



RECRUITMENT AND CADRE DEVELOPMENT MANAGEMENT FOR (KITAB KUNING) TEACHERS BASED ON THE AMTSILATI METHOD: CENTRAL JAVA REGION 1 COORDINATOR OFFICE

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Abstract:

The role of the Amtsilati Coordinator in managing the recruitment and development of Amtsilati teachers is crucial for the success of improving the quality of education using the Amtsilati method in Central Java Region 1. This study attempts to examine the strategies, mechanisms, and effectiveness of the management of the Amtsilati Regional Coordinator of Central Java 1 in two main aspects: teacher recruitment and cadre development. This study applies a descriptive qualitative approach with data collection methods through literature reviews, review of Amtsilati Coordinator guideline documents, and documentation of the Central Java 1 Regional Coordinator program activities. This study reveals that the Amtsilati teacher recruitment system in the Central Java 1 Regional Coordinator is implemented through three mechanisms: the submission of Assigned Teachers from the Central Amtsilati Center, the utilization of Alumni who are willing to serve, and internal Korwil cadre development. The impact of the cadre development program is seen in the increase in the competitive quality of the institution, which is marked by the growth in the number of students, the increase in students' ability to read yellow books quickly, increased achievement, a high level of alumni satisfaction, and a positive response from parents. Obstacles that are still encountered include the limited number of qualified teachers and the need for more intense communication to distribute teachers optimally. This study recommends the need to strengthen the intensive teacher development program as a strategy for developing Amtsilati in the Central Java 1 Regional Coordinator.

Keywords: *Amtsilati Regional Coordinator Management, Teacher Recruitment, Teacher Cadre Development, and Islamic Boarding School Flagship Program.*

INTRODUCTION

Islamic boarding schools (*pesantren*) have long played a significant role in preserving Islamic scholarship and shaping the moral and intellectual character of Muslim communities in Indonesia (Basri et al., 2024). One of the distinctive characteristics of *pesantren* education is the study of *Kitab Kuning*, the classical Islamic texts written primarily in Arabic that cover various disciplines such as jurisprudence (*fiqh*), theology (*aqidah*), Qur'anic exegesis (*tafsir*), prophetic traditions (*hadith*), and Arabic grammar (*nahwu* and *sharaf*). The successful transmission of these classical sciences largely depends on the competence, commitment, and continuity of qualified teachers. Therefore, effective recruitment management and systematic teacher cadre

development are essential components in ensuring the sustainability and quality of *Kitab Kuning* education (Mukarromah et al., 2024).

In recent years, Islamic educational institutions have encountered increasing challenges in maintaining a sufficient number of competent teachers capable of teaching *Kitab Kuning*. These challenges include generational transitions, varying educational backgrounds of prospective teachers, and the need to adapt traditional learning methods to contemporary educational demands without compromising the authenticity of classical Islamic scholarship (Khofsah, 2026). Consequently, educational institutions are required to develop strategic management systems that not only recruit capable teachers but also prepare future educators through structured and sustainable cadre development programs.

One educational innovation that has gained widespread recognition in Indonesia is the Amtsilati method. Developed as an alternative approach to learning Arabic grammar, the Amtsilati method enables students to understand the structure of classical Arabic more efficiently through a systematic, practical, and competency-based learning process (Sain, 2026). Unlike conventional approaches that often require years of study before students can independently read *Kitab Kuning*, the Amtsilati method emphasizes accelerated mastery of Arabic grammatical principles while maintaining a strong understanding of classical texts. As a result, many Islamic boarding schools have adopted this method to improve students' learning outcomes and produce graduates capable of reading and interpreting *Kitab Kuning* independently.

The successful implementation of the Amtsilati method depends not only on the curriculum and instructional materials but also on the availability of qualified teachers who possess both pedagogical competence and mastery of the method. This condition highlights the importance of recruitment management as a strategic process for identifying, selecting, and placing prospective teachers who meet institutional standards. Recruitment management extends beyond administrative procedures; it encompasses careful planning, competency assessment, training, mentoring, and continuous evaluation to ensure that selected teachers are capable of fulfilling educational objectives (Barokah & Manshur, 2025).

