

Analysis of the archive management problems in islamic boarding schools in supporting the administration of islamic education institutions

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ABSTRACT

This research is a qualitative study with a case study design that aims to reveal various problems in archive management in the pesantren environment and explore solutions that can support the improvement of the administrative quality of Islamic education institutions. The research focus was directed at two pesantren with different characteristics, namely Pesantren X (modern) and Pesantren Y (salaf), in order to obtain a contextual and in-depth understanding. The problems identified include technical, structural, and limited human resources aspects in the archival process. Data were obtained through in-depth interviews, observation of administrative activities and archival systems, and analysis of available documents. The results showed that both pesantren faced similar challenges, such as the absence of a standardised archive classification system, limited storage facilities, not maximising archive digitisation, and the lack of understanding of archival principles among administrative staff. However, strategic solutions have begun to be implemented, including through human resource training, the preparation of archive management SOPs, strengthening archival institutions, and implementing simple digital systems for efficient data access. This research provides a comprehensive overview of the challenges and solutions in archive management, and confirms the importance of revamping the archive system to improve administrative effectiveness and accountability in the pesantren environment. Good archive management is not only a technical necessity, but part of the strategic efforts of pesantren in maintaining their existence, preserving history, and providing quality Islamic education services.

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Introduction

Pesantren is the oldest Islamic educational institution in Indonesia. (Ningsih et al., 2023) Islamic boarding schools play an important role in shaping character and disseminating Islamic teachings. (Astuti et al., 2023) Over time, the role of pesantren has expanded not only as a centre of education, but also as a means of community empowerment and manager of various activities. This increasingly complex role requires a structured administration and records

management system to ensure transparency and accountability. However, many pesantren still experience difficulties in implementing optimal and efficient records management.

Records management is one of the essential elements in the administrative governance of educational institutions. Good records management will promote good governance in primary schools; allowing pathways for administrative compliance and organisational accountability (Matina & Ngulube, 2019). Including in the pesantren environment as an Islamic educational institution that has a unique and complex administrative system, pesantren need an orderly, efficient, and well-documented archive management system. Archives are not just a collection of old documents, but a source of strategic information that supports decision making, institutional accountability, and continuity of educational programmes. Unfortunately, attention to this aspect is still minimal, both in terms of internal regulations and the capacity of human resources in pesantren.

In the midst of the development of digitalisation of education administration, many pesantren still manage archives manually, not standardised, and even tend to be sporadic (Soleh, 2024). This has the potential to cause various problems, ranging from losing important data to obstacles in accreditation and reporting. This imbalance shows that archive management has not been a managerial priority in most pesantren. Therefore, this study is important to identify the fundamental problems in managing archives in pesantren and evaluate their impact on the overall administrative effectiveness of Islamic education institutions.

In reality, archive management in many pesantren is still done traditionally, without a clear classification system, without standardised archive storage and destruction procedures, and with minimal digital documentation. This leads to weak internal information systems, slow administrative processes, and difficulties in institutional accountability. This condition is in stark contrast to the needs of modern management that demands efficiency, transparency and orderliness of documents as part of good educational governance.

Meanwhile, normatively, archive management should follow the principles of national archives as stipulated in Law No. 43/2009 on Archives, as well as the standards of educational administration governance (Penyusun, 2009). Pesantren as formal and non-formal educational institutions should also apply these principles in order to meet accreditation standards and professional reporting. The gap between *das Sein* and *das Sollen* is the crucial point to be researched and bridged through this study.

Most of the previous studies that examine Islamic education administration focus more on aspects of curriculum, teacher management, or institutional development. Very few have specifically studied aspects of archive management as an integral part of the education administration system in pesantren. In fact, good archive management determines the transparency, efficiency, and continuity of educational services. This research offers a more specific and in-depth approach to archival issues, which have not been touched upon in the academic literature related to pesantren.

