

## Reforming Human Resource Management in Islamic Education: Strategic Approaches to Enhancing Teacher Quality at MAN 1 Pesawaran

Ananda Julia Ningsih<sup>✉</sup> and Nor Rochmatul Wachidah<sup>✉</sup>

**To cite this article.** A. J. Ningsih and N. R. Wachidah, “Reforming Human Resource Management in Islamic Education: Strategic Approaches to Enhancing Teacher Quality at MAN 1 Pesawaran,” *Cult. Islam. J. Islam. Stud. Manag. Cult.*, vol. 1, no. 1, pp. 26–36, 2025.

DOI: <https://doi.org/10.70211/culturaislamica.v1i1.264>

**To link to this article:**



Published online: 30 June 2025



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# Reforming Human Resource Management in Islamic Education: Strategic Approaches to Enhancing Teacher Quality at MAN 1 Pesawaran

Ananda Junia Ningsih\* and Nor Rochmatul Wachidah

Received : 18 April 2025

Revised : 21 May 2025

Accepted : 22 June 2025

Online : 30 June 2025

## Abstract

This study aims to analyze the implementation of Human Resource Management (HRM) in enhancing the quality of educators at Madrasah Aliyah Negeri 1 Pesawaran, Lampung. HRM plays a strategic role in maximizing organizational performance through the effective management of development, integration, maintenance, and discipline of educators. The research employs a qualitative descriptive approach with data collection techniques including interviews, observations, and documentation involving the headmaster, vice principal for curriculum, and teachers. The findings indicate that (1) educator development is systematically carried out through routine online and offline training; (2) the integration process fosters structured collaboration with both internal and external parties to enhance the quality of learning; (3) human resource maintenance is based on short- to long-term strategic plans; and (4) discipline is effectively implemented, as reflected in the teachers' consistent responsibility and performance. Performance evaluations are conducted periodically and supported by a reward system that encourages professionalism and motivation among educators. Despite budgetary constraints, collaboration with external parties has become a solution to support sustainable professional development. These findings show that effective HRM practices significantly contribute to improving the quality of educators and educational outcomes. This study provides practical insights for other educational institutions in designing adaptive HRM strategies in the global era.

**Keywords:** Human Resource Management, Teacher Development, Educational Quality, Professionalism, Discipline, Madrasah.

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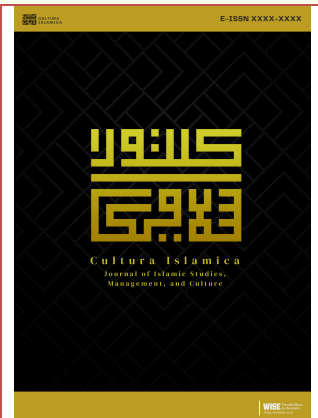
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## INTRODUCTION

Human Resource Management (HRM) plays a crucial role in enhancing the quality of education, including within the environment of Madrasah Aliyah Negeri (MAN) 1 Pesawaran [1]–[3]. The success of an educational institution is highly influenced by the quality of its educators [4]–[6], who ideally possess professional competencies, high motivation, and the ability to adapt to the changing times. In the context of Islamic education, the principal serves as a central figure in designing, directing, and supervising the implementation of HRM policies, including those related to competency development, work ethic training, and improving teacher welfare [7]–[9]. Amidst globalization and the rapid development of technology, there is an urgent need for teachers who are not only knowledgeable in Islamic values but also proficient in the use of technology and contemporary pedagogical approaches [10]–[14].

However, there exists a significant gap between the demands of educational transformation and the actual conditions in madrasahs, particularly regarding teachers' readiness to respond to these challenges [15] [16]. Evidence of this gap is seen in the uneven quality of training, the limited performance evaluation-based development systems, and the weak integration between managerial strategies and collaborative work culture within the madrasah environment. Despite the implementation of various quality improvement programs, not all teachers have been able to demonstrate significant and sustainable improvements in their competencies [17]. This indicates that HRM in madrasahs still faces structural [18], [19] and cultural challenges that need to be examined and addressed in order to bridge the gap between ideal expectations and the realities on the ground [20].

