

The Role of *Pesantren* in Islamic Education Management: A Systematic Review of Human Resource Development and Community Empowerment

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ABSTRACT

This study aims to analyze the strategic role of *pesantren* in Islamic education management, with a particular focus on human resource development and local community empowerment. Using a systematic literature review, this Research synthesizes peer-reviewed articles indexed in reputable international and national databases, following the PRISMA protocol to ensure methodological rigor and transparency. The data were collected through a structured screening and eligibility process, resulting in the selection of relevant studies that examine *pesantren* from educational, managerial, social, and economic perspectives. The findings indicate that *pesantren* have evolved into adaptive Islamic education organizations that integrate spiritual values with modern management practices, enabling them to contribute significantly to human resource capacity building and sustainable community empowerment. Moreover, *pesantren* demonstrate managerial flexibility in responding to contemporary challenges, including socio-economic transformation and educational disruption. The study highlights that religious values function not as constraints but as institutional resources that strengthen organizational resilience and community-oriented initiatives. These results contribute to the advancement of Islamic education management theory by positioning *pesantren* as value-driven institutions with strategic relevance for sustainable human development and community-based empowerment.

Key words: *community empowerment; human resource development; Islamic education management; pesantren.*

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INTRODUCTION

Islamic boarding schools (*pesantren*) constitute one of the most enduring educational institutions in Indonesia and play a strategic role in the governance of Islamic education (Asnia et al., 2017). Beyond their classical function as centers of religious learning, *pesantren* have increasingly been recognized as organizational entities that contribute to human resource development (HRD) and local community empowerment (Widiastuti et al., 2022). In the context of contemporary challenges such as socio-economic inequality, youth unemployment, environmental degradation, and the rapid acceleration of digital transformation, Islamic education institutions are expected not only to transmit religious knowledge but also to respond adaptively to societal needs (Muiz et al., 2025). This expectation places *pesantren* at the intersection of education management, social development, and community-based economic initiatives, making them a relevant and important subject of scholarly inquiry in Islamic education management today.

Over the last decade, a growing body of Research has examined various dimensions of *pesantren*. Several studies emphasize their role in character education, leadership formation, and the internalization of Islamic values within educational practices (Mahfudloh et al., 2023; Zarkasyi, 2015). Other strands of literature highlight *pesantren* as agents of community

empowerment, particularly through social entrepreneurship, vocational training, and local economic development (Anggadwita et al., 2021; Muiz et al., 2025). In parallel, Research has also documented *pesantren*'s engagement with contemporary global issues, including environmental conservation (Irawan, 2022) and linguistic and cultural adaptation through foreign language education (Farid & Lamb, 2020). Collectively, these studies demonstrate that *pesantren* are no longer confined to purely religious domains but have expanded their functions into broader socio-economic and developmental arenas.

Methodologically, recent reviews have sought to synthesize Research on Islamic institutions, community empowerment, and value-based economic systems. For instance, Menne et al. (2024) provide a systematic review of sharia accounting and financial innovation, while Harinurdin et al. (2025) review community empowerment strategies through open innovation in village-owned enterprises. Although these reviews offer valuable insights into Islamic finance and community-based development, *pesantren* are not positioned as the primary analytical unit, nor are educational management perspectives explicitly foregrounded (Widiastuti et al., 2022). Moreover, existing reviews tend to address economic or social dimensions in isolation, without sufficiently integrating education management, human resource development, and community

From the perspective of Islamic education management, another important issue concerns the adaptive capacity of *pesantren* in responding to digitalization and crises. The COVID-19 pandemic has accelerated the adoption of digital technologies in education, including within *pesantren* (Hanafi et al., 2021). While empirical studies have documented these adaptive practices, the literature remains fragmented and largely descriptive. There is limited synthesis that systematically maps how *pesantren* manage educational change, develop human resources, and simultaneously empower surrounding communities within a coherent managerial and institutional framework. As a result, the current state of the literature provides rich but scattered evidence, lacking an integrative overview that captures broader Research trends, dominant themes, and theoretical orientations.