Another novelty of this study is the emphasis on the causal relationship between the weak archiving system and the low quality of educational administration in pesantren. By using a qualitative approach that traces archive management practices empirically, this study not only describes field conditions, but also builds a theoretical understanding that can be the basis for archiving policy formulation in Islamic educational institutions, especially pesantren.

This research is expected to make a real contribution to increasing the managerial capacity of pesantren in terms of archive management. The results of this study can be the basis for pesantren leaders to design a more orderly and adaptive archiving system to the development of information technology. Furthermore, this research can also be a reference for pesantren fostering institutions, such as the Ministry of Religious Affairs, in formulating policies or technical training on archive management based on the real needs in the field.

From an academic perspective, this study adds to the repertoire of literature on Islamic education management, especially in a field that has been considered technical and less considered, namely archives. By highlighting this dimension, this study expands the understanding that the success of educational administration is not only determined by

normative or curriculum aspects, but also by seemingly simple but crucial daily managerial practices such as archive management.

Records Management

Archives are records of activities or events in various forms and media (Fathurrahman, 2018). Archives function as a source of information, legal evidence, and a basis for credible decision making in organisations (Cox, 2000). Based on the nature of their use, archives can be divided into two main types, namely dynamic archives and static archives (Fu'adah et al., 2022). Dynamic archives are archives that are still used directly in daily administrative activities, both short and long term. Meanwhile, static archives are archives that are no longer used in operations, but have historical, informative, or legal value that is still maintained and stored permanently. Understanding this archive classification is important so that each type of archive can be managed according to its function, and supports the efficiency and accountability of institutions, including in the context of pesantren.

Effective records management must follow basic principles that include the stages of creation, use, maintenance, and depreciation of records (Penn & Pennix, 2017). The archive creation stage includes the process of creating documents related to organisational activities or decisions, which are then categorised according to their use value and administrative function. After that, the archive enters the use stage, which is when the documents are actively utilised in the operational activities of the institution. The next stage is maintenance, where archives are stored with a system that ensures security, order, and ease of access if needed again. Finally, archive shrinkage is carried out, which is the process of moving, destroying, or handing over archives that are no longer active, in accordance with applicable archival regulations. These four principles are important to apply so that archives do not accumulate uncontrollably and still provide maximum use value for the organisation, including in administrative management in pesantren.

Records management in Indonesia is legally regulated through Law No. 43/2009 on Archives, which is the main foundation for the implementation of the national archive system (Penyusun, 2009). This law emphasises that archives are national assets that have strategic value in supporting government administration, legal protection, historical preservation, and public services. In this regulation, every state institution, local government, legal entity, and community organisation, including educational institutions such as pesantren, are required to manage archives in an orderly, systematic, and sustainable manner. This law also regulates the classification of archives, the retention period, the use of information technology in archiving, and sanctions for violations of archive management. In addition, the establishment of archive units and the appointment of professional archive officers are part of the required institutional standards. With this regulation, it is hoped that every institution will be able to implement a filing system that meets national standards, in order to realise transparency, accountability and efficiency in administrative governance.

Records management in educational institutions often faces various structural and technical challenges. One of the main challenges is the lack of understanding and competence of administrative staff in the field of archives, so that archive management is carried out carelessly and not in accordance with applicable standards. In addition, limited infrastructure, such as adequate storage space, archive digitisation systems, and archival software, are also serious obstacles. In many institutions, archives are still stored in physical form without clear classification, making it difficult to retrieve them when needed. Another common problem is the absence of internal policies or guidelines on archive management, so each work unit manages archives according to their own habits. This condition can result in low administrative efficiency, the risk of losing important data, and weak institutional accountability, especially in the face of audits or accreditation.

