement in their daily behavior that reflects the values that have been taught. This effective character building not only shapes santri into better individuals in a moral and social context, but also strengthens their ability to contribute positively in society. Thus, the character development carried out at Pondok Pesantren Darul Mursyid successfully supports the overall goal of developing the quality of human resources.

REFERENCES

- [1] I. Rosidi, “PENGEMBANGAN SDM DALAM PEMBENTUKAN KARAKTER SANTRI DI LEMBAGA PENGABDIAN PADA MASYARAKAT (LPM) PONDOK PENDAHULUAN Era globalisasi dan reformasi saat ini sangat mendorong terjadinya persaingan yang semakin ketat dalam segala bidang , termasuk bidang pend,” *Ta’lim J. Stud. Pendidik. Islam*, vol. 1, no. 1, pp. 106–120, 2018.
- [2] A. Latifah, A. Warisno, and N. Hidayah, “Kepemimpinan Kepala Madrasah Dalam Meningkatkan Mutu Lulusan Di Ma Nurul Islam Jati Agung,” *J. Mubtadiin*, vol. 7, no. 2, p. 75, 2021.
- [3] D. Kesuma, C. Triatna, and J. Permana, *Pendidikan Karakter Kajian Teori dan Praktik di Sekolah*. Bandung: Remaja Rosdakarya, 2012.
- [4] M. Samani and Hariyanto, *Konsep dan Model Pendidikan Karakter*. Bandung: PT Remaja Rosdakarya, 2011.
- [5] Sudarminta, *Filsafat Pendidikan*. Yogyakarta: IKIP Sanata Dharma, 1990.
- [6] I. Abdullah, H. J., and M. Zain, *Agama, Pendidikan Islam dan Tanggung Jawab Sosial Pesantren*. Yogyakarta: Pustaka Belajar, 2008.
- [7] M. Miftahusyain, “PENGEMBANGAN SUMBER DAYA MANUSIA SANTRI DI PESANTREN UNTUK MEMASUKI KEHIDUPAN MASYARAKAT (Studi Pada Pesantren Mahasiswa Al Hikam Malang),” *El-QUDWAH*, vol. 0, no. 0, pp. 87–109, 2007.
- [8] P. Triptoherijanto, *Untaian Pengembangan Sumber Daya Manusia*. Jakarta: Fakultas Ekonomi UI, 1989.
- [9] A. Q. Azizy, *Melawan Globalisasi Reinterpretasi Ajaran Islam*. Yogyakarta: Pustaka Pelajar, 2004.
- [10] I. Trisnawati, “Peningkatan Sumber Daya Manusia Sebagai Landasan Pengembangan Berkelanjutan Di Pondok Pesantren,” pp. 1–13, 2024.
- [11] A. Sahlan, *Pendidikan dan Kualitas SDM*. Malang: Tarbiyah UIN Malang, 2003.