

Human Resource Management Strategy to Strengthen the Quality of Islamic Boarding School Education

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ABSTRACT

This study aims to analyze the role of human resource management (HRM) in improving the quality of education at the Darul Mursyid Islamic Boarding School. The research approach used is qualitative with a case study design, involving observation, in-depth interviews, and documentation studies. The results of the study indicate that despite challenges in terms of limited budget, facilities, and variations in formal qualifications of educators, effective HRM has had a positive impact on the quality of education. The implementation of structured HRM and the principle of open communication between Islamic boarding school managers and educators creates a conducive educational environment, increases educator motivation, and strengthens the quality of teaching. Although most of the training is informal, the efforts of Islamic boarding school managers to provide coaching through mentoring have proven effective. This study also suggests increasing formal training, more routine professional development, and utilizing technology in learning as steps to further improve the quality of education. With these recommendations, it is hoped that the quality of education at the Darul Mursyid Islamic Boarding School can continue to develop and be relevant to the times.

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis peran manajemen sumber daya manusia (MSDM) dalam peningkatan mutu pendidikan di Pondok Pesantren Darul Mursyid. Pendekatan penelitian yang digunakan adalah kualitatif dengan desain studi kasus, meliputi observasi, wawancara mendalam, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa meskipun menghadapi tantangan berupa keterbatasan anggaran, fasilitas, dan variasi kualifikasi formal pendidik, MSDM yang efektif telah memberikan dampak positif terhadap mutu pendidikan. Penerapan MSDM yang terstruktur dan prinsip komunikasi terbuka antara pengelola pondok pesantren dan pendidik menciptakan lingkungan pendidikan yang kondusif, meningkatkan motivasi pendidik, dan memperkuat mutu pengajaran. Meskipun sebagian besar pelatihan bersifat informal, namun upaya pengelola pondok pesantren untuk memberikan pembinaan melalui pendampingan terbukti efektif. Penelitian ini juga menyarankan untuk meningkatkan pelatihan formal, pengembangan profesi yang lebih rutin, dan memanfaatkan teknologi dalam pembelajaran sebagai langkah untuk lebih meningkatkan mutu pendidikan. Dengan rekomendasi tersebut, diharapkan mutu pendidikan di Pondok Pesantren Darul Mursyid dapat terus berkembang dan relevan dengan perkembangan zaman.

Kata kunci: Asrama, Pengembangan Profesional, Teknologi Pendidikan, SDM, Kualitas Pendidikan

INTRODUCTION

Islamic boarding schools in Indonesia are recognized as educational institutions emphasizing Islamic teachings and character development. Integrated into the national education system, they are crucial in fostering a generation that excels academically while upholding strong moral values rooted in religious principles (Roqib, 2021). The quality of education in these schools relies heavily on effective Human Resource (HR) management, encompassing caregivers, teachers, and administrative staff. Thus, efficient HR management is vital for enhancing educational quality in Islamic boarding schools (Warisno, 2019; Ikhwan & Yuniana, 2022; Setiawan et al., 2024).

The statement reveals that the development of the whole person is the ideal of the Indonesian nation, which means that development does not only focus on the physical or material aspects, but also on the human aspect as an individual and as part of society. In this case, Human Resources (HR) plays a role a very important role as basic capital for development (Madjid, 1993). More Furthermore, HR is also key success in to organize development (Fahmie et al., 2025; Rainanto et al., 2025). Without qualified and trained human resources, development national No will walk effective. Quality Indonesian people and society, which is reflected in matter abilities, knowledge, and skills they are very influential to how much success a development implemented (Alfian & Nasution, 2025; Turyana & Supriatiningsih, 2025). In addition, discipline national become very important aspect in build a society that is orderly and obedient to state laws and applicable norms (Ibu & Ituen, 2023; Kurniawan et al., 2023). Discipline This covers compliance to regulations, ethics, and values social support creation a safe, orderly and productive society.