Islamic Education Administration

Administration in the context of Islamic education is a management process that includes planning, organising, implementing, and evaluating all educational activities held in

Islamic institutions. The institutions in question are pesantren, madrasah, and other religious education institutions. This administrative process serves to ensure that educational activities run orderly, directed, and in accordance with the values and goals of Islamic education. In its implementation, Islamic education administration is based on a number of important principles such as flexibility, effectiveness, efficiency, goal orientation, continuity, and lifelong education. These principles are the basis for the administrative system to be able to adjust to the dynamics of the institution and the needs of students. Thus, good administration will support the achievement of the vision of Islamic education which not only focuses on cognitive aspects, but also spiritual and moral.

Administration is a management process that includes planning, organising, implementing and evaluating all educational activities (Fitria, 2023). This process aims to organise and direct all activities to run systematically and efficiently. In the context of education, administration plays an important role in ensuring the smooth running of the teaching and learning process, management of teaching staff, and management of other resources. Good administration allows educational institutions to achieve their goals optimally and sustainably. Therefore, strengthening the administration system is one of the key factors in improving the overall quality of education.

Educational administration has several principles including flexibility, effectiveness and efficiency, goal orientation, continuity and lifelong education (Firmansyah & Mashuri, 2022). Flexibility means that the administrative system must be able to adapt to dynamic changes and needs in the world of education. Effectiveness and efficiency emphasise the importance of achieving goals in the right way and using resources sparingly. Goal orientation indicates that every administrative activity must be directed towards achieving the vision and mission of the educational institution. Meanwhile, the principles of continuity and lifelong education underline the importance of continuity and relevance of education in supporting individual development throughout life.

The main purpose of this administration is to ensure the implementation of education effectively and efficiently (Fatoni et al., 2024). Administration consists of several main elements that are interrelated, namely planning, organising, implementing and evaluating (Bose, 2012). Planning serves as the first step in formulating the goals and strategies to be pursued by an educational institution. Organising is done to divide tasks, authority and responsibility so that each part can work effectively. Furthermore, implementation is the implementation stage of the plan that has been prepared, involving all resources in a directed manner. Evaluation is the last important element that aims to assess the success of the programme and provide feedback for future improvements.

Administration in pesantren has distinctive characteristics that distinguish it from formal educational institutions in general, because it is rooted in Islamic values and local traditions that have been going on for generations. One of the characteristics is the central leadership power usually held by a kiai, who not only acts as a spiritual leader, but also as the main decision maker in terms of administration and institutional policies (Nahrowi & Rahayu, 2025). The administrative system in pesantren is often informal and flexible, but still functional to support the continuity of education and development of students. In addition, the family culture, santri obedience to the leadership, and the spirit of sincerity are an important part of the administrative dynamics of pesantren. Although many pesantren have not fully adopted modern administrative systems, Islamic values such as honesty, trustworthiness, and responsibility remain the main foundation in every process of managing the institution.

Archives play a very important role in supporting the education administration system. (Colavizza et al., 2021) Archives serve as a source of information, legal evidence and documentation tools for every institutional activity (Fathurrahman, 2018). In the administrative process, archives help ensure the smooth running of tasks such as recording student data, financial reports, correspondence, and preparing work programmes. Well-organised archives allow institutional leaders to make the right decisions based on historical data and documented facts. In addition, archives also function as a control and evaluation tool, especially in the accreditation process, performance reporting, or institutional audits. In the

context of Islamic educational institutions such as pesantren, good archive management is a form of moral and institutional accountability, while strengthening transparent and professional administrative governance.

Pesantren as an Islamic Education Institution

Pesantren is a traditional educational institution that has played an important role in shaping and preserving Islamic civilisation in the midst of changing times (Azizah et al., 2023). Pesantren is a traditional Islamic educational institution that has been deeply rooted in the history and culture of Indonesian society since the pre-independence period. (Anjani, 2023) This institution emerged as a centre for teaching Islamic sciences such as fiqh, tawhid, tafsir, and tasawuf, with a distinctive learning system, namely halaqah (direct study with kiai) and mastery of the yellow book. Pesantren has its own characteristics, such as the presence of kiai as the central figure, santri as students who live in the hut environment, and mosques and dormitories as the centre of religious and educational activities. The sustainability of pesantren is highly dependent on the value of sincerity, emotional closeness between teachers and students, and religious traditions that are strongly maintained. Along with the times, pesantren underwent a transformation by organising formal education, even opening up to modern technology and management without leaving its identity as an Islamic values-based institution.