This fragmentation reveals a clear Research gap. First, there is an absence of systematic reviews that explicitly situate *pesantren* within Islamic education management while also addressing human resource development and community empowerment. Second, existing studies rarely articulate how these dimensions intersect and reinforce one another at the institutional level. Third, despite the increasing relevance of sustainability and crisis responsiveness, there is limited cumulative knowledge on how *pesantren* function as adaptive institutions that balance religious identity with managerial innovation. This gap is significant, as without a comprehensive synthesis, the academic understanding of *pesantren* remains partial and insufficient to inform policy development, institutional governance, and future Research agendas.

The novelty of this study lies in its explicit and integrative focus on *pesantren* as organizational actors within Islamic education management. Unlike previous studies that examine *pesantren* from a single perspective, such as pedagogy, entrepreneurship, or social activism, this article systematically reviews and synthesizes the literature on three interrelated dimensions: Islamic education management, human resource development, and community empowerment. By applying a Systematic Literature Review (SLR) approach following PRISMA guidelines, this study offers an original contribution: a structured knowledge map that identifies dominant Research trends, thematic clusters, and underexplored areas over the last decade. This integrative perspective constitutes a clear departure from prior fragmented analyses and provides a stronger conceptual foundation for understanding *pesantren*'s multifaceted roles.

The purpose of this article is to systematically analyze and synthesize scholarly publications on the role of *pesantren* in Islamic education management, with a particular focus on human resource development and community empowerment. Specifically, the article seeks to identify Research trends, geographical distributions, methodological approaches, and dominant thematic patterns within the existing literature. In addition, the study aims to clarify the extent to which *pesantren* are conceptualized as adaptive institutions capable of responding to

contemporary socio-economic and educational challenges. Through this synthesis, the article aspires to contribute to the consolidation of knowledge in the field and to provide a clearer analytical framework for future empirical and theoretical studies.

The expected scholarly contribution of this article is threefold. First, it provides a comprehensive state-of-the-art overview that strengthens the academic positioning of *pesantren* within Islamic education management studies. Second, it advances an integrative understanding of how human resource development and community empowerment are managed within *pesantren* as interconnected institutional functions. Third, it offers a critical reflection on Research gaps and future directions, thereby supporting the development of more rigorous, comparative, and methodologically diverse studies. From a broader perspective, this article is expected to benefit scholars, policymakers, and education practitioners by offering evidence-based insights into the strategic role of *pesantren* in advancing educational quality, social empowerment, and sustainable community development.

METHOD

This study employed a Systematic Literature Review (SLR) to examine scholarly publications addressing the role of *pesantren* in Islamic education management, with particular attention to human resource development and community empowerment. The SLR approach was selected to ensure methodological rigor, transparency, and replicability in synthesizing fragmented Research findings across disciplines. The review process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, which provide a structured framework for identifying, screening, and selecting relevant studies. An overview of the PRISMA flow process is presented in Figure 1.