In general, development of quality human resources is fundamental elements in reach objective development national, and this covers development physique as well as formation character and ethics appropriate social with values applicable laws and morals in society (Guerra et al., 2022; Muhajir, 2022; Islamic et al., 2024). Good human resource management covers a number of aspects, including planning, recruitment, training and development, evaluation performance, as well as supervision (Almulla, 2022; Sapawi et al., 2024). Inside context cottage Islamic boarding school, human resource management is not only involving caregivers and staff teacher, but also involving various party others who have role in operate activity education (Kadir, 2023). As example, management HR planning at Pondok Darul Mursyid Islamic Boarding School show importance analysis appropriate human resource needs with amount students and needs institution. The selection process also takes into account qualification academic, non- academic, as well good morals, which is aspect important in election power qualified teachers and caregivers.

A number of study previous has shown importance human resource management in increase quality education at the boarding school Islamic boarding schools. For example, research conducted by Witono (2023), Boarding School the Utsman Bin Affan Islamic Boarding School in Batam which discovered that proper HR planning, performance-based selection academic, non-academic, and good morals, as well appropriate training can increase quality power educators and education. Other studies such as Dike (2022) and Supriyanto et al. (2024) also identifies existence challenge in matter limited coordination and time for evaluation and development of human resources, which in turn influence quality education provided.

Research by Yanto et al. (2023) on the principal's strategies at Darussalam Kepahiang Islamic Boarding School highlights the principal's critical role in enhancing educational quality through strategies like internal strengthening, regular supervision, and evaluation of teaching and learning activities. The principal also promotes teacher discipline, conducts periodic evaluations, and upgrades facilities to support educational quality (Hadiwijaya et al., 2023; Masuwai et al., 2024). Despite the emphasis on human resource (HR) management in Islamic boarding schools, challenges persist, including poor coordination, limited time for training and evaluation, and a lack of qualified teaching staff. These issues require effective policies and innovative solutions to help Islamic

boarding schools improve educational quality sustainably (Basari et al., 2023; Moslimany et al., 2024). This study seeks to investigate optimal HR management practices in Indonesian Islamic boarding schools, using Darul Mursyid Islamic Boarding School as a case study. The findings aim to offer insights and recommendations for other Islamic boarding schools to manage HR more effectively, thereby enhancing sustainable educational quality.

LITERATURE REVIEW

Islamic Boarding School

Islamic boarding schools, or pesantren, are distinctive educational institutions in Indonesia, deeply rooted in Islamic teachings and character development. Musaddad (2023) emphasizes that these institutions traditionally focus on religious knowledge, utilizing classical texts and Islamic jurisprudence as core curricula. However, modern pesantren have evolved to incorporate general sciences, blending religious and secular education to meet contemporary demands. This dual approach ensures students gain both spiritual depth and practical skills. Pesantren are categorized into two types: *Salaf* (traditional) and *Khalaf* (modern). *Salaf* pesantren adhere to classical teaching methods like sorogan (individual instruction) and bandongan (group recitation), relying heavily on traditional texts (Budiharso et al., 2023). In contrast, *Khalaf* pesantren integrate modern educational systems, offering a balanced curriculum that includes science, mathematics, and technology alongside religious studies. This evolution reflects pesantren's adaptability to societal needs while preserving their core mission of moral and intellectual development.

Beyond education, pesantren serve as centers for religious dissemination and social engagement. They foster independence, discipline, and ethical values, shaping individuals who contribute meaningfully to society. According to Sauri et al. (2022) and Musaddad (2023), pesantren are not merely schools but socio-religious hubs that promote community welfare and ethical living. Their role extends to cultivating leadership and social responsibility among students, preparing them for both spiritual and worldly challenges. Despite their transformation, pesantren maintain a commitment to Islamic values, ensuring graduates embody integrity and knowledge (Mujahid, 2021). The integration of modern education has made pesantren more relevant, enabling them to produce graduates who are competitive in academic and professional spheres while remaining grounded in Islamic principles. This dynamic balance positions pesantren as vital institutions in Indonesia's educational landscape, capable of addressing both traditional and modern needs effectively.