Furthermore, teacher cadre development serves as a long-term strategy for maintaining institutional sustainability. Cadre development involves identifying potential educators from among students or alumni, providing them with systematic training, fostering leadership qualities, and preparing them to assume teaching responsibilities. Within Islamic educational institutions, cadre development also emphasizes the transmission of institutional values, educational philosophy, and teaching traditions from one generation to the next (Novita, 2025). Through this process, institutions can preserve their distinctive educational identity while ensuring continuous improvement in instructional quality.

The Central Java Region 1 Coordinator serves as one of the important organizational structures responsible for coordinating the implementation of the Amtsilati method across affiliated educational institutions. As the number of participating institutions continues to grow, the demand for competent *Kitab Kuning* teachers also increases significantly. This situation requires a well-organized recruitment and cadre development system capable of producing qualified teachers who not only master the Amtsilati method but also demonstrate commitment, professionalism, and strong moral character (Haisuma et al., 2026). The effectiveness of this system directly influences the consistency of instructional quality and the successful dissemination of the

Amtsilati method throughout the region.

Although several studies have discussed teacher recruitment, human resource management, and the implementation of the Amtsilati method separately, limited research has specifically examined the integration of recruitment management and teacher cadre development within the context of *Kitab Kuning* instruction based on the Amtsilati method. Existing studies generally focus on instructional effectiveness or student achievement, while relatively little attention has been given to the managerial processes that ensure the availability of competent educators. This gap indicates the need for further investigation into how recruitment and cadre development strategies contribute to institutional effectiveness and educational sustainability (Maisuroh et al., 2024).

This study, therefore, seeks to analyze the recruitment management and teacher cadre development system for *Kitab Kuning* instructors based on the Amtsilati method at the Central Java Region 1 Coordinator. Specifically, it aims to explore the planning, recruitment procedures, selection mechanisms, training programs, mentoring practices, evaluation systems, and challenges encountered in developing qualified teachers. By examining these aspects comprehensively, this research is expected to contribute to the development of educational management theory within Islamic educational institutions while providing practical recommendations for improving teacher recruitment and cadre development systems (Wahyudi & Manshur, 2025). Ultimately, strengthening these management practices will support the preservation of classical Islamic scholarship, enhance the quality of *Kitab Kuning* education, and ensure the long-term sustainability of the Amtsilati method in Indonesia.

RESEARCH METHODS

This study employed a qualitative case study design to explore the recruitment management and teacher cadre development of *Kitab Kuning* instructors based on the Amtsilati method at the Central Java Region 1 Coordinator. A qualitative approach was selected because it enables researchers to obtain an in-depth understanding of organizational processes, management practices, and participants' experiences within their natural setting. The case study design was considered appropriate because the research focused on a specific institution implementing a distinctive recruitment and cadre development system.

The research was conducted at the Central Java Region 1 Coordinator, an institution responsible for coordinating the implementation of the Amtsilati method across affiliated Islamic educational institutions. The research participants were selected using purposive sampling based on their involvement in recruitment and teacher development activities (Wahid et al., 2022). The participants included the regional coordinator, recruitment committee members, senior *Kitab Kuning* teachers, cadre development supervisors, and prospective teachers participating in the Amtsilati training program. These informants were expected to provide comprehensive information regarding recruitment planning, selection procedures, training processes, mentoring activities, and teacher evaluation.

Data were collected through three primary techniques: in-depth interviews, participant observation, and document analysis. Semi-structured interviews were conducted to explore participants' perspectives on recruitment strategies, teacher qualification standards, cadre development programs, and challenges encountered during implementation (Listrianti & Mundiri, 2020). Participant observation was carried out during recruitment activities, teacher

training sessions, mentoring programs, and instructional practices to obtain firsthand information regarding organizational processes and interactions among participants. In addition, relevant institutional documents—including recruitment guidelines, organizational regulations, teacher competency standards, training modules, evaluation reports, and administrative records—were analyzed to support and verify the interview and observation findings.

To ensure the credibility and trustworthiness of the findings, this study employed methodological triangulation and source triangulation (Saputra et al., 2026). Information obtained from interviews was compared with observational data and institutional documents to identify consistency and minimize researcher bias. Member checking was also conducted by sharing preliminary findings with selected participants to confirm the accuracy of data interpretation.