The organisational structure of pesantren is generally non-formal and charismatic, with kiai as the main leader who plays a dual role as caregiver, educator, and decision maker (Qomar, 2002). Under the kiai, there are usually ustaz/ustazah, dormitory coaches, daily administrators, and administrative personnel who carry out institutional technical functions. Some large pesantren have established a more systematic organisational structure, including formal education, finance, student care, and business units. The governance of pesantren is generally based on the principles of deliberation and obedience to the leadership, but recently it has begun to modernise by applying more professional management principles. Although this structure can differ from one pesantren to another, the cultural leadership pattern remains the main foundation in pesantren governance. The flexibility of this structure makes pesantren able to survive in the midst of changing times, but also presents challenges in administrative structuring and archive management.

The implementation of management in Islamic educational institutions has the application of Islamic character education (Amini, 2022). Every educational activity is directed to foster noble character, honesty, responsibility, and discipline in accordance with Islamic teachings. This is reflected in the pesantren culture, rules, and interactions between educators and students based on Islamic values. Thus, Islamic education management plays an important role in shaping a learning environment that supports holistic character development.

The role of Islamic boarding schools as Islamic educational institutions, in line with the objectives of religious and religious education in government regulation no. 55 of 2007, is to form an attitude of faith and piety in students with various certain treatments in the learning process so that they are able to achieve this goal. (Herningrum et al., 2020) The role of pesantren today is not only limited to educational functions, but has also developed into a centre for da'wah and socio-economic empowerment. As educational institutions, pesantren organise religious and general learning, ranging from primary to higher education. In the field of da'wah, pesantren actively spread Islamic teachings to the community through lectures, taklim assemblies, and other social religious activities. On the other hand, many pesantren now manage business units such as cooperatives, agriculture, animal husbandry, and digital businesses, as a form of economic independence and a means of fostering santri skills. The complexity of this role makes pesantren a multifunctional institution that not only focuses on scientific aspects, but also on character building and improving the welfare of the people. However, these various activities require professional management, including in terms of documentation and archiving so that each activity can be accounted for administratively.

With the increasingly complex roles and activities of pesantren, the need for a good administrative system and records management becomes increasingly important. An orderly administration serves to support effective planning, implementation, and evaluation of

programmes, both in the fields of education, da'wah, and economy. Archives, as part of the administrative system, become a means of documentation of all institutional activities and evidence in the process of internal and external accountability. Without an organised archival system, pesantren risk experiencing difficulties in decision-making, program reporting, and accreditation and assistance from the government. Therefore, strengthening the capacity of administrative management and archiving in pesantren is an urgent need to ensure the sustainability of the function and existence of pesantren in facing the challenges of the times. This improvement also reflects the seriousness of pesantren in integrating traditional values with modern and accountable governance.

Method

This study used a qualitative research approach (Taylor & Trujillo, 2001). The research used a case study design (Schoch, 2020). The purpose of this study is to identify various forms of problems faced by pesantren in managing archives and to examine solutions to these problems for the quality of administration of Islamic education institutions in the pesantren environment. The archival problems in question include technical, structural, and human resources aspects involved in the management process. This research focused on pesantren, namely Pesantren X (modern) and Pesantren Y (salaf). This approach was chosen because it is able to describe factual and contextual conditions in depth. Data collection techniques were conducted through in-depth interviews with pesantren managers, observation of administration and filing practices, and analysis of available documentation. Through this method, the research is expected to provide a comprehensive picture of the challenges and impacts of archive management on the effectiveness of pesantren administration.