Human Resource Management

Human resource management (HRM) in educational institutions, particularly Islamic boarding schools, is critical for achieving organizational goals, as highlighted by Al Farisi (2021). HRM in pesantren encompasses managing educators (teachers) and non-educator staff, such as administrators, librarians, and technicians, who collectively ensure the smooth operation of educational activities. Belcourt et al. (2022) stated that effective HRM involves planning, organizing, leading, and controlling human resources to optimize their potential. In pesantren, this process is complex due to the diverse roles of staff, each contributing uniquely to the institution's mission. Educators deliver religious and general knowledge, while non-educator staff support administrative and operational functions, creating a cohesive educational ecosystem.

Al Farisi (2021) notes that HRM in pesantren requires aligning staff capabilities with institutional goals, such as fostering academic excellence and moral development. Recruitment focuses on academic qualifications, teaching skills, and moral integrity, ensuring staff embody Islamic values. Training and development are equally vital, enhancing educators' pedagogical skills and non-educators' administrative efficiency. However, challenges like limited budgets and time constraints often hinder

comprehensive training programs (Febrianto et al., 2024). Despite these, effective HRM fosters collaboration among staff, creating a supportive environment that enhances teaching quality and student outcomes (Runhaar, 2017). Regular evaluations and feedback mechanisms are essential for monitoring performance and identifying areas for improvement.

The interconnectedness of HRM functions ensures that pesantren operate efficiently, with each staff member contributing to the institution's success. Al Farisi (2021) underscores that HRM is not just about managing personnel but about empowering them to fulfill the pesantren's educational and spiritual objectives. By investing in staff development and fostering a culture of mutual support, pesantren can overcome resource limitations and maintain high educational standards. This holistic approach to HRM strengthens the institution's ability to produce well-rounded graduates equipped for modern challenges while adhering to Islamic principles.

Quality of Education

The quality of education is a critical measure of an institution's success, as articulated by Nasution (2004). In the context of Islamic boarding schools, quality refers to the ability to meet or exceed educational standards, encompassing both processes and outcomes. This involves leveraging resources to maximize student learning, ensuring graduates possess academic competence, moral integrity, and practical skills. Quality education is characterized by relevance, flexibility, efficiency, and credibility, aligning with societal needs and expectations. For pesantren, this means producing students who excel in religious knowledge and are equipped for higher education or professional careers.

Tabish and Syed (2015) identifies three quality concepts: absolute quality (an ideal standard), relative quality (meeting predefined criteria), and consumer-driven quality (satisfying stakeholders like students and society). In pesantren, internal customers (students) benefit from effective teaching, while external customers (society, industry) expect graduates with relevant skills. Quality education requires competent educators, robust curricula, and supportive facilities, all managed through effective HRM. Challenges such as limited resources or varying educator qualifications can impede quality, necessitating strategic interventions like teacher training and curriculum updates.

The impact of quality education extends beyond academics, fostering ethical and disciplined individuals who contribute to society. Alenezi (2021) and Nørgård (2021) emphasizes that quality is a continuous process, requiring institutions to adapt to changing educational demands. In pesantren, this involves integrating modern teaching methods and technology while preserving Islamic values. By prioritizing quality, pesantren ensure graduates are competitive and morally grounded, meeting both national educational standards and societal expectations. This focus on quality enhances the institution's reputation and its ability to serve as a transformative force in education.

RESEARCH METHOD

This study investigates the role of human resource management (HRM) in enhancing the quality of education at Darul Mursyid Islamic Boarding School in Indonesia, employing a qualitative approach with a case study design. The qualitative descriptive method enables an in-depth exploration of HRM practices and their impact on educational quality, capturing nuanced insights into the processes and interactions within the institution. Darul Mursyid was selected as the case study due to its reputation for structured HRM and its commitment to improving educational outcomes, making it an ideal setting to examine the interplay between HRM and education quality. Data collection involved multiple methods to ensure comprehensive findings. In-depth interviews were conducted with key stakeholders, including the school's leader, teachers, and students, to gather perspectives on HRM practices and their effects on teaching and learning.