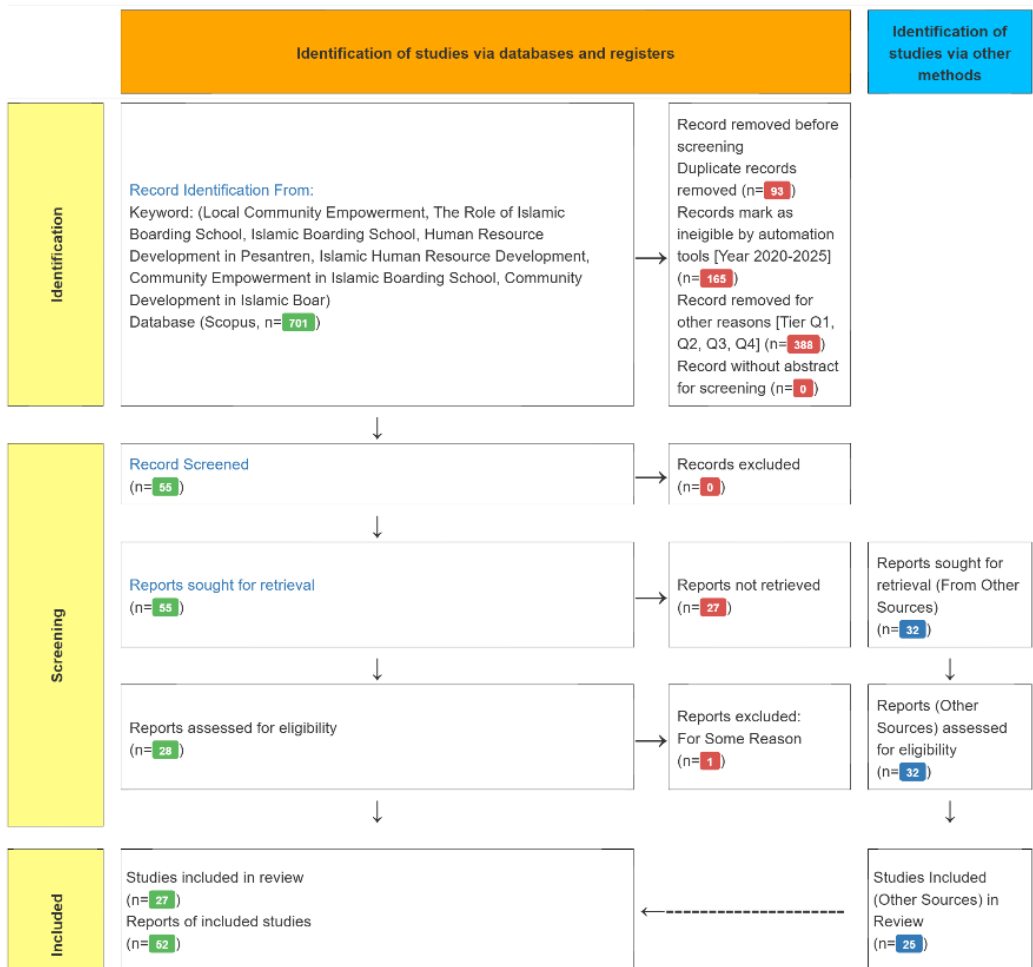


Figure 1. PRISMA Reporting Flow: The Role of *Pesantren* in Islamic Education Management: A Systematic Review of Human Resource Development and Community Empowerment.

The identification stage involved a comprehensive literature search using academic databases commonly employed in education, the social sciences, and Islamic studies. The primary database was Scopus, selected for its rigorous indexing standards, broad multidisciplinary coverage, and reliability in excluding predatory journals. Scopus is widely recognized as a high-quality bibliographic database that provides access to peer-reviewed scholarly literature and offers comprehensive coverage of social science Research. (Lasda Bergman, 2012; Oppenheim, 2008). To complement Scopus, additional searches were carried out using Web of Science and Google Scholar to ensure broader coverage and reduce the risk of omitting relevant studies.

Search strings were developed by combining key terms and their synonyms, including "*pesantren*," "Islamic boarding school," "Islamic education management," "human resource development," and "community empowerment." The search was limited to peer-reviewed journal articles published within the last ten years to ensure the inclusion of current and relevant scholarship. All retrieved records were compiled, and duplicate entries were removed. In addition, the Watase Uake system (Wahyudi, R, 2024) was applied as a complementary filtering tool to refine the dataset based on publication year, journal ranking (Q1–Q4), and the availability of abstracts. From the initial search, 701 articles were identified. After removing 93 duplicate records, 165 articles were excluded for irrelevance or missing abstracts, and 388 articles were excluded for quality reasons, such as journal tier and publication year. This process resulted in 55 articles advancing to the screening stage.

The screening stage involved reviewing the titles and abstracts of the 55 remaining articles. This step aimed to exclude studies that were not aligned with the Research focus, such as those discussing *pesantren* solely from theological, doctrinal, or purely historical perspectives without substantive engagement with management, human resource development, or community empowerment. Publications written in languages other than English or Indonesian, as well as conference proceedings, book chapters, and non-peer-reviewed sources, were also excluded. All 55 articles were deemed relevant at this stage; however, only 28 articles were successfully retrieved in full text, while 27 were inaccessible. To mitigate potential publication bias and ensure comprehensive coverage, an additional 32 relevant articles were identified from other credible sources and included for further assessment.

At the eligibility stage, a full-text evaluation was conducted on 60 articles (28 from Scopus and 32 from additional sources). Articles were assessed against predefined inclusion criteria, including an explicit discussion of *pesantren* as an educational or organizational institution, relevance to Islamic education management, and substantive engagement with human resource development and/or community empowerment. Methodological quality and analytical depth were also considered. Studies that mentioned *pesantren* only tangentially or lacked sufficient conceptual or empirical rigor were excluded. As a result, one article was removed for failing to meet the methodological criteria.

