

ANALYSIS OF THE IMPLEMENTATION OF HUMAN RESOURCES IN IMPROVING THE QUALITY OF EDUCATION AT MADRASAH ALIYAH FOUNDATION OF THE SABILUL HASANAH ISLAMIC BOARDING SCHOOL FOUNDATION

Fahmu Rosikhoh ^{a*)}, ²Tri Widiyatsih ^{a)}, ³Riswan Aradea ^{a)}

^{*)} Universitas PGRI Palembang, Palembang, Indonesia

^{*)}Corresponding Author: fahmurosshy@gmail.com

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Abstract: This study aims to analyze the policies, implementation, effectiveness, and constraints of Human Resources (HR) management in *improving* the quality of education at Madrasah Aliyah Sabilul Hasanah. This study uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The results of the study show that the functions of planning, professional development, and human resource development have been running effectively through a teacher competency development program that integrates the Independent Curriculum with Islamic boarding school cultural values. The high work ethic of teachers is supported by the value of solemnity (devotion), a proportionate reward and punishment system, and humanist-educational supervision. The quality of education at Madrasah Aliyah Sabilul Hasanah is relatively good, which is shown by most teachers who have an educator certificate and actively participate in continuous professional development activities. However, the implementation of human resource management still faces several obstacles, such as transportation barriers, limited technological infrastructure, and student learning saturation due to crowded dormitory activities. These various obstacles are overcome through the optimization of internal training, the use of alternative learning media, and strengthening coordination between madrasah residents. This study concludes that the integration of effective human resource management with pesantren cultural values makes a significant contribution to improving the quality of education, teacher professionalism, and character formation of students.

Keywords: Human Resource Management, Teacher Professionalism, Teacher Certification, Work Ethic, Islamic Boarding School Culture, Educator Quality

I. INTRODUCTION

Education is a strategic instrument in improving the quality of human resources. The success of educational institutions is not only determined by the facilities and infrastructure, but also by the quality of the human resources who manage and carry out the educational process. Teachers and education personnel are the main components in planning, implementing, evaluating, and developing the quality of education (Mulyasa, 2021).

In the context of Islamic education, the quality of education is not only seen from academic achievements, but also from the formation of character, morals, spirituality, social skills, and students' readiness to face community life. Therefore, the management of human resources in madrasas needs to integrate the principles of professionalism with Islamic values

Madrasah Aliyah Yayasan Pondok Pesantren Sabilul Hasanah is an Islamic secondary education institution in Purwosari Village, Sembawa District, Banyuasin Regency, South Sumatra. The madrasah was established in 1994 and began operations in 1995.

As a pesantren-based institution, madrasas combine general education, religious education, and pesantren culture (*Values Education*) (Hidayat & Suryana, 2021).

This research focuses on the implementation of human resources in teacher professional development and the reward and punishment system; the effectiveness, constraints, and efforts to align modern management with work ethic; and the quality of education in madrasas. The novelty of the research lies in the analysis of the integration of modern human resource management with the values of Islamic boarding schools, including solemnity, spirituality, and the culture of Islamic boarding schools organizations (Nindiati, 2023).

The purpose of the research is to describe the policies and practices of human resource implementation, analyze the effectiveness and obstacles and efforts made, and analyze the quality of education at Madrasah Aliyah Yayasan Pondok Pesantren Sabilul Hasanah.

II. RESEARCH METHODS

This study uses a qualitative approach with a descriptive method. The object of the research is the implementation of educational human resource management which includes planning, organizing, implementing, developing, and evaluating human resources in order to improve the quality of education.

The research informants amounted to 10 people who were determined by purposive sampling technique, consisting of madrasah managerial elements, teachers, education staff, and students. Primary data is obtained through interviews and observations, while secondary data is obtained through official madrasah documents.

Data collection techniques include observation, interviews, and documentation. Data analysis uses an interactive model in the form of data reduction, data presentation, and conclusion drawing and verification. The validity of the data is strengthened through triangulation and data checking.

III. RESULTS AND DISCUSSION

1. Teacher Professional Development

Teacher professional development is the main policy in the implementation of human resources. Madrasah provides opportunities for teachers to participate in training, workshops, MGMP, technical guidance, supervision, and mentoring. These activities improve teachers' ability to develop methods, media, classroom management, and adjust learning to the characteristics of students (Silalahi et al., 2022).

Professional development is also directed at the integration of the Independent Curriculum with the culture of Islamic boarding schools. Learning is not only oriented to academic competence, but also to the habit of worship, manners, morals, and the values of pesantren life.

2. Reward dan Punishment

The reward system is applied as a form of appreciation for teachers' dedication, loyalty, and performance, both in material and non-material forms. Rewards serve to strengthen motivation and a sense of appreciation. However, the culture of pesantren makes teachers' work motivation not solely materially oriented because the values of solemnity, devotion, and worship remain the foundation of Fithroh et al. (2023).

Punishment is applied proportionately through evaluation, reprimand, coaching, supervision, and constructive feedback. The approach is humanist-educational and aims to improve performance, not provide repressive punishment.

3. Effectiveness of Human Resources Implementation and Work Ethic of Islamic Boarding Schools

The implementation of human resources is considered effective in combining modern management principles with the work ethic of Islamic boarding schools. Effectiveness is seen in discipline, responsibility, loyalty, professionalism, cooperation, communication, leadership support, and a culture of solemnity. The values of pesantren are a moral reinforcement for the implementation of teacher professionalism.