Result

Based on the results of research conducted at Pondok Pesantren X (modern) and Pondok Pesantren Y (salaf), it can be analysed that the management of archives in pesantren has basically been running according to the internal needs of each institution. Although it has not fully followed modern archival standards, recording and storing archives is still done simply to support daily administrative activities. This shows an initial awareness of the importance of documentation, although improvement is still needed in terms of systems and professionalism.

Nevertheless, archives in pesantren still face various significant obstacles that hinder the effectiveness of the institution's administration. One of the main obstacles is the absence of a standardised and well-documented archive recording and storage system. Many administrative activities are still carried out manually, making them prone to errors or data loss. In addition, limited human resources who have competence in the field of archives are also a challenge. This condition shows the need for improvement efforts so that archive management in pesantren can be more organised and support the optimal governance of Islamic education institutions.

First, in terms of curriculum and personnel management, although some basic records such as teaching schedules and santri data have been structured, formal records regarding teaching staff and education personnel are inadequate. This is due to the tradition of the pesantren relying on alumni and masyayikh without a clear staffing system, so the potential for losing important data related to personnel mutations or promotions is a challenge in archive management. In addition, dependence on senior santri as substitute teachers causes unstable dynamics in recording and documenting learning activities.

Second, the management of correspondence and financial administration still uses manual methods that are not effective. The rapid turnover of administrators in modern pesantren has an impact on the unorganised documentation of letters, while the limited technological facilities such as printers in salaf pesantren cause technical obstacles in managing incoming and outgoing letters. The financial recording system also still relies on manual books without the use of technology, resulting in the risk of recording errors and

difficulties in systematic reporting. This condition is exacerbated by the economic background of most santri who demand more flexible and personalised financial management.

Third, the aspects of infrastructure management and community relations also show weaknesses in records management. The absence of an inventory system for facilities and infrastructure in both pesantren leads to a lack of control and organised maintenance of the assets owned. In addition, public relations activities and recording of external relations have also not been supported by good documentation, so the potential for developing cooperation and sponsorship is less than optimal. Overall, these records management problems reflect the need for pesantren to improve administrative governance by adopting a more modern and integrated records system to support the effectiveness of institutional functions.

Records management problems in pesantren, such as incomplete records of teaching and education personnel, have a direct impact on the quality of administration of Islamic education institutions in the pesantren environment. Without complete and structured personnel data, human resource management becomes less effective and has the potential to cause chaos in job placement, promotion, and performance evaluation. This condition also makes it difficult for pesantren leaders to make strategic decisions based on accurate data, thus hindering the professionalisation and development of the quality of education in pesantren.

Furthermore, the use of manual methods in recording correspondence and finances affects the speed and accuracy of pesantren administration. The rapid change of administrators creates inconsistencies in the management of important documents, increasing the risk of data loss or errors. The financial system that has not utilised technology causes the recording of income and expenditure to not be integrated, making transparent and accountable financial reporting difficult. As a result, the trust of stakeholders, including santri guardians and donors, in the management of pesantren can be reduced.

Finally, the weak management of records related to infrastructure and public relations has negative implications for the smooth operation and development of pesantren. The absence of a good inventory makes it difficult to monitor assets, risking damage and loss of goods. In addition, inadequate documentation in public relations activities and external cooperation limits the ability of pesantren to build a network of support that can support the sustainability of the institution. Thus, these problems in records management reduce the overall effectiveness of the administration, which in turn hinders the achievement of the pesantren's educational and community empowerment goals.

The suboptimal archive management in pesantren, both modern and salaf, shows that the administrative aspects of Islamic education institutions still face fundamental challenges. The incompleteness of data on teaching and education personnel is a major problem, mainly due to the absence of a clear and formal staffing system. The pesantren tradition of relying on alumni and masyayikh informally leads to weak documentation of their status, duties, and service history. This situation hampers efforts to systematically manage human resources and makes it difficult to track the performance or track records of individuals who contribute to pesantren education. As a result, pesantren lose the opportunity to build a professional and accountable education management system.