The final inclusion stage resulted in 52 studies being incorporated into the review, comprising 27 from Scopus and 25 from other sources. These selected studies constituted the core dataset for analysis. All included articles were systematically analyzed using qualitative thematic analysis to identify publication trends, Research contexts, methodological approaches, and dominant thematic patterns related to the managerial role of *pesantren* in developing human resources and empowering local communities. The synthesis emphasized cross-study comparison and thematic integration rather than simply aggregating findings. By structuring the review through the PRISMA stages of identification, screening, eligibility, and inclusion, this study ensures a transparent and robust methodological foundation for understanding how *pesantren* are positioned within the literature on Islamic education management, human resource development, and community empowerment.

RESULT

A. Research Results

1. Dominant Research Themes in *Pesantren*-Based Islamic Education Management

Based on the predefined keywords (Table 1), the systematic review identifies several dominant and interrelated Research themes that shape the academic discourse on *pesantren*. These themes reflect the transformation of *pesantren* from traditional religious institutions into strategically managed Islamic education organizations with broader social functions.

The keywords “Islamic Boarding School (*Pesantren*)” and “Islamic Education Management” emerge as the most prominent themes, indicating sustained scholarly attention to *pesantren* as institutional systems rather than merely religious learning spaces. This trend signals a conceptual shift from normative religious studies toward managerial and organizational analyses of *pesantren* governance.

In parallel, the growing use of keywords related to human resource development and community empowerment indicates that *pesantren* are increasingly viewed as agents of capacity building, both internally, through the development of students and educators, and externally, through community-oriented programs. This evolution highlights the growing recognition of *pesantren* as an integral component of Islamic education management, integrating spiritual formation, organizational leadership, and socio-economic engagement.

Table 1. Identification of Keywords

No	Keywords	Number of Articles
1	Local Community Empowerment	45
2	The Role of Islamic Boarding Schools (<i>Pesantren</i>)	141
3	Islamic Education Management	202
4	Human Resource Development in <i>Pesantren</i>	13
5	Islamic Human Resource Development	241
6	Community Empowerment in <i>Pesantren</i>	16
7	Community Development in <i>Pesantren</i>	43

Source: Data processed using *watase.web.id*

The dominance of Islamic education management underscores a growing scholarly focus on leadership, governance, curriculum planning, and institutional sustainability within *pesantren*. Rather than positioning *pesantren* solely as religious entities, contemporary studies increasingly conceptualize them as managed educational organizations that require systematic planning, professional leadership, and strategic human resource development.

Overall, the identified themes indicate a progression of *pesantren* studies toward multidisciplinary and management-oriented perspectives, as summarized in Table 2.

Table 2. Research Themes and Their Orientation

Themes	Description	Research Trend
Islamic Boarding School	<i>Pesantren</i> as institutions of Islamic education and social formation	Dominant in Islamic education studies
<i>Pesantren</i>	Institutional analysis across diverse sociocultural contexts	Core subject in Islamic studies
Islamic Education Management	Leadership, governance, curriculum, and organizational systems	Increasingly prominent
Human Resource Development	Moral formation, skills training, and capacity building	Emerging but under-theorized
Community Empowerment	<i>Pesantren</i> as drivers of local social and economic development	Expanding Research focus

Source: Data processed using *watase.web.id*

2. Research Trends on the Role of *Pesantren* in Human Resource Development and Community Empowerment

2.1 Trends in Academic Publications

An analysis of publication trends reveals that *pesantren* have become a significant focus within studies of Islamic education management, particularly in relation to human resource development and community empowerment. As shown in Table 3, the reviewed literature consistently positions *pesantren* as institutions that integrate educational management with social responsibility.