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, consisting of four interconnected stages: data collection, data condensation, data display, and conclusion drawing with verification. During the condensation stage, relevant information was coded and categorized according to the research objectives (Sugiono, 2022). The categorized data were then systematically organized into thematic displays to facilitate interpretation. Finally, conclusions were drawn by identifying recurring patterns, relationships, and emerging themes related to recruitment management and teacher cadre development based on the Amtsilati method.

The findings of this study are expected to provide a comprehensive understanding of effective recruitment management and sustainable teacher cadre development within Islamic educational institutions. Furthermore, the results may serve as practical references for educational leaders seeking to strengthen human resource management and improve the quality of *Kitab Kuning* instruction through the implementation of the Amtsilati method.

RESULTS AND DISCUSSION

The findings of this study demonstrate that the management of recruitment and teacher cadre development based on the Amtsilati method at the Central Java Region 1 Coordinator is implemented through a structured and sustainable management system. The institution emphasizes not only the fulfillment of teacher needs but also the preservation of educational quality through systematic preparation of future *Kitab Kuning* instructors. The results reveal two major findings related to recruitment management and cadre development.

Recruitment Management of *Kitab Kuning* Teachers Based on the Amtsilati Method

The first finding indicates that the recruitment of *Kitab Kuning* teachers is conducted through a competency-based management system that prioritizes academic competence, mastery of the Amtsilati method, religious commitment, and personal integrity (Novita, 2026). The recruitment process begins with manpower planning carried out annually by the regional coordinator to identify the number of teachers required by affiliated Islamic educational institutions. This planning process considers the increasing number of students, the expansion of learning centers, and the availability of qualified teaching personnel.

Prospective teachers are primarily recruited from outstanding graduates who have successfully completed the Amtsilati learning program and demonstrated excellent competence in reading and explaining *Kitab Kuning*. Rather than relying solely on academic achievement, the institution evaluates

candidates' consistency in religious practices, discipline, communication skills, and willingness to participate in organizational activities. These criteria reflect the institution's belief that effective teachers should possess both professional competence and exemplary character.

The recruitment process consists of several stages, including administrative screening, competency examinations, teaching demonstrations, interviews, and practical evaluations. During the competency examination, candidates are required to read selected passages from classical Islamic texts while explaining grammatical structures using the Amtsilati approach. The teaching demonstration evaluates candidates' classroom management, instructional delivery, and ability to simplify complex Arabic grammatical concepts for students with diverse educational backgrounds (Kamil et al., 2025).

The interview stage explores candidates' motivation, commitment to Islamic education, and readiness to serve within the organizational network. Candidates who successfully complete all recruitment stages participate in an orientation program introducing institutional values, organizational culture, educational objectives, and teacher responsibilities. This orientation facilitates the adaptation of newly recruited teachers to institutional expectations before they assume full teaching responsibilities.

These findings suggest that recruitment management extends beyond filling vacant teaching positions. Instead, it functions as a strategic human resource management process aimed at ensuring the long-term sustainability of educational quality (Sa'diyah et al., 2025). This finding supports strategic human resource management theory, which emphasizes aligning recruitment practices with organizational goals. Furthermore, the competency-based recruitment model reflects educational management principles emphasizing teacher quality as a primary determinant of educational effectiveness. The systematic selection procedures also minimize recruitment errors and increase institutional confidence in the competence of newly appointed teachers (Rahman & Hasanah, 2025).

Sustainable Teacher Cadre Development through the Amtsilati Method

The second finding demonstrates that teacher cadre development is implemented as a continuous and integrated process designed to prepare future *Kitab Kuning* instructors while preserving institutional values and educational traditions. Unlike conventional teacher training programs that focus primarily on instructional techniques, the cadre development system integrates academic mastery, pedagogical competence, leadership development, organizational commitment, and moral character formation.

The cadre development process begins by identifying talented students who consistently demonstrate outstanding academic performance, active participation in learning activities, and strong moral conduct. These students are invited to join a structured mentoring program supervised by senior teachers and regional coordinators. Throughout this program, participants receive intensive instruction on advanced Arabic grammar, interpretation of *Kitab Kuning*, classroom management, educational psychology, and effective implementation of the Amtsilati method (Khomairotusshiyamah, 2026).