The correspondence and financial aspects also reflect the weakness of archive management, which has a direct impact on administrative effectiveness. Modern pesantren experience irregularity in letter documentation due to the rapid change of administrators, while salaf pesantren are constrained by the lack of technological facilities such as printers and computers. The financial recording system, which is still manual and not digitised, poses a risk of recording errors and difficulties in reporting. This not only affects the speed of administrative services, but also raises doubts in the financial accountability of the institution. This irregularity can reduce the trust of external parties, including wali santri and donors, in the pesantren management system.

Records management problems are also seen in the aspect of infrastructure and external relations of pesantren. The absence of an inventory system makes monitoring and maintenance of assets undirected, which in turn risks damage and loss of important facilities. In addition, the lack of documentation of public relations activities and external cooperation

makes it difficult for pesantren to build strategic networks to support institutional development. Activities that should be documented as a form of transparency and accountability are often missed or scattered. This condition weakens the pesantren's position in building an institutional image and potential cooperation with external parties.

In general, these problems show that a weak archive management system has direct implications for the low quality of administration of Islamic education institutions in the pesantren environment. The irregularity of data and documents causes the planning, implementation, and evaluation processes to not run well due to the lack of reliable information. This has an impact on the ability of pesantren to respond to changes and develop an adaptive and innovative education system. Therefore, it is necessary to strengthen an archival system that is integrated, modern, and adapted to the characteristics of pesantren so that administrative governance can support the achievement of Islamic education goals more optimally.

Based on the above problems, the following is an analysis of solutions to these problems for the quality of administration of Islamic education institutions in the pesantren environment: strengthening the staffing and personnel system; digitalisation and modernisation of mail and financial administration; inventory of facilities and infrastructure; improving documentation of public relations and cooperation, institutions; and fostering archive governance.

Strengthening the Personnel System is an important step in improving records management in pesantren. For this reason, pesantren need to compile a database of teaching and education personnel in a formal and structured manner. The creation of standard operating procedures (SOPs) regarding data collection of teachers and staff, including records of mutations and promotions, is crucial to ensure the continuity of information. Although traditional in nature, the existence of alumni and masyayikh who serve in pesantren still needs to be properly administered. This will assist pesantren in managing human resources more professionally and sustainably.

Digitalisation and Modernisation of Mail and Financial Administration can be done in stages, adjusting to the capabilities and conditions of each pesantren. The implementation of simple digital systems such as the use of Google Drive or open source archive applications will facilitate the recording and storage of important documents. In addition, training for appointed administrators or santri is needed so that they are able to carry out administrative functions properly. Procurement of supporting equipment such as computers and printers should also be prioritised. With a digital financial recording system, transparency and efficiency in pesantren financial reporting can be improved.

Inventory of Facilities and Infrastructure needs to be done regularly to avoid loss and damage to pesantren assets. The formation of a special team in charge of recording and monitoring assets will facilitate control over the institution's property. The inventory format, both in written and digital form, needs to be made easily accessible and updated regularly. Training on asset management to appointed administrators or santri is also an important step in creating a more orderly and efficient facility management system. This step also supports transparency in the utilisation of pesantren assets.

Improving Public Relations and Cooperation Documentation also needs to be a concern in supporting pesantren administration. Every external activity such as guest visits, cooperation with agencies, or assistance from outside parties must be well documented. The preparation of special archives for public relations activities will help maintain the continuity of information across management periods. For this reason, it is necessary to have an individual or a small team in charge of recording and managing this external relations documentation consistently. Good documentation will also make it easier for pesantren to build networks and expand external support.

The institutionalisation and guidance of records governance needs to be strengthened through the establishment of a records management unit within the organisational structure of the pesantren. This unit is specifically responsible for the management and maintenance of archives so that it does not depend on certain individuals. Archives management should also

be part of the pesantren's institutional policy so that it is systemic and sustainable. Pesantren can collaborate with external institutions such as universities or archives offices to get technical assistance and training in archive management according to standards. Thus, archive governance will become an integral part of the administrative system that supports the goals of Islamic education.