Devi Sartika [21], Miftahul Huda [22], Choirunisa Karina [23], Nur Khalimah [24], and Wahyu Susiloningsih [25], are among the researchers who have examined the relevance of implementing human resource management in improving the quality of educators in madrasahs. Their studies generally indicate that effective HRM practices, such as selective recruitment, continuous training, reward and punishment systems, as well as strategic planning and personnel rotation, play a significant role in enhancing teacher professionalism and the quality of education. Strategies such as competency development, performance evaluations, and effective internal communication have proven to foster a more quality-driven and adaptable educational environment in response to the challenges of the times. The findings from these studies provide a strong foundation to support the implementation of HRM in enhancing the quality of educators at Madrasah Aliyah Negeri 1 Pesawaran, Lampung.

Research on human resource management (HRM) in improving educational quality has been extensively conducted; however, much of it remains general and has not specifically addressed the context of madrasahs in regional areas, such as Madrasah Aliyah Negeri 1 Pesawaran. This study offers novelty by focusing on the comprehensive and contextual implementation of HRM in a public madrasah setting, an area that has yet to receive extensive attention, particularly regarding recruitment, training, performance evaluation, and teacher promotion under limited conditions. The urgency of this research lies in the critical role of educators in enhancing the quality of madrasah graduates and the need for effective HR governance amidst the challenges of globalization and limited resources. The

implications of this study provide practical contributions to HR management in madrasahs and present empirical data that can serve as a reference for policy-making in locally-based Islamic education.

The primary issue addressed in this study is how the implementation of human resource management (HRM) at Madrasah Aliyah Negeri 1 Pesawaran can improve the quality of educators. The more specific research questions are: What HRM policies are implemented by the principal to enhance educators' competencies? How effective are the HRM strategies in improving the quality of teaching at the madrasah? What challenges are faced in the implementation of HRM at this madrasah? The aim of this study is to analyze the implementation of HRM at Madrasah Aliyah Negeri 1 Pesawaran, focusing on efforts to improve the quality of educator.

This study seeks to identify the HRM policies in place, evaluate the effectiveness of the strategies used, and understand the challenges faced in HRM at this madrasah. The findings are expected to provide valuable insights for HRM practices in other madrasahs across Indonesia. This research is important as it contributes to the development of educational management science, particularly in the context of HRM at madrasahs. Furthermore, the results of this study can offer practical recommendations for the management of Madrasah Aliyah Negeri 1 Pesawaran in optimizing HRM to enhance educator quality. This research is also expected to inspire other madrasahs seeking to improve teaching quality through more effective HRM.

## METHODS

This study employs a qualitative approach with the aim of gaining an in-depth understanding of the educational marketing strategies employed to increase the interest of new students at Madrasah Aliyah Negeri 1 Pesawaran. The research was conducted at MAN 1 Pesawaran, with data sources consisting of both primary and secondary data. Primary data were obtained through in-depth interviews with the principal, teachers, administrative staff, and students involved in the educational marketing process. Additionally, secondary data were collected from related documents such as promotional materials, annual reports, and educational marketing policies at the madrasah.

Data collection was carried out using three main techniques. First, in-depth interviews with relevant stakeholders to gather information about marketing policies and their perceptions of educational marketing. Second, direct field observations to examine how marketing practices are implemented at the madrasah. Third, the collection of documents such as brochures, promotional materials, and annual reports that illustrate the marketing activities carried out by the madrasah. The collected data were then analyzed through data reduction, data presentation, and conclusion drawing to provide a clear picture of the marketing strategies being applied.

The validity of the data in this study was ensured through triangulation techniques, which involved comparing data obtained from interviews, observations, and documents. This was done to ensure the consistency and validity of the research findings. Through this approach, the study aims to provide insights into how educational marketing strategies can

increase the interest of new students at MAN 1 Pesawaran, as well as the factors influencing their success.

