

Human Resource Development Management in Improving the Quality of Management

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Abstract

Ma'had Nurul Haromain is a religious educational institution that requires a planned and sustainable human resource development management system to improve the quality of its administrators. This study aims to gain an understanding of human resource development management practices. Through a qualitative approach, it is able to describe comprehensively and contextually that is relevant to effective and efficient human resource management policies. Primary data collection techniques through interviews, observation, and documentation. Data analysis is carried out systematically through data reduction, data presentation and verification. The findings of this study develop the quality of human resources at Ma'had Nurul Haromain Pujon, Malang Regency through comprehensive implementation including planning, organizing, actuating and controlling. The focus of human resource development is on the formation of the character of administrators who have scientific integrity and high morals. The output of the research results is a scientific article published in a national scientific journal with ISSN. This research report serves as an academic document and recommendation material, human resource management for Ma'had Nurul Haromain and conceptual recommendations related to the management of human resource development with the characteristics of Islamic boarding schools.

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1. Introduction

Islamic Educational Institutions face increasing challenges complex, good from governance side, demands professionalism, as well as adaptation to change social and technological. Therefore human resource development becomes urgent need for institutions capable survive and thrive in a way sustainable (Mulyasa, 2021). In the environment Islamic boarding school or ma'had, administrators own role central in manage activity academic, Islamic boarding school, administration, as well coaching character santri. Quality the management is very decisive effectiveness program implementation and achievements The goal of Islamic Education. In the Theory of Spiritual Capital (Spiritual Model) it is explained that quality administrators in religious institutions do not only determined not by skill, but by strength vision, values, and ethics sourced work from spirituality (Kutsiyah, 2020).

Ma'had Nurul Haromain Pujon as Islamic educational institutions that have commitment in foster aspect the scientific, spiritual and moral aspects of the students. However, the dynamics management institution show that development of human resources for management Not yet fully implemented in a way systematic planning development, implementation training, as well as evaluation performance often walk informally and not yet based on needs measurable competencies. Conditions This potential hinder improvement quality administrator in operate duties and responsibilities answer professionally. According to Tharp (2022) discusses about practice best in development resource man For increase performance employee, relevant for administrator Ma'had.

Based on background behind mentioned, the formulation problem in study is How planning development resource man administrator at Ma'had Nurul Haromain Pujon, how implementation management management human resource development in increase quality administrators and how evaluation human resource development towards improvement quality administrator at Ma'had Nurul Haromaian Pujon.

Approach solution problem in study This use approach qualitative with type study studies case. Approach This chosen For get deep and contextual understanding about practice management human resource development in the environment Ma'had (Creswell & Poth, 2021). Data collection techniques include interview deep with leaders and administrators Ma'had, observation to activity human resource management, as well as studies documentation. Data analysis was carried out in a way thematic through data reduction, data presentation, and data extraction conclusions in order to produce valid and comprehensive findings.

State of the art and novelty study about Human resource management in institutions Islamic education shows that human resource development plays a role important in increase effectiveness organization and professionalism manager institutions (Hidayat & Machali, 2021; Rahman et al., 2023). Most of study focus on teachers and staff formal educators, with emphasis on competence pedagogy and performance learning.

Research result previously conducted by Sutrisno (2022) confirmed that system planned human resource development capable increase competence and loyalty manager educational institutions. Armstrong and Taylor (2023) added that human resource development must be based need organization and evaluation performance sustainable. In the context of Islamic Education, Hidayat and Machali (2021) emphasize importance integration religious values in practice human resource management to create professional and integrated managers.

