

**HUMAN RESOURCE MANAGEMENT BASED ON PSYCHOLOGICAL DETACHMENT: AN EFFORT TO OPTIMISE THE PERFORMANCE OF BOARDING SCHOOL CAREGIVERS AT AL-WAFI ISLAMIC BOARDING SCHOOL**

**MUHAMMAD AMIQ AZMI<sup>1</sup>, HASYIM ASY'ARI<sup>2</sup>**

<sup>1,2</sup> Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

email: amiq0503@gmail.com<sup>1</sup>, hasyim.asyari@uinjkt.ac.id<sup>2</sup>

\*koresponden author

**Article Information:**

Received: 3 Juni 2026

Revised: 25 Juni 2026

Accepted: 26 Juni 2026

Published: 30 Juni 2026

**Keywords:**

Psychological Detachment, Job Performance, Human Resource Management

**Abstract**

Dormitory supervisors (*musyrif/musyrifah*) at Islamic boarding schools endure high psychological workloads due to the demands of constant student supervision, making them highly susceptible to emotional exhaustion and diminished professionalism. This study examines the implementation of Human Resource Management (HRM) based on psychological detachment as a strategy to mitigate burnout and optimize supervisor performance at Al-Wafi Islamic Boarding School. Utilizing a descriptive qualitative method with a case study approach, data were gathered through in-depth interviews, environmental observations, and regulatory document analysis. The findings reveal that Al-Wafi Islamic Boarding School structurally implements psychological detachment strategies through three core interventions: policies restricting official communication outside shift hours (task segmentation), private living quarters separated from student dormitories, and a horizontal task delegation system (peer-caregiver substitution). This formal job design successfully facilitates the supervisors' energy recovery experiences by severing cognitive attachment to dormitory burdens during off-hours. This study concludes that anchoring psychological aspects within adaptive HRM regulations effectively dismantles the cultural barrier of "boundless devotion" (*pengabdian tanpa batas*) in Islamic boarding institutions, while simultaneously serving as a blueprint for balancing institutional productivity with employee mental well-being.

## INTRODUCTION

The landscape of modern Islamic education in Indonesia is currently characterized by the rapid proliferation of Islamic Boarding Schools (Manaf 2022). This educational model is widely regarded as effective in integrating academic curricula with holistic religious character building (Nikmah, A., & Syakarofath 2026). However, the operational success of this boarding system does not merely rest upon magnificent physical facilities; rather, it hinges heavily on the vital role of the frontline personnel the dormitory supervisors, or *musyrif/musyrifah* (Supriadi, Supriadi & Kurniawaty 2025). These supervisors bear highly complex, dual responsibilities, acting simultaneously as educators, disciplinary overseers, and surrogate parents for students around the clock (Nikmah, A., & Syakarofath 2026). Such continuous work demands, devoid of clear temporal boundaries (*boundaryless work*), impose exceptionally high psychological job demands on supervisors (Bakker, A. B., & Demerouti 2014). As the line between private space and the workplace blurs, employees face a heightened risk of experiencing a constant degradation of mental energy (Bakker, A. B., & Demerouti 2014; Rahmah, Alvia & Salendu 2021)

According to the Job Demands-Resources (JD-R) theory, excessive workloads that are not counterbalanced by adequate recovery resources will trigger a drastic decline in job performance (Bakker, A. B., & Demerouti 2014). Empirical evidence indicates that many dormitory supervisors suffer from emotional burnout, physical exhaustion, and chronic work stress due to the constant pressure of managing student dynamics, even during their designated rest periods (Nikmah, A., & Syakarofath 2026). If left unaddressed by institutional interventions, this mental fatigue crisis among educators and caregivers ultimately leads to high absenteeism and diminished professionalism in classroom and dormitory management (Endang Trisnani, E., Mariyam, S. ., & Maskuri 2026). This decline in professionalism strongly correlates with the accumulation of occupational stress that remains unaddressed at the structural level (Appiah-Odame, E. K., & Frempong 2025). Within contemporary Human Resource Management (HRM) literature, a strategic intervention widely utilized to sustain the performance of employees under high pressure is the regulation of psychological recovery, known as "psychological detachment". This concept refers to an individual's capacity to mentally and emotionally disengage from work-related tasks during non-work hours (Sandoval-Reyes, J., Restrepo-Castro, J.C., Duque-Oliva 2021). Individuals who achieve an optimal level of psychological detachment can successfully halt active, work-related cognitive processing. Consequently, their physical and mental functional systems can return to pre-stress baselines, thereby preserving work vitality for the subsequent day (Ginoux, C., Isoard-Gauthier, S., & Sadova 2025).