## RESULTS AND DISCUSSION

### *Results*

Based on interviews with the principal, vice principal, and several educators at Madrasah Aliyah Negeri 1 (MAN 1) Pesawaran, the implementation of human resource management (HRM) at this institution involves several policies aimed at enhancing the competence and performance of educators. First, the principal has implemented a structured professional development and training policy, which includes regular training sessions such as subject teacher meetings (Musyawarah Guru Mata Pelajaran - MGMP), seminars, and workshops held every semester. Additionally, educators are encouraged to participate in external training programs and internships designed to enhance their technical skills, particularly in the use of technology in teaching.

Furthermore, the performance of educators is evaluated regularly on a monthly basis. The principal applies a comprehensive performance appraisal system, which covers aspects such as discipline, classroom management, and the quality of teaching [26]. The results of these evaluations are then used to provide constructive feedback to educators and serve as the basis for further professional development. This approach aims to create a supportive work environment and strengthen the professionalism of educators, enabling them to continuously improve and enhance the quality of teaching at the madrasah.

Regarding the provision of rewards, the principal has implemented a reward system for educators who demonstrate excellent performance. These rewards are not limited to financial incentives but also include recognition for achievements at both the local and national levels. This has proven effective in boosting educators' motivation to continually improve their teaching quality. According to the interview results, there is evidence that 90% of teachers at MAN 1 Pesawaran are professionally certified, indicating that they meet the required qualifications for educators.

### **Human Resource Management Policies and the Enhancement of Educator Competencies**

The implementation of human resource management policies at MAN 1 Pesawaran focuses on improving teacher quality through systematically designed continuous training. The principal prioritizes the development of pedagogical and information technology competencies through activities such as Subject Teacher Consultation Meetings (MGMP), internal training sessions like In-House Training (IHT), and curriculum workshops held each semester [27]. Teachers are also encouraged to participate in external training programs offered by educational training centers and religious institutions, such as the Ministry of Religious Affairs. According to interview results, the majority of teachers reported direct benefits from these training programs, particularly in the use of digital learning media and the development of lesson plans based on HOTS (Higher Order Thinking Skills).

These development programs have had a tangible impact on enhancing teaching skills and technology-based learning. Classroom observations show that many teachers have started

using applications such as Canva, Google Classroom, and Quizizz as part of their teaching strategies. Furthermore, interview results indicate that 90% of the teachers hold professional certifications, and 70% of them have actively participated in training sessions over the past three years. This demonstrates the madrasah's success in facilitating competency development through consistent and responsive HRM policies that align with contemporary advancements.

However, the main challenge in implementing this training program is the limitation of operational funds. Large-scale training activities require substantial financial resources for speaker fees, equipment, and other supporting facilities. In response to this challenge, the principal initiated partnerships with higher education institutions and private organizations that offer subsidized or free online training. This collaborative strategy has become an adaptive solution to ensure the continuity of teacher development without overburdening the madrasah's budget and represents an innovative, long-term HRM practice.

### **Strategies for Evaluating and Developing Educator Performance**

Performance evaluation at MAN 1 Pesawaran is conducted routinely, involving the principal, the vice principal for curriculum, and senior teachers. The evaluation is based on indicators that include work discipline [28], mastery of content, classroom management, and creativity in teaching. This process is carried out monthly, and the results are documented in a teacher performance report. This approach allows the madrasah to track the progress of each teacher in a measurable way and provides clear improvement notes.

The evaluation results are used as a basis for providing feedback and further professional development. Teachers who show performance improvement are recognized with formal acknowledgments and strategic assignments, such as becoming program coordinators or training facilitators. Meanwhile, teachers who are assessed as not meeting quality standards are provided with individualized development programs, such as coaching and direct classroom supervision. This approach has fostered a competitive work environment while also supporting collaboration among teachers.