Discussion

Archives management in pesantren has basically been running following the internal needs of the institution, especially in terms of recording daily administrative activities. However, research conducted at Pondok Pesantren X (modern) and Pondok Pesantren Y (salaf) showed that the filing system was still carried out simply and did not refer to standard archival principles. For example, many important documents have not been classified as dynamic archives or static archives, even though an understanding of this classification is very important so that each archive is managed according to its use value and administrative function (Fu'adah et al., 2022). This results in a disorganised storage system and difficulty in retrieving documents when needed.

One of the main problems found is the limited human resources who understand the basic principles of archive management. In both modern and salaf pesantren, archive management is often carried out by administrative personnel who do not have an educational background or specialised training in archiving. As a result, the process of creating, using, maintaining, and depreciating archives (Penn & Pennix, 2017) is not carried out systematically and professionally. Many documents are simply stored in ordinary cabinets or shelves, without a clear classification system and without the establishment of a retention period. This hinders work efficiency, increases the risk of data loss, and makes it difficult for institutions to be accountable in the face of audits or accreditation.

Apart from the human resources side, obstacles were also found in terms of archive infrastructure. Both pesantren do not have proper archive storage space, such as airtight rooms or fireproof shelves. The use of technology in archiving is also still very minimal. In fact, in today's digital era, archive management is greatly helped by a digitisation system that facilitates searching, duplicating, and preserving documents (Penyusun, 2009). The absence of archive software and the weakness of supporting infrastructure are serious obstacles that need to be addressed immediately so that pesantren are not left behind in terms of information technology-based administrative management.

The absence of internal policies and guidelines on archive governance is also a problem that cannot be ignored (Saffady, 2021). Pesantren as Islamic educational institutions have distinctive characteristics that tend to be flexible and based on local culture (Nahrowi & Rahayu, 2025), but this flexibility should not eliminate the need for administrative standardisation. Each work unit in pesantren tends to manage documents according to its own habits without comprehensive institutional coordination. This is contrary to the principle of systematic and coordinated archive governance as stipulated in Law No. 43/2009. Without a binding and systemic policy, archive management in pesantren risks being stagnant and unsustainable.

From an administrative perspective, the weak archiving system has a direct effect on the effectiveness of Islamic education administration run by pesantren. Archives function as a documentation tool, legal evidence, and the basis for decision making (Cox, 2000), so the irregularity of the archives will have an impact on the poor management of the institution as a whole. In the context of Islamic education administration, which is ideally flexible, efficient, and goal-directed (Firmansyah & Mashuri, 2022), weak archive management is certainly a major obstacle. Therefore, increasing the competence of archive managers, providing adequate infrastructure, and establishing a systematic archive policy are urgent steps that need to be taken to strengthen pesantren governance as a professional and competitive Islamic education institution.

One of the main solutions that can be applied in strengthening archive management in pesantren is increasing archival literacy for administrative staff. Based on the research

findings, the low understanding of the classification of dynamic and static archives is the root cause of ineffective management. Therefore, it is necessary to conduct regular archival training that not only introduces the theoretical basics, but also direct practice in the process of creating, storing, and depreciating archives. This training is important to ensure that archives are not only stored, but also used according to their function as evidence, source of information, and basis for decision-making.

In addition to training, a solution that can be done is to develop and establish internal pesantren policies related to the archive management system (Anwar & Rahman, 2019). This policy can be in the form of written guidelines that include the flow of archive creation, document naming, classification system, and retention period. The preparation of archive policies is important considering that many pesantren manage administration informally and are not well documented. With the guidelines, each work unit in the pesantren has a uniform reference in managing institutional documents. This is in line with the principles of Islamic education administration that emphasise effectiveness, efficiency, and continuity in the implementation of educational activities.