Table 3. Trends in Academic Publications on *Pesantren*, HRD, and Community Empowerment

Main Variables	Sub-Variables	Description	Sources
Role of <i>Pesantren</i>	Character education, entrepreneurship, and community engagement	<i>Pesantren</i> function as managed institutions that cultivate moral and socio-economic competencies	Asy'ari (2020); Nuryatno (2019)
Human Resource Development	Skills training and career development	HRD is embedded in <i>pesantren</i> curricula through vocational and entrepreneurial programs	Zuhdi (2018)
Local Community	Social entrepreneurship and economic empowerment	<i>Pesantren</i> contribute to local development through faith-based social enterprises.	Abdullah (2021)
Citation Relevance	Applied and practical impact	Studies with direct community impact receive higher citations	Hasan (2022)
Future Challenges	Youth unemployment and social inequality	<i>Pesantren</i> integrates spiritual values and practical skills to address global challenges.	Maarif (2020)

Source: Data processed using *watase.web.id*

The Research focus encompasses the development of students' character through *pesantren* leadership and faith-based educational innovation, supported by a range of scholarly references published between 2021 and 2025. These Research topics illustrate how *pesantren* function as educational centers that not only foster spiritual development but also integrate entrepreneurial values, environmental conservation, and local community empowerment. Furthermore, these studies explore the contributions of *pesantren* to local human resource development through the integration of culture and education, as well as their Influence on enhancing communities' socio-economic skills.

Research trends by country reveal a comparison across six countries. Indonesia dominates with the highest value, far surpassing the other countries. This pattern indicates that Indonesia has made a particularly significant contribution or exhibits a high level of Research activity, as shown in Figure 2.

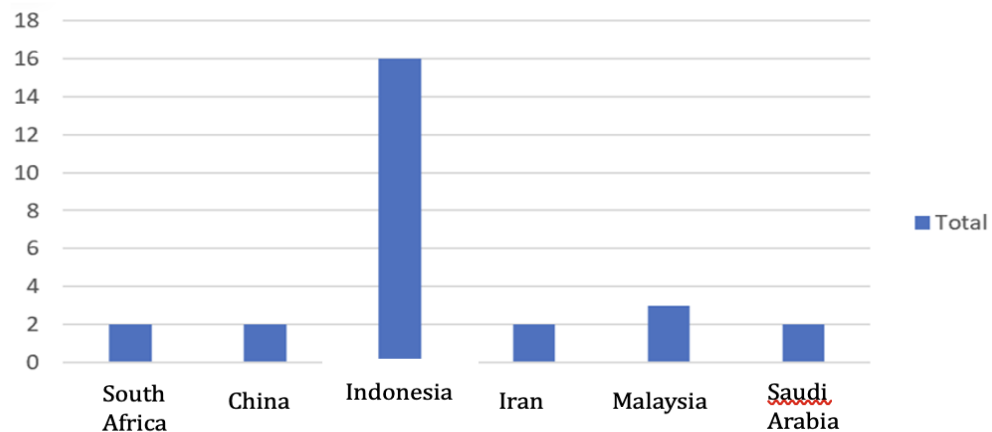


Figure 2. Research Trends by Country

The data analysis indicates that most studies examining the contributions of pesantren to human resource and local community development are concentrated in developing countries. Indonesia dominates the literature, with 16 studies out of 39 (41%), followed by Malaysia with 3 (7.7%). China, Saudi Arabia, Iran, and South Africa each contribute between 2 and 3 studies. This distribution pattern reflects a Research tendency that prioritizes regional contexts in countries with specific socio-economic and cultural characteristics, particularly in Southeast Asia and the Middle East.

Trends in article publications are illustrated in Figure 3. The data indicate a substantial transformation in publication productivity in 2025, which may be attributed to shifts in Research strategies, the allocation of additional resources, or other external factors that have driven a significant increase in scholarly output.

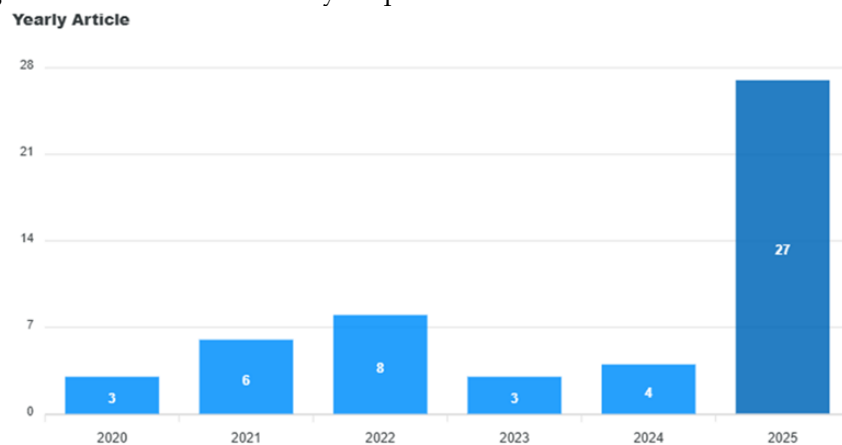


Figure 3. Article Publication Trends (2020-2025)