However, there is an imbalance in the effectiveness of the follow-up actions from the evaluation results. According to interview findings, about one-third of teachers reported difficulties in applying the feedback they received to their teaching practices. Several contributing factors include a lack of post-evaluation support, the absence of an applicable coaching model, and limited access to new learning resources. Therefore, the principal needs to refine the post-evaluation development model with a more practical approach, such as lesson study, peer observation, and team teaching, which is more contextual and aligned with the needs of the teachers.

### **The Role of the Younger Generation in Human Resource Development at MAN 1 Pesawaran**

Younger generations at MAN 1 Pesawaran, particularly teachers under the age of 35, play a crucial role in the process of educational renewal and work culture transformation. They bring a spirit of innovation, are familiar with technology, and tend to be adaptive to curriculum changes and the demands of educational digitalization. In practice, young teachers actively participate in both internal and external training, and they drive extracurricular activities that require creative and digital approaches, such as educational social media and student journalism training.

Several young teachers have also been appointed as speakers in internal training sessions, especially in mastering learning applications and the digitalization of teaching tools.

This role not only boosts their confidence but also enriches their professional experience. The principal provides space for young teachers to present new ideas in teacher meetings or curriculum development discussions, which has led to their contributions being increasingly recognized at a structural level. This highlights that empowering younger generations is a key strategy in participatory HR management.

However, challenges remain that hinder the optimal utilization of young teachers' roles. One of the main issues is their limited understanding of the madrasah's policy structure and the importance of systematic educational administration. Some also struggle with balancing teaching duties, administration, and personal development. Therefore, further training focusing on time management, instructional leadership, and reinforcing Islamic work values such as trustworthiness (*amanah*) and perseverance (*istiqamah*) is needed. With this support, young teachers can not only be executors but also leaders in advancing professional and character-driven Islamic education reform.

### *Discussion*

In the framework of Islamic studies, human resource management in Islamic educational institutions functions not only as an administrative tool but also as a moral and spiritual instrument in shaping the character of educator [29]. Research findings at Madrasah Aliyah Negeri 1 (MAN 1) Pesawaran indicate that the principal actively implements educator development strategies based on continuous training, competency-based evaluations, and fair reward systems. These practices reflect Islamic managerial values such as trustworthiness (*amanah*) in leadership [30], *diligence (ittqan) in professional duties* [31], and consultation (*shura*) in policy formulation for training programs [32], as evidenced by the inclusive implementation of MGMP (Subject Teacher Consultation) and in-house training.

Managerially, this approach demonstrates the effective application of performance-based management [33]. The periodic evaluations conducted are not merely supervisory but serve as a means for continuous professional development. The reward system is based on recognizing both moral and professional achievements, rather than solely material incentives. This strategy aligns with modern principles in educational management [34], which emphasize empowerment and the strengthening of intrinsic motivation among teachers [35]. Although budget constraints pose a significant challenge, external collaboration and the utilization of technology-based training serve as adaptive solutions that enhance the institution's resilience to the dynamics of educational globalization.

From an organizational culture perspective, MAN 1 Pesawaran has successfully cultivated a work ecosystem that supports professionalism, collaboration, and leadership regeneration. The younger generation is not only involved as training recipients but also as subjects of cultural transformation within the madrasah. They become change agents who bring innovative culture while strengthening the Islamic identity in the teaching and learning process. This shows the integration of the madrasah's work culture with religious values and modernity, creating synergy between Islamic culture, managerial practices, and the goal of improving educational quality. Thus, the implementation of HRM at MAN 1 Pesawaran has not only impacted the enhancement of educator quality but also serves as a concrete model for how Islamic educational institutions can manage change systematically without abandoning their spiritual and cultural roots.

## CONCLUSION

The results of this study specifically demonstrate that the implementation of Human Resource Management (HRM) at Madrasah Aliyah Negeri 1 (MAN 1) Pesawaran covers four main aspects: development, integration, maintenance, and discipline of human resources, which have been proven to contribute to the improvement of educator quality. First, human resource development is realized through continuous training programs, both online and offline, such as teacher working groups (MGMP) and internal workshops, which have significantly enhanced teachers' pedagogical skills and mastery of learning technologies. Second, the integration process is carried out through collaboration between the madrasah and external parties, such as training institutions and the education office, which expands teachers' access to competency improvement.