While the efficacy of psychological detachment in maintaining macro-organizational productivity has been extensively validated within secular corporate industries (Sandoval-Reyes, J., Restrepo-Castro, J.C., Duque-Oliva 2021), integrating this concept into the HRM systems of Islamic boarding schools still faces significant cultural barriers (Muslimah, Jannatul & Samsir 2025). A paradoxical tendency persists where Islamic boarding institutions often invoke "total devotion" and spiritual values to legitimize boundless work infiltration, effectively neglecting the mental health boundaries of their staff (Muslimah, Jannatul & Samsir 2025). Previous studies on communal boarding life generally conclude that these ecosystems construct homogenous institutional boundaries (Endang Trisnani, E., Mariyam, S. ., & Maskuri 2026). If not managed through structured intervals, such homogenous environments inevitably trigger emotional distancing and acute burnout among the internal actors (Nikmah, A., & Syakarofath 2026). This is precisely where an urgent research gap lies: how a modern boarding institution dismantles these sociological barriers through a formal job design that actively champions mental well-being.

Al-Wafi Islamic Boarding School serves as a highly pertinent subject to examine this dynamic. As a leading modern boarding institution that implements international curriculum standards and rigorous discipline, the demands for performance accountability among its supervisors are exceptionally high. Conversely, the management addresses these intense demands through a structural awareness of the critical need to manage supervisors recovery periods to curb turnover rates that could otherwise jeopardize instructional stability. This inherent tension between high professional demands and the necessity for recovery spaces renders the HRM governance at Al-Wafi Islamic Boarding School crucial to investigate. Against this backdrop, this study aims to comprehensively analyze the implementation of psychological detachment-based HRM at Al-Wafi Islamic Boarding School and evaluate how this job design facilitates the optimization of dormitory supervisors performance. The findings of this study are expected to provide a theoretical contribution by demystifying the concept of recovery experiences within Islamic boarding school environments, while offering a practical blueprint for policymakers to sustain the balance between institutional productivity and employee mental well-being.

## **METHODS**

This study employs a descriptive qualitative method with a case study approach (Sugiyono 2021; Wahyuni 2022). Al-Wafi Islamic Boarding School was selected as the research locus via

purposive sampling, chosen specifically due to its unique characteristics in implementing psychological recovery regulations for staff within a 24-hour boarding work ecosystem.

Primary data collection was conducted through semi-structured, in-depth interviews with nine key informants selected based on predetermined criteria (purposive selection); these comprised three HRM management members (as policy designers) and six dormitory supervisors or *musyrif/musyrifah* (as operational executors) (Raco 2010). To triangulate the interview data, the researcher conducted passive participant observation over a four-month period to monitor staff interactions and activities during both on-duty and off-duty hours. Additionally, a documentary study was performed on administrative documents, including the dormitory division work schedules as of August 2025, institutional regulations, and operational digital communication logs.

Data analysis was conducted interactively following the Miles, Huberman, and Saldaña model, which encompasses three main stages: data condensation, data display, and conclusion drawing and verification (Rijali 2018). Furthermore, to establish trustworthiness, the researcher applied source and method triangulation techniques (Nurfajriani, W. V., Ilhami, M. W., Mahendra, A., Afgani, M. W., & Sirodj 2024). Source triangulation was achieved by cross-examining interview results between the management and the supervisors, whereas method triangulation was executed by confronting these interview accounts with real work schedule documents and field observation data (Afrizal 2024).