These interviews provided rich, contextual data on how HRM strategies are implemented and perceived. Participatory observations were also carried out, allowing

researchers to directly assess HRM practices, teaching methods, and the overall educational environment. Observations focused on classroom dynamics, administrative processes, and interactions between staff and students. Additionally, documentation analysis was performed, reviewing records such as organizational structures, HR policies, and development programs to understand the formal framework supporting HRM at Darul Mursyid. Data analysis utilized a thematic approach, involving several systematic steps. Data were collected, transcribed, and categorized to identify recurring themes, such as HR policies, training initiatives, and their contributions to educational quality.

This process ensured that findings were grounded in the data and reflective of the institution's practices. To enhance validity, triangulation was employed, cross-referencing data from interviews, observations, and documents to confirm consistency and accuracy. Member checking was also conducted, where informants reviewed the findings to verify their accuracy, further strengthening the study's reliability. Ethical considerations were prioritized throughout the research. Informants provided voluntary consent, and their privacy was safeguarded through anonymization of data. The study adhered to ethical standards to ensure respect for participants and the integrity of the research process. By combining rigorous data collection and analysis with ethical practices, this study aims to provide actionable insights into optimizing HRM for sustainable improvements in educational quality at Darul Mursyid and similar Islamic boarding schools.

RESULTS

Human Resource Management at Darul Mursyid Islamic Boarding School

The study reveals that human resource management (HRM) at Darul Mursyid Islamic Boarding School is implemented with considerable effectiveness, though it faces notable challenges. Interviews with the boarding school's managers and direct observations indicate a structured approach to HRM, particularly in the selection of educators and staff. The selection process employs strict criteria, prioritizing academic qualifications, teaching skills, and moral integrity, which align with the institution's Islamic values. However, there remains room for improvement in professional development programs, as the current system relies heavily on informal methods. Despite these efforts, the commitment of managers to optimize HRM practices has fostered a supportive educational environment, enhancing the overall quality of teaching and learning.

Educators and staff at Darul Mursyid demonstrate a high level of dedication to delivering religious and general education, despite varying formal qualifications. Many educators lack advanced formal education credentials, yet their practical experience and commitment compensate for these gaps. Observations show that their enthusiasm creates a positive classroom atmosphere, encouraging student engagement in both spiritual and academic activities. The boarding school's managers actively work to address qualification disparities by providing guidance, though formal training opportunities are limited. This dedication, coupled with informal mentoring, ensures that teaching quality remains robust, even in the face of resource constraints.

Challenges in HRM include limited budgets and facilities, which hinder the implementation of comprehensive training programs. Most professional development occurs through informal mentoring by senior staff or managers, which, while effective in fostering close relationships, lacks the structure needed for broader skill enhancement. Interviews with educators revealed that they value the supportive environment but desire more formal training to adopt modern teaching methods. Despite these limitations, the current HRM system has enabled Darul Mursyid to maintain a high standard of education, as evidenced by student progress in religious knowledge and life skills.

Influence of Human Resource Management on Educational Quality

The findings demonstrate that HRM at Darul Mursyid significantly enhances the quality of education provided to students. Effective HRM practices, such as structured recruitment and ongoing mentoring, directly improve teaching quality and administrative efficiency. Interviews with teachers highlighted that informal training, such as peer

mentoring and direct coaching from managers, equips them to handle classroom challenges effectively. This approach fosters a sense of professional growth, enabling educators to deliver engaging lessons that cater to students' spiritual and intellectual needs. As a result, students exhibit notable improvements in academic performance and character development, reflecting the positive impact of HRM on educational outcomes.

A key factor in this success is the harmonious relationship between managers and educators, which promotes open communication and mutual respect. Observations revealed that this collaborative environment motivates educators to perform at their best, creating a conducive learning atmosphere for students. For instance, regular feedback sessions between managers and teachers allow for quick resolution of teaching-related issues, ensuring consistency in educational delivery. This synergy has led to a measurable increase in student engagement, particularly in religious studies, where students demonstrate a deeper understanding of Islamic principles and their application in daily life.

Despite budget constraints, the boarding school's HRM practices optimize available resources to support educational quality. The informal mentoring system, while not as structured as formal training, has proven effective in enhancing teaching skills. Educators reported feeling valued and supported, which boosts their motivation and commitment. This positive work environment translates into improved classroom dynamics, with students benefiting from more interactive and relevant learning experiences. The findings suggest that, even with limitations, strategic HRM practices at Darul Mursyid have significantly elevated the institution's educational standards, aligning with national expectations for academic and moral development.