Another strategic step is the establishment of an archival unit within the pesantren. This unit functions as a centre for archive management in a coordinated and professional manner. Based on Law No. 43/2009 on Archives, every educational institution should have an archive unit managed by a specialised archive officer. By establishing this unit, pesantren can reduce the administrative workload that is scattered and unstructured, and ensure that all archives are recorded, stored, and depreciated in a standardised manner. The archive unit can also be a liaison with external institutions, for example in accreditation, aid reporting, or preservation of static archives of historical value.

Regarding facilities and infrastructure, pesantren need to develop archive storage spaces that meet security and accessibility standards. Currently, many pesantren still store documents in makeshift spaces that do not guarantee the physical preservation of the archives. Short-term solutions that can be done are the procurement of durable file cabinets, the use of folders and classification labels, and the preparation of documents based on activity codes or categories. For the long term, pesantren can take advantage of information technology by building an archive digitisation system. Digitalisation facilitates storage, search, and protection of documents from physical damage, and supports administrative efficiency as emphasised in educational administration theory (Hasbi et al., 2021).

Archival digitalization also contributes greatly to improving service quality and institutional accountability (Omar et al., 2024). In the context of Islamic education administration, the availability of accurate and fast data can support more responsive and data-driven strategic decision-making. The use of simple records management applications, even spreadsheet-based or local databases, is sufficient for the initial stages of implementation. This allows every educational activity, from recording santri data, correspondence, to activity reports, to be well-documented and ready to be used whenever needed for audit, accreditation, or programme development purposes.

In addition to technical solutions, the institutional cultural approach also needs to be considered (Lam et al., 2021). Pesantren have distinctive traditions and values such as sincerity, obedience, and moral responsibility. These values need to be synergised with modern administrative principles through internalising the importance of archives in maintaining institutional trust. By making all elements of the pesantren, from kiai to administrative staff, aware that archives are a form of accountability to the people and the nation, the concern for archive management will grow organically. This awareness is important so that archive management is not only the technical responsibility of archive officers, but also becomes the institutional culture of pesantren.

Finally, strengthening archive management in pesantren will have a direct impact on improving the overall administrative quality of Islamic education institutions. A neat, structured, and documented administration will support the smooth planning, implementation, and evaluation of educational programmes. In the long run, this also strengthens the position of pesantren as educational institutions that are professional,

accountable, and adaptive to the times. Good archive management is not only a technical necessity, but part of the strategic efforts of pesantren in maintaining their existence, preserving history, and providing high-quality educational services.

Conclusion

This study identified various problems faced by pesantren in managing archives, both in modern and salaf pesantren. These problems include the low archival literacy of administrative staff, the absence of written guidelines or policies regarding the archive management system, the absence of a special archive unit, and the lack of adequate infrastructure for document storage. In addition, archive management is still done manually, unsystematically, and relies on individual habits rather than standardised institutional procedures. As a result, many important documents are not well documented and difficult to trace back when needed, which has an impact on the weak quality of pesantren administration in general.

As a solution to these problems, pesantren need to take several strategic steps to strengthen the archival system. These solutions include increasing archival literacy through regular training, drafting written policies on archive governance, establishing special archive units, and providing adequate infrastructure. The use of information technology through archive digitisation is also an important step for the efficiency and sustainability of document management. By strengthening the archive management system, the administrative quality of Islamic education institutions in pesantren will improve, especially in the aspects of order, accountability, and data readiness for institutional decision making.

For future research, it is recommended that a more in-depth study be conducted on the aspects of change management and cultural resistance in the implementation of digital archiving systems in pesantren. In addition, further research can also examine the effectiveness of archival training based on a participatory approach or based on pesantren values so that archive management is not only technical, but also contextual and sustainable. Comparative research between types of pesantren (salaf and modern) in managing archives also has the potential to provide broader theoretical and practical contributions in the field of Islamic education management.

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