2. Methods

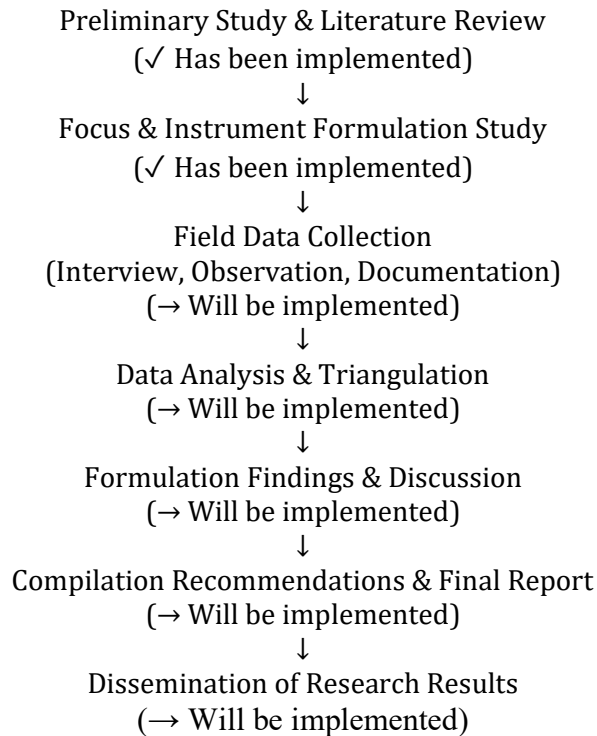
Types of research This use approach qualitative with type studies multi- case approach qualitative chosen Because study This aim For understand in a way in-depth and holistic practice management management development source Power human resources (HR) management in context experience Ma'had Nurul Haromaian Pujon. Case study allows researchers explore phenomenon in a way initiative with consider characteristics, culture, and values Islamic boarding school attached to the institution (Creswell & Poth, 2021).

Study This held at Ma'had Nurul Horomain Pujon, Malang Regency. Subject study covering leadership ma'had, core administrators, and administrators areas involved direct in planning, implementation, and evaluation human resource development. Selection informant done by purposive sampling, with consider involvement and understanding informant to management development of Ma'had human resources (Sugiyono, 2022).

Data collection was carried out through some of the following techniques : interviews in-depth. Semi- structured interviews done to leaders and administrators For dig information about planning, implementation, and evaluation human resource development. This technique allows researchers obtain rich and in-depth data in accordance experience informant (Meleong, 2021). Observation, carried out in a way direct to activity human resource management, such as distribution assignments, coaching management, training, and mechanism evaluation performance. Observation help researchers For understand practice real events that take place in the field. Documentation study. Documentation covering structure organization, work program, minutes meeting, report activities, as well as document policy related Human resource development for management. Documentary data used For strengthen and validate findings interviews and observations.

For ensure validity of the data, then study This use triangulation sources and techniques that is compare the results data interviews, observations, and documentation. In addition, member checks were carried out on informant main For ensure data conformity with the intended reality (Creswell & Poth, 2021).

Here is the flow chart research that describes stages that have been implemented and which will be done during period proposed research (6 months):



The diagram show that study has enter stage preparation conceptual, whereas stages data collection up to dissemination results will implemented during period proposed research. Research This uphold tall principle ethics study with get permission official from party Ma'had Nurul Haromain Pujon, guarding confidentiality identity informants, as well as using data solely For interest academic. Every informant given explanation about objectives and benefits study before the data collection process is carried out.