Challenges in Human Resource Management

HRM at Darul Mursyid faces several challenges that impact its ability to fully optimize educational quality. The most significant obstacle is the limited budget, which restricts the boarding school's capacity to provide formal training programs. Interviews with managers revealed that financial constraints prevent the organization of regular, structured professional development sessions, forcing reliance on informal methods like mentoring. While mentoring is effective for building relationships, it lacks the depth required to equip educators with modern pedagogical skills, which are essential for meeting contemporary educational standards.

Another challenge is the variability in educators' formal qualifications. Many teachers possess strong religious knowledge but lack advanced credentials in pedagogy or general education. Observations indicated that this gap occasionally hinders the adoption of innovative teaching methods, such as technology-integrated lessons. Managers attempt to address this through coaching, but the absence of formal qualifications remains a barrier to fully aligning the curriculum with national standards. Educators expressed a desire for more opportunities to enhance their qualifications, which would enable them to better meet diverse student needs.

Limited facilities also pose a significant challenge. The boarding school's modest infrastructure limits access to resources like training rooms or technology labs, which are critical for professional development. Despite these constraints, managers have implemented creative solutions, such as peer-to-peer learning and internal workshops, to support educators. These efforts have yielded positive results, as evidenced by the sustained commitment of staff and the consistent quality of education. However, the findings underscore the need for increased investment in facilities and formal training to further strengthen HRM and, consequently, educational outcomes at Darul Mursyid.

Impact of Informal HRM Approaches

The informal HRM approaches at Darul Mursyid, particularly mentoring and coaching, have proven highly effective in enhancing educational quality despite resource limitations. Interviews with educators highlighted that regular mentoring sessions with senior staff provide practical guidance on teaching techniques and classroom

management. This hands-on approach fosters a sense of community among staff, encouraging collaboration and knowledge sharing. For example, newer teachers benefit from the experience of seasoned educators, which helps them adapt to the unique demands of teaching in a pesantren environment. This informal system has led to noticeable improvements in teaching consistency and student engagement.

The close interpersonal relationships fostered by informal HRM create a supportive work environment. Observations showed that open communication between managers and educators allows for rapid problem-solving, such as addressing curriculum challenges or student behavioral issues. Educators feel empowered to experiment with teaching methods, knowing they have managerial support. This flexibility has resulted in innovative classroom practices, such as interactive religious discussions, which enhance student learning experiences. Students interviewed reported that these engaging methods make lessons more relatable and impactful.

While informal approaches are effective, they are not without limitations. The lack of structured training means that some educators struggle to incorporate advanced pedagogical techniques or technology into their teaching. Nevertheless, the commitment of managers to maintain open communication and provide ongoing support mitigates these challenges. The findings indicate that informal HRM has been a key driver of educational quality at Darul Mursyid, enabling the institution to maximize its human resources despite constraints. This approach aligns with the boarding school's mission to produce graduates who are both academically proficient and morally grounded.

Synergy Between HRM and Educational Outcomes

The synergy between HRM practices and educational outcomes at Darul Mursyid is evident in the institution's ability to deliver high-quality education despite challenges. The combination of structured recruitment, informal training, and strong manager-educator relationships creates a robust system that supports both academic and spiritual development. Interviews with students revealed that they benefit from a curriculum that integrates religious and general knowledge, delivered by motivated educators. This holistic approach has resulted in graduates who are well-prepared for higher education and societal contributions, reflecting the effectiveness of HRM in achieving institutional goals.

The study found that HRM practices directly influence classroom dynamics and student outcomes. For instance, the emphasis on open communication ensures that educators receive regular feedback, enabling them to refine their teaching methods. Observations confirmed that this feedback loop leads to more engaging and effective lessons, particularly in religious studies, where students demonstrate strong ethical understanding. The dedication of educators, supported by HRM, fosters a disciplined and motivated learning environment, which is critical for character development.