The graph illustrates notable fluctuations in the number of articles published over the six years. Beginning in 2020 with three articles, publication output increased gradually, reaching a peak of eight articles in 2022, indicating an early, consistent growth trend. A sharp decline occurred in 2023, when the number of publications fell back to the 2020 level of three articles. In 2024, a modest recovery was observed with four articles, although this remained well below the 2022 peak.

In 2025, 27 articles were published, nearly a sevenfold increase from the previous year and the highest output during the observed period. This surge is particularly significant when contrasted with the average of 4-5 articles per year during the 2020-2024 period. Citation levels

of Research conducted in Indonesia also demonstrate significant impact, particularly in students' character formation, *pesantren* leadership management, and faith-based educational innovation.

The findings imply that *pesantren* in Indonesia have evolved beyond their traditional function as religious educational institutions to become key drivers of human resource development and the strengthening of local communities. This Research trend opens substantial opportunities for in-depth studies on the capacity of *pesantren* to address contemporary global challenges, including environmental crises, the digital revolution, and social inequality.

4. Thematic Synthesis: Islamic Education Management, Human Resource Development, and Community Empowerment

The thematic synthesis demonstrates that Islamic education management constitutes the central analytical framework across the reviewed literature. Studies within this theme focus on leadership models, governance structures, curriculum management, and institutional adaptability. These analyses emphasize that effective management is essential for maintaining *pesantren's* religious identity while enabling innovation and responsiveness to external pressures.

Human resource development is closely linked to moral education, skills training, and the development of entrepreneurial capacity. The literature conceptualizes HRD in *pesantren* as a holistic process integrating ethical formation with practical competencies. Nevertheless, HRD is often treated as an implicit outcome of educational activities rather than as a strategically planned management function.

Community empowerment forms the third major thematic cluster. Research highlights *pesantren's* ability to mobilize social capital and implement community-based development initiatives through training programs, social enterprises, and public services. Despite these contributions, limited attention is given to how empowerment initiatives are systematically planned, managed, and evaluated within the broader framework of Islamic education management.

Overall, the synthesis reveals that while *pesantren* play a significant role in human resource development and community empowerment, future research needs to strengthen the integration of these roles within explicit management and HRD frameworks. Such an approach would enhance theoretical coherence and reinforce the strategic position of *pesantren* in Islamic education management.

DISCUSSION

This systematic review reveals several key findings regarding the evolving role of *pesantren* within Islamic education management, with particular focus on human resource development (HRD) and community empowerment. The central finding confirms that *pesantren* have undergone a significant institutional transformation, shifting from conventionally perceived religious learning centers into multifunctional educational organizations that integrate spiritual values with managerial, social, and developmental functions. This transformation reflects a broader trend within Islamic education toward strategic management approaches that balance religious authenticity with institutional modernization (Arar, 2017; Suherman et al., 2023).

The synthesized evidence demonstrates that *pesantren* increasingly operate as adaptive institutions capable of managing educational innovation, organizational change, and community engagement. Unlike earlier studies that positioned *pesantren* primarily within a traditional Islamic education paradigm (Ma'arif, 2020), this review confirms that *pesantren* should no longer be understood solely as custodians of religious transmission but as strategically managed Islamic education institutions responding to contemporary social and developmental demands. The dominant themes identified in the literature, such as Islamic education management, human resource development, and community empowerment, corroborate the findings of Farid and Lamb (2020), who emphasize the centrality of *pesantren* within Indonesia's educational ecosystem.