## **RESULT AND DISCUSSION**

Based on field observations and work schedule documentation at Al-Wafi Islamic Boarding School, the dormitory management has successfully mitigated the risks of excessive workloads through the precise allocation of weekly time-off. Field implementation is supported by a unique caregiving structure wherein two supervisors collectively manage two student rooms, thereby fostering a peer-substitution ecosystem.

Macro-data tracking indicates that among the 45 personnel managing the dormitory ecosystem (encompassing 26 Dormitory Caretakers, 8 Administration and Support Staff, and 11 Management Coordinators), duty numbers fluctuate dynamically yet remain tightly controlled. On high-workload days, the management system consistently permits up to 12 dormitory caretakers to take alternating off-duty statuses daily.

In critical areas such as Building D, Floors 1 and 2 which house 7th and 10th-grade students requiring high-urgency mentorship the management still enforces a time-off policy that allows

up to two supervisors to be off simultaneously during a single shift. Furthermore, the "Management Off" metric consistently reaches up to 6 personnel on certain days, demonstrating a functional decentralization of coordination at the grassroots level.

This macro-regulatory policy was corroborated by Informant 1 (HRM Management) during an in-depth interview:

*"We realized that if the official coordination groups keep buzzing at night or when supervisors are off-duty, their minds will never truly leave the workplace. Therefore, we established a formal rule: once a shift ends, supervisors have the right to mute all dormitory communication notifications. All student affairs are then routed to the night-shift team."*

The operational impact of this structural assurance is felt directly by the frontline staff, as articulated by Informant 4 (Dormitory Supervisor):

*"At Al-Wafi, when I am scheduled off, I can truly detach from dormitory matters because I know the shift team and my roommate have everything handled. It gives me peace of mind, and the next day I feel refreshed when returning to duty."*

The distribution of active operational shifts, daily leave metrics, and the structural guarantees provided by the institution are summarized in Table 1.1:

**Table 1. 1 Table of**

<b>Work Division</b>	<b>Total Staff</b>	<b>Number of Staff on Duty</b>	<b>Number of Staff on Leave (Off)</b>	<b>Psychological Detachment Guarantee</b>
<b>Dormitory Caretaker</b>	26 people	14 – 21 people	Up to 12 people/day	<b>Very Clear</b> (Duties fully taken over by a roommate)
<b>Administration and Support</b>	8 people	5 – 8 people	Up to 3 people/day	<b>Clear</b> (Administrative workload is shared equally)
<b>Management Coordinator</b>	11 people	5 – 11 people	Up to 6 people/day	<b>Very Clear</b> (Control functions delegated to other staff)
<b>TOTAL</b>	45 people	24 – 40 people	Up to 14 people/day	<b>The system supports 30% of staff taking full days off each day</b>

Based on an empirical analysis of staff operational schedules (Table 1.1), reveals an organizational management design that extends beyond mere task-oriented student supervision; rather, it structurally integrates occupational mental health through precise time-off regulations.

Grounded in industrial and organizational psychology, effective work energy recovery hinges heavily on an employee's capacity to achieve psychological detachment (Nisa 2025). This condition refers to a state in which a worker is capable of fully disengaging physically, cognitively, and emotionally from all forms of job demands during non-work hours (Rijali 2018).

The horizontal formation established at Al-Wafi allows an alternating delegation of authority and monitoring functions whenever a personnel exercises their time-off rights. This scheduling design confirms that the organizational management has successfully facilitated a recovery space for staff to experience a planned psychological detachment from their workloads (Puspita Dewi, W. S., & Fitrianingrum 2024).

Within the traditional context of Islamic boarding schools, supervisors are highly vulnerable to chronic burnout due to the blurred spatial boundaries between their living quarters and the workplace (Khumayroh, R., & Muhyiddin 2025). However, through Al-Wafi's scheduling structure, which implements a two-shift system alongside a clear delegation of responsibility to a co-supervisor, off-duty staff receive a structural guarantee that their responsibilities are completely handled by the team.