Despite limitations in formal qualifications and resources, the boarding school's HRM system leverages the commitment of its staff to maintain educational quality. Managers' efforts to provide mentoring and foster collaboration have created a resilient educational framework. The findings suggest that continued improvements in HRM, such as expanding formal training and integrating technology, could further enhance outcomes. Overall, the synergy between HRM and education at Darul Mursyid underscores the pivotal role of human resources in creating a sustainable, high-quality educational system that meets both academic and moral objectives.

DISCUSSION

The findings underscore the pivotal role of human resource management (HRM) in enhancing educational quality at Darul Mursyid Islamic Boarding School, as supported by Ekawati (2018). Despite variations in educators' formal qualifications, their dedication fosters a conducive learning environment, aligning with Ekawati's assertion that effective HRM drives educational excellence through strategic planning and educator support. The study shows that committed educators, supported by informal mentoring, create an

atmosphere that promotes students' spiritual and intellectual growth. This dedication compensates for qualification gaps, ensuring high-quality teaching. Rahayu (2024) emphasizes that structured HRM, including recruitment and development, enhances graduate competencies, a trend evident at Darul Mursyid where students demonstrate strong academic and moral progress. The synergy between managers and educators, marked by open communication, mirrors Ekawati (2018) findings on the importance of collaborative management in creating a supportive educational climate. However, the reliance on informal training highlights the need for more structured programs to fully align with modern educational standards.

Ritonga et al. (2024) highlight the effectiveness of informal HRM approaches in pesantren, a practice evident at Darul Mursyid. The boarding school's informal mentoring and coaching foster close interpersonal relationships, enabling rapid problem-solving and enhancing teaching quality. Observations revealed that this approach empowers educators to adapt teaching methods to students' needs, creating engaging and relevant lessons. Busch and Barkema (2021) and Ritonga et al. (2024) note that such flexibility is crucial in resource-constrained settings, allowing institutions to maximize limited facilities and budgets. At Darul Mursyid, open communication between managers and educators strengthens collaboration, boosting teacher motivation and classroom dynamics. However, the lack of formal training limits the adoption of advanced pedagogical techniques, such as technology integration. Ahammad et al. (2024) and Ritonga et al. (2024) suggest that informal HRM, while effective, benefits from supplementation with structured programs to address modern educational demands. This aligns with Darul Mursyid's need to balance its informal strengths with formal development to sustain educational quality.

Alia & Novebri (2024) advocate for structured training to enhance teacher performance, a recommendation applicable to Darul Mursyid. The study's findings indicate that expanding formal training would equip educators with modern pedagogical skills, addressing gaps in formal qualifications. Regular professional development programs, as suggested by Ng et al. (2023) and Zhao et al. (2024), could include workshops on teaching methodologies and educational technology, enabling educators to meet diverse student needs. Integrating online platforms for training, as supported by Wirabhakti (2022), offers a cost-effective solution to budget constraints, enriching the learning process. Performance evaluations and incentives, as noted by Alia & Novebri (2024), could further boost educator motivation. Implementing these strategies would strengthen Darul Mursyid's HRM, ensuring sustainable improvements in educational quality. By adopting structured training and technology, the boarding school can enhance its ability to produce graduates who are competitive and morally grounded, aligning with contemporary educational demands.

CONCLUSION

Based on results research that has been done, can concluded that management source Power human resources (HR) at the Pondok Darul Mursyid Islamic Boarding School own a very important role in increase quality education. Although there is challenge related limitations facilities and budget, as well as various formal qualifications of educators, good human resource management has create environment positive and conducive education for development of the students. Dedication tall from educators and administrators Islamic boarding school, which prioritizes communication open and work same solid, proven capable increase quality education although in limitations source Power.

In addition, an informal approach is applied in HR management also provides significant impact, with tighten connection between managers and educators. Although thus, for reach more optimal improvement in quality education, some step repair need carried out, among other things, by expand access formal training for educators and improve development programs professional routinely. Utilization technology in education also becomes recommendation important that can help enrich the learning

process and improve skills educator. With follow recommendations said, it is expected Cottage Darul Mursyid Islamic Boarding School can Keep going increase quality education provided to students, and strengthen position human resource management as factor key in create more education quality and relevant with demands of the times.

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