From a management perspective, the findings challenge persistent stereotypes that portray *pesantren* as rigid and resistant to change. The reviewed studies illustrate how *pesantren* exhibit organizational adaptability, including the adoption of competency-based curricula, the integration of digital technologies in teaching and learning, and the establishment of *pesantren*-based business units to enhance institutional sustainability (Syafa'at et al., 2023; Wahid, 2024). These developments reflect a shift toward strategic Islamic education management, in which leadership, curriculum planning, and resource management play a critical role in sustaining institutional relevance. This finding is consistent with broader research on organizational adaptability in faith-based educational institutions (DiMaggio & Powell, 2020; Scott, 2014).

Nevertheless, the findings also reveal that the transformation of *pesantren* is not without constraints. Resistance to modernization persists in some institutions, particularly where concerns arise regarding the potential erosion of religious identity (Hanafi et al., 2021; Lukens-Bull, 2019). This tension underscores the need for an adaptive management approach that does not focus solely on structural reform but also on the reinterpretation and internal governance of religious values. Similar findings have been reported by Pohl (2006) and Azra et al. (2007), who noted that the modernization process in *pesantren* must be carefully negotiated to maintain the distinctive character of Islamic education while embracing innovation.

A key theoretical contribution of this study lies in the articulation of an Adaptive Traditional Management Framework, which explains how *pesantren* maintain religious authenticity while simultaneously adopting modern management practices (Asnia et al., 2017). This framework enriches institutional theory by demonstrating that religious legitimacy can serve as a managerial resource that enhances organizational resilience rather than a constraint on change (Taufikin, 2022; Thornton et al., 2012). This finding extends the work of Meyer and Rowan (1977) on institutional isomorphism by showing that *pesantren* adopt modern organizational forms not solely through coercive or mimetic pressures, but through value-driven adaptation rooted in Islamic principles.

Evidence from the COVID-19 pandemic further supports this argument, showing how *pesantren* mobilized spiritual capital to strengthen institutional adaptability, ensure educational continuity, and support surrounding communities during crisis conditions (Hanafi et al., 2021; Rahmawati & Tamami, 2024). This pandemic response echoes findings by Boin et al. (2016), who emphasized the importance of organizational flexibility in crisis management, but extends this discourse by demonstrating the unique role of faith-based educational institutions that possess both social legitimacy and operational agility.

In relation to human resource development, the findings reveal that *pesantren*-based HRD extends beyond formal education to include character formation, entrepreneurial skills, and community-oriented competencies. The emergence of Humanistic Entrepreneurship within *pesantren* contexts represents a significant departure from conventional profit-driven models. Instead, entrepreneurship is conceptualized as a tool for achieving *maṣlahah* (public good), integrating Islamic ethical principles with economic activity (Anggadwita et al., 2021; Toumi & Su, 2023). This reconceptualization broadens HRD discourse by embedding spirituality, social responsibility, and sustainability within human capital development, supporting recent theoretical advances by Stead and Stead (2017) and Gumusay (2020) on the integration of spiritual values in organizational management.

The study's novelty also lies in its integrative approach. Unlike previous reviews that examine *pesantren* from a single perspective, such as pedagogy, entrepreneurship, or social activism, this study systematically synthesizes the literature across three interrelated dimensions: Islamic education management, human resource development, and community empowerment. By applying a Systematic Literature Review following PRISMA guidelines, this study provides a structured knowledge map that identifies dominant research trends, thematic clusters, and underexplored areas over the last decade. This comprehensive, multi-dimensional approach constitutes a departure from prior fragmented analyses and provides a strong conceptual foundation for understanding *pesantren*'s multifaceted roles (Widiastuti et al., 2022; Menne et al., 2024).

This study makes several substantive contributions to the field of Islamic education management. First, it provides a comprehensive state-of-the-art overview that strengthens the academic positioning of *pesantren* within Islamic education management studies, filling a gap identified by Widiastuti et al. (2022) and Harinurdin et al. (2025) regarding the absence of integrative reviews in this domain. Second, it advances an understanding of how human resource development and community empowerment are managed within *pesantren* as interconnected institutional functions, rather than isolated outcomes (Abdullah, 2021; Hasan, 2022). Third, the Adaptive Traditional Management Framework offers a novel theoretical lens for analyzing how traditional religious institutions navigate modernity while preserving their core identity, with potential applicability beyond *pesantren* to other faith-based organizations globally (Kriger & Seng, 2005; Gumusay, 2020).