Third, the maintenance of human resources is carried out through short-term, medium-term, and long-term planning set out in the headmaster's work program, including strengthening the role of the vice principal for curriculum. Fourth, teacher discipline is maintained through monthly performance evaluations, a two-way feedback system, and performance-based rewards, which have proven to enhance motivation and work responsibility. The fact that 90% of teachers at MAN 1 Pesawaran hold professional certification serves as a tangible indicator of the success of HRM at this madrasah. This study affirms that the combination of administrative, motivational, and spiritual approaches is a key factor in improving educator quality in the Islamic educational environment.

## LIMITATIONS

This study has several limitations that directly impact the scope and generalization of its findings. First, the research object is limited to one madrasah, namely MAN 1 Pesawaran, meaning the results reflect the specific context of this madrasah and may not necessarily represent other madrasahs in Lampung or nationally. Second, the qualitative research method, predominantly relying on interviews and observations, may introduce perceptual bias from informants such as the headmaster, vice principal, and teachers, especially since much of the data originates from the institution's internal sources without external verification.

Third, the time constraints of the research prevented a comprehensive analysis of the long-term effectiveness of the teacher training programs and evaluations. Longitudinal data linking HRM strategies to student learning outcomes or the madrasah's overall academic performance are not yet available. Fourth, this study has not explored in depth the external factors that may influence the implementation of HRM policies at the madrasah level, such as policies from the Ministry of Religious Affairs, changes in teacher certification regulations, and the socio-economic dynamics of teachers. Therefore, further research is recommended to adopt a mixed-methods approach and expand the sample population to produce more holistic and generalizable conclusions.

## AUTHORS INFORMATION

### *Corresponding Author*

**Ananda Junia Ningsih** – Department of Islamic Education Management, Universitas Islam Negeri Raden Intan Lampung, Indonesia;

 [orcid.org/0009-0008-1549-2155](https://orcid.org/0009-0008-1549-2155)

Email: [anandajunianingsih@gmail.com](mailto:anandajunianingsih@gmail.com)

### *Authors*

**Nor Rochmatul Wachidah** – Department of Islamic Education Management, Universitas Islam Negeri Raden Intan Lampung, Indonesia;

 [orcid.org/0009-0007-4750-001X](https://orcid.org/0009-0007-4750-001X)

Email: [norrochmatul@radenintan.ac.id](mailto:norrochmatul@radenintan.ac.id)

## **AUTHOR CONTRIBUTION**

AJ conceptualized and designed the research, collected data through interviews and observations, and conducted in-depth data analysis. AJ was also responsible for drafting the initial manuscript, structuring the research, and writing the results and discussion sections. NR, as the supervising lecturer, provided guidance throughout the research process, contributed to the literature review, and participated in manuscript editing and revisions. Both AJ and NR actively discussed the research findings and approved the final version of the manuscript for publication.

## **CONFLICT OF INTEREST**

The authors declare no conflict of interest.

## **DECLARATION OF USE OF AI IN SCIENTIFIC WRITING**

I hereby declare that Artificial Intelligence (AI) tools have been utilized in the preparation and writing of this scientific work. The use of AI was primarily for tasks such as improving language clarity, grammar correction, and generating suggestions for structuring content. All AI-generated content has been thoroughly reviewed and edited to ensure its alignment with the research objectives and academic standards.

I acknowledge that the contributions made by AI tools were used as a supplementary resource, and the final content remains my intellectual work, reflecting my understanding, research, and analysis. Any reliance on AI for content generation or idea structuring has been explicitly cited and recognized in accordance with academic integrity guidelines. This declaration affirms that the use of AI in this research adheres to the principles of transparency, academic honesty, and ethical writing.

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