This structural assurance has proven effective in severing cognitive distortions, such as excessive guilt or anxiety regarding the students left behind. Off-duty supervisors can successfully deactivate their monitoring functions, engage in personal activities, and halt active cognitive processing related to dormitory issues. Furthermore, the fact that the caregiving machinery operates autonomously at the grassroots level without interrupting key policymakers demonstrates a healthy decentralization of authority. From a theoretical standpoint, this scheduling arrangement aligns precisely with the principles of modern occupational stress management. According to the Conservation of Resources (COR) theory developed by Hobfoll (1989), workers require non-work hours to replenish their "psychological batteries" or mental resources depleted by daily pressures. At Al-Wafi Islamic Boarding School, this formalized schedule acts as a structural shield that prevents staff resource depletion, thereby consistently maintaining caregiving performance at its highest level.

Collectively, these data confirm that Al-Wafi Islamic Boarding School deliberately facilitates the essential components of recovery experiences. This schedule design is not merely an administrative sheet mapping out work hours, but rather a structural intervention instrument ensuring that supervisors possess adequate breathing room for resource replenishment (Puspita Dewi, W. S., & Fitrianingrum 2024). The long-term impact of an HRM model that accommodates psychological detachment includes enhanced job satisfaction, sustained emotional stability

during student interactions, and a significant reduction in employee turnover rates within educational environments (Faris, S., Sagala, L. G., Wijaya, E., Albert, A., & Hassim 2025; Muslimah, Jannatul & Samsir 2025)

## **CONCLUSION**

Based on the empirical analysis, this study demonstrates that Al-Wafi Islamic Boarding School successfully integrates occupational mental health into its formal administrative framework through deliberate job design interventions. The institutional roster structurally supports this integration by ensuring that approximately 30% of the total workforce amounting to 14 out of 45 personnel can take full, uninterrupted daily leave. Crucially, this high leave capacity is maintained without compromising the continuity or stability of student supervision.

This optimization of frontline caregiver performance relies entirely on a horizontal peer-substitution mechanism structured around a two-caregiver-to-two-room matrix. The combination of unambiguous shift boundaries and a formal delegation of accountability to on-duty colleagues provides a vital layer of structural assurance. This system effectively neutralizes the cognitive anxieties and hyper-vigilance typical of residential school environments, allowing off-duty staff to achieve authentic psychological and emotional detachment from work demands.

By systematically insulating staff during rest periods from operational friction, the institution facilitates optimal psychological resource replenishment. Consequently, when caregivers return to active duty, they exhibit renewed emotional resilience and sharp cognitive focus ultimately elevating the overall quality and performance of caregiving within the residential ecosystem.

## **ACKNOWLEDGMENTS**

The authors express their sincere gratitude to the management, coordinators, and all dormitory supervisors (*musyrif/musyrifah*) at Al-Wafi Islamic Boarding School for their cooperation and valuable insights throughout the data collection process. Special thanks are also extended to Universitas Islam Negeri Syarif Hidayatullah Jakarta for providing the institutional support that enabled the completion of this research.

