

# Design and Development of a Competency- and Religious Values-Based Human Resource Development Model for Santri at Salafiyah Islamic Boarding School of Dewan Dakwah Lampung

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## Abstract

**Purpose:** This community service program aims to design and implement a competency- and religious value-based human resource development (HRD) model for santri in Islamic boarding schools.

**Research Methodology:** The program was conducted at the Salafiyah Islamic Boarding School of Dewan Dakwah Lampung using a participatory and experiential learning approach. The stages included training needs analysis, model design, implementation through interactive training and mentoring, as well as evaluation.

**Results:** The findings indicate a significant improvement in santri competencies, particularly in communication, leadership, and self-management skills. Furthermore, the integration of religious values strengthened participants' discipline, responsibility, and integrity.

**Conclusions:** The developed model proved effective as a sustainable framework for human resource development in pesantren and has the potential to be adapted in similar educational settings.

**Limitations:** This program was implemented in a single pesantren environment with a limited number of participants, which may affect the generalizability of the findings to other contexts.

**Contributions:** This study contributes a practical and integrative HRD model that combines competency development with religious values, offering an alternative framework for strengthening santri capacity development in Islamic educational institutions.

**Keywords:** *human resource development, competency-based training, religious values, santri, community service*

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## 1. Introduction

The development of globalization and the Industrial Revolution 4.0 has brought significant changes to the competency requirements of human resources (HR). Individuals are no longer expected to possess only academic abilities or hard skills, but are also required to have soft skills such as communication, leadership, critical thinking, and self-management. In this context, human resource development has become a strategic necessity that must be carried out systematically and sustainably.

From the perspective of Human Resource Management (HRM), human resource development is a process of enhancing individual capacities through education, training, and work experience aimed at

improving performance and productivity. The concept of human capital emphasizes that individuals are the primary assets that determine the success of organizations as well as educational institutions.

Pesantren, as religion-based educational institutions, have a strategic role in shaping character and developing high-quality human resources. In addition to providing religious education, pesantren are also expected to produce graduates who possess social and professional competencies relevant to contemporary demands. However, in practice, human resource development within pesantren environments still tends to focus mainly on religious cognitive aspects, while competency development and soft skills have not been optimally integrated.

Based on preliminary observations conducted at the Salafiyah Islamic Boarding School of Dewan Dakwah Lampung, several problems were identified, including:

1. Low self-confidence among santri in communication
2. Limited leadership abilities
3. Lack of self-management skills
4. The absence of a structured and sustainable human resource development model

These problems indicate a gap between the existing conditions and the ideal needs of santri human resource development. Therefore, an approach is needed that not only focuses on improving competencies but also integrates religious values as the foundational character of santri.

This community service program aims to design and implement a competency- and religious value-based human resource development model for santri that is practical, contextual, and sustainable.

## **2. Literature Review and Hypothesis/es Development**

### **2.1 Literature Review**

Education plays a strategic role in developing the quality of human resources through the enhancement of knowledge, skills, attitudes, and character. In the context of Islamic educational institutions such as pesantren, education is not only oriented toward cognitive achievement but also toward character building and the internalization of religious values. Therefore, educational institutions are expected to produce individuals who possess both academic competence and strong moral character.

Human Resource Development (HRD) in education emphasizes the importance of improving individual competencies through systematic training, mentoring, and experiential learning processes. Competency-based human resource development is considered effective in improving individual performance because it focuses on measurable knowledge, skills, and attitudes (Widodo, 2021). In addition, the integration of religious values in the educational process can strengthen discipline, responsibility, and integrity among learners.

Participatory learning approaches have also been widely recognized as effective methods in improving interpersonal and social competencies. Siregar and Putri (2022) explain that participatory learning encourages active involvement of learners in the learning process, thereby improving communication skills, self-confidence, and collaboration abilities. This approach is particularly relevant in pesantren environments, where collective learning and interaction form important aspects of the educational culture.

Furthermore, experiential learning has been shown to contribute significantly to the improvement of human resource quality in community-based educational programs. Nugroho and Sari (2023) state that experiential learning enables participants to gain direct understanding and practical skills through real-life experiences, making the learning process more meaningful and sustainable.

The development of soft skills has also become an essential aspect of modern education. According to Rahmawati and Wibowo (2024), soft skills training programs can significantly improve communication, leadership, and self-management abilities among students. These competencies are increasingly important in preparing individuals to face social and professional challenges in the era of globalization and technological advancement.

Based on these perspectives, this study emphasizes the importance of integrating competency development and religious values in the human resource development process for santri. Such integration is expected to produce santri who are not only competent in interpersonal and leadership skills but also possess strong Islamic character and values.

### **2.2 Hypothesis Development**

This study is based on the assumption that competency-based and religious value-oriented human resource development can positively influence the quality of santri competencies and character formation. Previous studies have demonstrated that participatory and experiential learning approaches are effective in improving interpersonal abilities, leadership skills, and self-management competencies (Siregar & Putri, 2022; Nugroho & Sari, 2023).

In addition, competency-based training integrated with character and religious values contributes significantly to the development of discipline, responsibility, and integrity among learners (Widodo, 2021; Rahmawati & Wibowo, 2024). Therefore, the implementation of a competency- and religious value-based HRD model is expected to improve both the competencies and character of santri in pesantren environments.

Based on the theoretical framework and previous studies, the following hypothesis is proposed:

**H1:** The implementation of a competency- and religious value-based human resource development model has a positive effect on improving santri competencies and character development.