The study also highlights *pesantren*'s growing role in community empowerment, positioning them as locally rooted institutions capable of integrating educational, economic, and social initiatives. Through training programs, social enterprises, and community services, *pesantren* function as multi-sector development catalysts that contribute to multiple Sustainable Development Goals (Purnamawati et al., 2023; Houssam et al., 2023). From a policy perspective, the findings suggest that development and education strategies in Indonesia have yet to fully capitalize on the managerial and social potential of *pesantren* (Giddens, 2009; Hafner et al., 2005). This study, therefore, argues for a policy reorientation that integrates *pesantren* into national frameworks for education management, workforce development, and community empowerment.

Despite these contributions, this study has several limitations that should be acknowledged. First, the systematic review relied primarily on articles indexed in Scopus, Web of Science, and Google Scholar, potentially excluding relevant grey literature, policy reports, and locally published studies in Bahasa Indonesia. Second, the review is limited to publications from the last decade, which may mean foundational or historically significant works are not fully captured. Third, the thematic synthesis, while systematic, is inherently interpretive and may reflect the authors' analytical lens. These limitations suggest caution in generalizing the findings and underscore the need for complementary research approaches.

Based on the findings and identified gaps, several recommendations for future research can be proposed. First, future studies should employ longitudinal and comparative research designs to examine how *pesantren* adapt their management practices over time and across different socio-cultural contexts. Cross-country comparative studies, particularly between Indonesia, Malaysia, Bangladesh, and other Muslim-majority nations, would strengthen the generalizability of findings (Hashim & Jemali, 2017; Abbasi-Shavazi & Jones, 2019).

Second, there is a need for more rigorous quantitative and mixed-methods research to complement the predominantly qualitative evidence base. Future studies could employ structural equation modeling or other advanced statistical techniques to test the relationships between *pesantren* management practices, HRD outcomes, and community empowerment indicators (Creswell & Creswell, 2018; Plekhanov et al., 2023). Third, the integration of digital technologies within *pesantren* management and education represents an underexplored area that warrants dedicated investigation, particularly in light of the accelerated digitalization following the COVID-19 pandemic (Timotheou et al., 2023; Wahid, 2024).

Fourth, future research should explore the intersections of gender, inclusive education, and *pesantren* management, given the growing discourse on gender mainstreaming in Islamic educational institutions (Srimulyani, 2012; Samarakoon & Parinduri, 2015). Fifth, researchers are encouraged to develop and validate measurement instruments specific to *pesantren*-based HRD and community empowerment, enabling more standardized and comparable assessments across institutions and regions. Finally, policy-oriented research examining the integration of *pesantren* into national education and development frameworks would contribute significantly to evidence-based policymaking in Muslim-majority contexts.

CONCLUSION

This study concludes that *pesantren* play a strategic and evolving role within Islamic education management, particularly in the domains of human resource development (HRD) and local community empowerment. Based on the systematic synthesis of the literature, *pesantren* are no longer adequately understood as solely religious educational institutions. Instead, they function as managed Islamic education organizations that integrate educational governance, human capacity building, and community-oriented initiatives. This conclusion confirms that *pesantren* contribute not only to the transmission of religious knowledge but also to broader social, economic, and environmental development through value-based educational management practices. The evidence further indicates that *pesantren* demonstrate a strong capacity for organizational adaptation in responding to contemporary challenges, including educational disruption, socio-economic change, and the growing demand for ethical and humanistic approaches to entrepreneurship within Islamic education contexts.

At the theoretical level, this study establishes that the role of *pesantren* in Islamic education management can be explained through an Adaptive Traditional Management Framework, which captures how *pesantren* maintain spiritual authenticity while simultaneously adopting modern management practices and educational innovation. This framework reinforces the understanding that religious values and institutional legitimacy function as enabling resources for adaptation rather than as barriers to change. In addition, the articulation of Humanistic Entrepreneurship within *pesantren*-based educational management underscores that entrepreneurial activities are oriented toward *maṣlaḥah* (public benefit) and integrate ethical, social, and economic objectives. Overall, this study affirms that *pesantren* constitute adaptive, value-driven institutions whose management practices position them as integral actors in advancing Islamic education, human resource development, and sustainable community empowerment.

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