## REFERENCES

- Afrizal. 2024. *Metode Penelitian Kualitatif: Sebuah Upaya Mendukung Penggunaan Penelitian Kualitatif Dalam Berbagai Disiplin Ilmu (2nd Ed.)*. Depok: Raja Grafindo Persada.
- Appiah-Odame, E. K., & Frempong, G. 2025. "The Silent Crisis of Teacher Burnout: Systemic Challenges and Coping Mechanisms." *Educational Point* 2(2).
- Bakker, A. B., & Demerouti, E. 2014. "Jobs Demands-Resources Theory." *Work and Wellbeing: A Complete Reference Guide* 3.
- Endang Trisnani, E., Mariyam, S. ., & Maskuri, M. 2026. "Tradisi Pesantren Relasinya Dengan Kelembagaan Pendidikan Islam Multikultural." *JIP - Jurnal Ilmiah Ilmu Pendidikan* 9(1).
- Faris, S., Sagala, L. G., Wijaya, E., Albert, A., & Hassim, A. A. 2025. "The Impact of Green Knowledge and Servant Leadership on Green Innovation through Green Self-Efficacy in Toba Caldera Geopark." *Jurnal Manajemen Bisnis* 16(2):480–507.
- Ginoux, C., Isoard-Gautheur, S., & Sadova, M. 2025. "Expanding The Recovery Experience Questionnaire Into a 5-Factor Model by Including a Factor Covering Experiences of Contrast." *Nordic Psychology* 77(1).
- Khumayroh, R., & Muhyiddin, A. S. 2025. "Da'wah Strategy of Kiai Pondok Pesantren Roudlotul Furqon Kudus in Overcoming Burnout on Asatidz." *Ishlah: Jurnal Ilmu Ushuluddin, Adab Dan Dakwah* 7(1):177–190.
- Manaf, A. 2022. "Rekonstruksi Pendidikan Boarding School Di Indonesia. Ad-Da'wah." *Ad-Da'wah* 20(1):50–60.
- Muslimah, Jannatul & Samsir, Samsir. 2025. "Mengintegrasikan Servant Leadership Dan Psychological Detachment: Strategi Holistik Dalam Meningkatkan Kinerja Dan Kesejahteraan Karyawan." *Jurnal Bisnis Mahasiswa* 5.
- Nikmah, A., & Syakarofath, N. A. 2026. "Identifikasi Gejala Psychotrauma Pada Remaja Perempuan Di Lingkungan Boarding School." *Cognicia: Jurnal Keilmuan Psikologi* 14(1):12–27.
- Nisa, Z. C. 2025. "Pengaruh Work Life Balance Dan Beban Kerja Terhadap Kinerja Pegawai Pada Suku Dinas Kependudukan Dan Pencatatan Sipil Kota Administrasi Jakarta Pusat." *Jurnal Manajemen USNI* 11(1):71–85.
- Nurfajriani, W. V., Ilhami, M. W., Mahendra, A., Afgani, M. W., & Sirodj, R. A. (2024). 2024. "Data Triangulation in Qualitative Data Analysis." *Jurnal Ilmiah Wahana Pendidikan* 10(17):826–33.
- Puspita Dewi, W. S., & Fitrianingrum, A. 2024. "Stress Dan Kinerja : Dilema Perangkat Desa Di Era Modern." *Solusi* 22(4):378–95.
- Raco, J. R. 2010. *Metode Penelitian Kualitatif: Jenis, Karakteristik Dan Keunggulannya*. Jakarta: PT Grasindo.
- Rahmah, Alvia & Salendu, Alice. 2021. "Peran Moderasi Work-Life Enrichment Terhadap Hubungan Antara Boundary Management Strategy Dan Emotional Exhaustion." *Journal Psikogenesis*.
- Rijali, A. 2018. "Analisis Data Kualitatif." *Alhadharah: Jurnal Ilmu Dakwah* 17(33):81–95.
- Sandoval-Reyes, J., Restrepo-Castro, J.C., Duque-Oliva, J. 2021. "Work Intensification and Psychological Detachment: The Mediating Role of Job Resources in Health Service Workers." *Int. J. Environ. Res. and Public Health*.
- Sugiyono. 2021. *Metode Penelitian Kuantitatif Kualitatif Dan R & D (3rd Ed.)*. Bandung: Alfabeta.

- Supriadi, Supriadi & Kurniawaty, Ria. 2025. "Peran Pengasuh Pondok Dalam Meningkatkan Mutu Pondok Pesantren Karomatul Qur'an Tanjung Pinang." *ULIL ALBAB: Jurnal Ilmiah Multidisiplin* 4:787–91.
- Wahyuni, Sari. 2022. *Qualitative Research Method: Theory and Practice, 3rd Edition*. Jakarta: Salemba Empat.