One distinctive characteristic of the cadre development system is the gradual transfer of teaching responsibilities. Prospective teachers initially serve as classroom assistants responsible for guiding small discussion groups and assisting senior instructors during learning sessions. As their competence develops, they are gradually entrusted with delivering independent lessons under continuous supervision. This staged learning process enables prospective

teachers to gain practical teaching experience while receiving constructive feedback from experienced mentors (Zamroni et al., 2022).

Regular evaluation represents another important component of the cadre development system. Teacher performance is assessed periodically through classroom observations, teaching simulations, student feedback, and competency assessments. The evaluation results are used to identify strengths and areas requiring further improvement. Teachers who demonstrate exceptional performance are encouraged to become mentors for subsequent generations of teacher candidates, thereby creating a sustainable cycle of professional development.

In addition to technical competence, cadre development emphasizes the internalization of institutional values such as sincerity (*ikhlas*), responsibility (*amanah*), discipline, collaboration, humility, and lifelong learning. Participants are encouraged to view teaching not merely as a professional occupation but also as a form of religious service and community contribution. This value-based approach strengthens teachers' commitment to maintaining educational quality despite organizational challenges and changing educational environments (Wahid et al., 2021).

The findings reveal that sustainable cadre development significantly contributes to institutional resilience by ensuring a continuous supply of qualified teachers capable of implementing the Amtsilati method consistently across affiliated institutions. The mentoring system also facilitates knowledge transfer between senior and junior teachers, thereby preserving instructional standards and organizational culture.

From a theoretical perspective, these findings support succession planning theory, which emphasizes systematic preparation of future leaders and professionals through continuous development processes. They also align with the concept of organizational learning, where knowledge is transferred through structured mentoring, collaborative practice, and reflective evaluation. In the context of Islamic educational institutions, the cadre development model successfully combines modern human resource management principles with traditional Islamic educational values.

Overall, the integration of competency-based recruitment and sustainable cadre development has strengthened the quality of *Kitab Kuning* instruction within the Central Java Region 1 Coordinator. The two systems operate complementarily: recruitment identifies individuals with strong potential, while cadre development continuously enhances their professional competence and institutional commitment. Consequently, the institution has established a sustainable human resource management model capable of maintaining educational excellence while ensuring the continuity of the Amtsilati method for future generations (Razaq, 2026). This integrated approach may serve as a valuable reference for other Islamic educational institutions seeking to improve teacher quality, organizational sustainability, and the preservation of classical Islamic scholarship.

CONCLUSION

This study concludes that the recruitment management and teacher cadre development of *Kitab Kuning* instructors based on the Amtsilati method at the Central Java Region 1 Coordinator have been implemented through a systematic, competency-based, and sustainable management framework. The recruitment process is designed not only to fulfill institutional staffing needs but also to ensure that prospective teachers possess the academic competence, pedagogical skills, mastery of the Amtsilati method, and moral integrity required to deliver high-quality *Kitab Kuning* instruction. The implementation of structured recruitment stages, including planning, competency assessment,

teaching demonstrations, interviews, and orientation, has contributed to the selection of qualified teachers who are capable of maintaining educational standards across affiliated institutions.

Furthermore, the teacher cadre development system serves as a strategic mechanism for ensuring the continuity of qualified human resources within the organization. Through continuous mentoring, intensive training, supervised teaching practice, and periodic performance evaluation, prospective teachers gradually develop the professional competence and leadership capacity necessary to become independent instructors. In addition, the integration of Islamic values such as sincerity, responsibility, discipline, and organizational commitment into the cadre development process strengthens teachers' dedication to preserving the quality of *Kitab Kuning* education.

Overall, the integration of competency-based recruitment and sustainable cadre development has created an effective human resource management model that supports the long-term implementation of the Amsilati method. This model not only enhances teacher professionalism but also contributes to institutional sustainability and the preservation of classical Islamic scholarship. The findings of this study may serve as a valuable reference for other Islamic educational institutions seeking to strengthen teacher recruitment, professional development, and organizational effectiveness while maintaining the distinctive values of *pesantren* education.

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