Thus, modern management is not applied separately from the local culture, but is adapted to the character of the pesantren. This integration is a strength in building a work culture that supports improving the quality of education (Suyanto & Hisyam, 2023).

4. Obstacles and Efforts to Resolve

Obstacles to the implementation of human resources include limited facilities and infrastructure, access to technology and the internet, restrictions on the use of gadgets, transportation barriers, and the density of pesantren activities that can affect the learning innovation space and learning conditions of students.

Madrasah responds to these obstacles through internal training, workshops, MGMP, academic supervision, the use of alternative learning media, awarding, strengthening disciplinary and religious work culture, and coordination between stakeholders. These efforts have made obstacles that have not significantly hindered the achievement of educational goals.

5. Quality of Education

The quality of education shows positive development. The indicators include teacher professionalism, the effectiveness of the learning process, the success of graduates in continuing their education, the formation of religious character, social skills, and the institution's commitment to quality improvement (Mulyasa, 2022).

The madrasah has 44 educators and education staff consisting of 36 Foundation Permanent Teachers, 3 seconded civil servant teachers, and 5 honorary teachers. A total of 36 teachers or 81.82% already have educator certificates. The data shows a relatively high level of professionalism of educators.

The quality of graduates is not only shown through academic achievements, but also through morals, independence, the ability to continue education, and contribution to society. This shows an educational orientation that integrates intellectual, moral, spiritual, and social aspects.

6. Continuous Improvement and Accreditation

Madrasah is currently Accreditation B. Based on the results of the research, this status is not caused by a decline in the quality of education, but related to the limited time in preparing accreditation instruments and documents in the previous period. Madrasah improves human resources, learning administration, quality documents, infrastructure, and student achievements in preparation for Accreditation A.

Aspects	Research Findings	Implications for Quality
Professional development	Training, workshops, MGMP, supervision, and mentoring	Increased learning competence and adaptation
Reward	Appreciation for dedication, loyalty, and performance	Motivation and sense of appreciation are strengthened
Punishment	Evaluation, reprimands, coaching, and feedback	Humanist-educational performance improvement
Work ethic	Obedience, discipline, responsibility, and religiosity	Organizational culture supports quality
Constraints	Facilities, technology/internet, gadgets,	Requires adaptation and coordination

	transportation, pesantren activities	strategies
Quality of education	Professionalism of teachers, graduates, character, and continuous improvement	Quality develops academically and non-academically

9. Managerial Implications

The results of the study imply that strengthening the quality of education in pesantren based madrassas needs to be pursued through the management of human resources that is balanced between the demands of professionalism and institutional character. Teacher development programs need to be prepared based on real needs, while supervision needs to be maintained as a coaching process. On the other hand, the development of facilities and technology needs to be adjusted to the policies and culture of the Islamic boarding school.

Another implication is the importance of maintaining a culture of continuous improvement. Performance evaluation, documentation, competency development, facility improvement, and accreditation preparation need to be carried out systematically. In this way, quality improvement is not only carried out ahead of accreditation, but also becomes an organizational habit that takes place on an ongoing basis.

7. Synthesis of HR Management Implementation

Based on the overall findings of the research, the implementation of human resource management at Madrasah Aliyah of the Sabilul Hasanah Islamic Boarding School Foundation can be understood as a series of interconnected activities, ranging from professional development, performance coaching, awarding, supervision, to the creation of a work culture that supports the quality of education. The findings of the study show that human resource management does not stand alone, but runs in the institutional context of pesantren which has its own character and work values.

Teacher professional development is one of the important points because teacher competence is directly related to the learning process. Training, workshops, MGMP, technical guidance, supervision, and mentoring provide space for teachers to update their knowledge and skills. The results are not only seen in improving administrative skills, but also in the ability to adapt learning to the characteristics of students and integrate pesantren values.

In terms of motivation, rewards and punishments are applied by taking into account the cultural character of the institution. Rewards are a form of recognition for dedication and loyalty, while punishment is more directed at evaluation and coaching. The pattern shows that performance management does not solely rely on control, but also builds professional awareness and a sense of responsibility.

Findings about the culture of solemnity are an important part in explaining why the HR management system can run in the pesantren environment. Devotion, example, discipline, responsibility, and religious values are the foundation that strengthens the implementation of duties. Thus, modern management principles can be applied without losing institutional identity.

IV. CONCLUSION

The implementation of human resources at Madrasah Aliyah of the Sabilul Hasanah Islamic Boarding School Foundation has been effective in supporting the improvement of the quality of education. Implementation is carried out through teacher professional development, training, workshops, MGMP, academic supervision, rewards, as well as humanist-educational evaluation and coaching.

Professional development of teachers improves pedagogic and professional abilities while supporting the integration of the Independent Curriculum with pesantren values. Rewards increase motivation and loyalty, while punishment is directed as a means of coaching and improvement.

The effectiveness of human resource implementation can be seen from a work culture that is disciplined, responsible, collaborative, religious, and solemn-based. The quality of education is relatively good, shown by the professionalism of teachers, the success of graduates in continuing their education, the formation of morals and character, and the commitment to quality improvement. A total of 36 out of 44 educators and education staff or 81.82% have an educator certificate.

Obstacles in the form of limited infrastructure, access to technology and the internet, restrictions on the use of gadgets, transportation barriers, and the density of pesantren activities are overcome through internal training, alternative media, supervision, and coordination. The integration of modern human resource management with the cultural values of pesantren is an important strategy in improving the quality of continuing education.

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