### **3. Methodology**

This community service program was carried out at the Salafiyah Islamic Boarding School of Dewan Dakwah Lampung, involving santri as the primary subjects in the human resource development process. The approach used in this program was a participatory approach, which positioned santri not merely as recipients of the material but also as active participants throughout the entire series of activities. This approach was chosen based on the consideration that learning processes involving active participation would generate deeper understanding and encourage more sustainable behavioral change.

The implementation of the program began with a training needs analysis (TNA), which was conducted comprehensively through direct observation of santri activities, interviews with pesantren administrators, and group discussions with the santri. This process aimed to identify the gap between the existing conditions and the expected competencies. The analysis revealed fundamental needs in the development of interpersonal communication skills, leadership abilities, and self-management, which had not been optimally facilitated within the pesantren learning system.

Based on the findings of the analysis, the next stage involved designing a santri human resource development model that integrated two main dimensions, namely competency and religious values. The competency dimension included strengthening communication skills, leadership, and self-management abilities, while the religious values dimension emphasized the internalization of discipline, responsibility, and integrity as the foundational character of santri. The model was designed within a systematic framework consisting of input, process, output, and outcome components, thereby facilitating implementation and evaluation.

The implementation stage was carried out through a series of interactive and experiential learning-based training activities. The methods employed included interactive lectures to provide conceptual understanding, group discussions to encourage active participation and critical thinking, as well as simulations and role-playing activities to provide direct experience in applying the acquired skills. In addition, case studies relevant to the daily lives of santri were utilized to enhance analytical and decision-making abilities.

Furthermore, the program continued with a mentoring stage aimed at ensuring that the knowledge and skills gained did not remain only at the cognitive level but could also be implemented in daily life. Mentoring was conducted directly throughout the program through continuous feedback, guidance, and motivation. This process was considered important because behavioral change cannot occur instantly but requires continuous reinforcement.

The final stage of the program was evaluation, which was conducted qualitatively by considering various indicators such as the level of santri participation, behavioral changes during the activities, increased understanding of the material, as well as participants' responses and feedback. This evaluation did not only focus on cognitive aspects but also included affective and behavioral aspects, thereby providing a more comprehensive picture of the effectiveness of the implemented model.

### **4. Results and Discussions**

The implementation of this community service program demonstrated significant results in improving the human resource capacity of santri. Prior to the implementation of the program, the initial condition indicated that most santri still experienced limitations in interpersonal communication skills, lacked confidence in expressing their opinions, and had not yet demonstrated adequate leadership abilities. In

addition, self-management aspects such as time management, responsibility, and discipline also required further improvement.

After the implementation of the program, considerable changes were observed in cognitive, affective, and behavioral aspects. Santri began to show greater participation in activities, increased confidence in expressing opinions, and improved interaction skills with fellow participants. Group discussions and simulation activities proved effective in encouraging santri to step out of their comfort zones and become more confident in communication. This finding indicates that experiential learning-based methods have high effectiveness in developing soft skills.

From the leadership perspective, santri began to demonstrate the ability to organize groups, take initiative, and assume responsibility for assigned tasks. These changes were observed not only during the activities but also in daily interactions within the pesantren environment. This indicates that the implemented development model was capable of generating sustainable impacts.

The integration of religious values into the human resource development model also made a significant contribution to the character building of santri. Values such as discipline, responsibility, and integrity were not only delivered theoretically but were also internalized through direct practice during the activities. Santri became more aware of the importance of maintaining attitudes and behaviors that align with Islamic values in their daily lives. Therefore, human resource development not only produced competent individuals but also individuals with strong character.

Conceptually, the human resource development model designed in this program can be explained through four main components: input, process, output, and outcome. At the input stage, santri as participants became the primary focus, supported by competency- and religious value-based training materials. The process stage included the implementation of interactive training, discussions, simulations, and continuous mentoring. The output stage was reflected in the improvement of santri competencies in communication, leadership, and self-management. Meanwhile, the outcome stage represented the long-term impact in the form of santri who are more confident, disciplined, responsible, and prepared to face social challenges.

From the perspective of human resource management, these findings are consistent with the concept of human capital development, which emphasizes that investment in individual development will positively affect the overall quality of human resources. In addition, the experiential learning approach applied in this program proved effective in improving understanding and skills because participants learned through direct experiences relevant to their daily lives.

The primary strength of the model developed in this program lies in the integration of competency development and religious values. This distinguishes it from conventional human resource development models, which generally focus only on competency aspects. Through this integration, the model not only produces competent santri but also individuals with strong character grounded in Islamic values.

Overall, this program demonstrates that structured, participatory, and value-based santri human resource development can produce significant and sustainable impacts. The resulting model also has the potential to be replicated and further developed in various pesantren environments with adjustments according to the context and needs of each institution.



**Figure 1.** Implementation of the Program Activities

## **5. Conclusions**

### **5.1. Conclusion**

This community service program successfully designed and implemented a competency- and religious value-based human resource development model for santri. The model proved effective in improving santri competencies while simultaneously strengthening character development based on Islamic values.

### **5.2. Research Limitations**

This program was conducted within a limited scope involving a single pesantren environment and a relatively small number of participants. Therefore, the findings may not fully represent the conditions of other pesantren with different characteristics and educational systems. In addition, the evaluation was conducted within a relatively short period, limiting the measurement of long-term impacts of the implemented model.

### **5.3 Suggestions and Directions for Future Research**

1. This model should be implemented continuously to ensure sustainable competency and character development among santri.
2. Further development based on digital platforms and technology integration is necessary to improve the effectiveness and accessibility of the program.
3. Collaboration with other educational institutions, government agencies, and community organizations is recommended to strengthen and expand the implementation of the model.
4. Future research is encouraged to examine the long-term effectiveness of the model and its applicability in different pesantren contexts and educational environments.

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