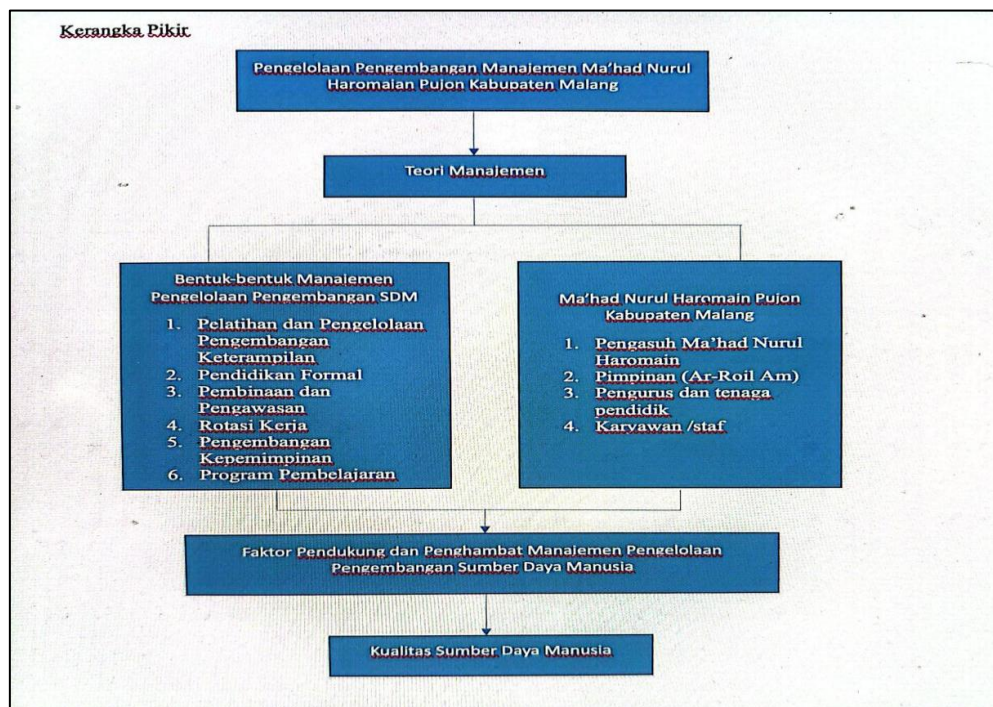


Figure 1. Conceptual Framework
Source: Development bu Authors (2026)

3. Results and Discussion

The human resource (HR) development planning process in Islamic boarding schools is implemented through a series of systematic stages, including needs analysis, goal setting, and development strategy formulation. This section will comprehensively outline research findings related to each stage of the planning focus.

The analysis of human resource development needs in various cases reveals several key points: first, planning begins with the formation of a dedicated team by the Islamic boarding school administrator (Kyai). Second, human resources are categorized into teaching staff (Ustaz) and student administrators (Muhadhir). The analysis process includes mapping aspects of quality and quantity, including calculating the ideal staff-to-student ratio to determine recruitment strategies. Furthermore, an evaluation is conducted to determine the suitability of tasks to academic qualifications. However, obstacles still arise in the form of teaching staff whose educational backgrounds are not yet appropriate or have not yet reached undergraduate level (S1).

The cross-case study aims to develop human resources in Islamic boarding schools, encompassing several crucial aspects. First, the program is designed to broaden the professional knowledge and competence of ustadz (Islamic teachers) and muhadhir (Islamic leaders). Second, the development serves as a strategic step in anticipating changing times while ensuring the availability of quality human resources. Legally, this step was taken to comply with Law Number 14 of 2005 on Teachers and Lecturers, which requires educators to have academic qualifications and official certification. Ultimately, all of these development efforts are driven by the mission of maintaining the existence of and public trust in Islamic boarding schools.

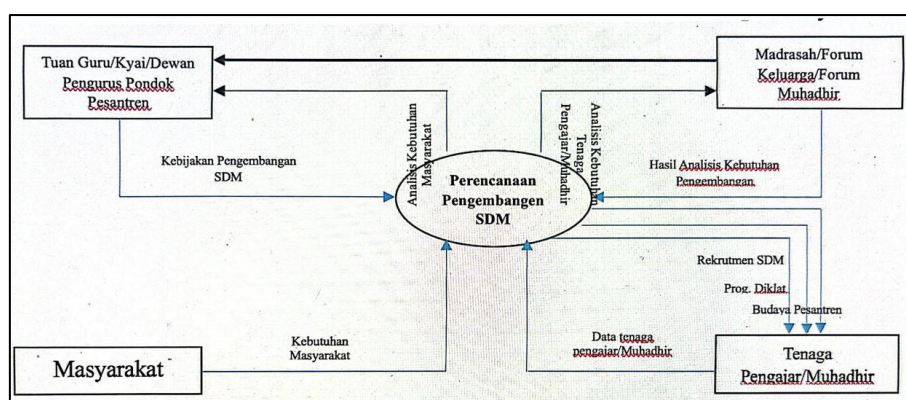


Figure 2. HR Development Planning
Source: Development bu Authors (2026)

Formation of Islamic Boarding School Culture

The research results can be arranged systematically for the management of research results which can be analyzed and explained as follows:

Internalization of Islamic Boarding School Culture

Islamic boarding school culture is not merely a tradition, but rather a unique identity that distinguishes one institution from another. This culture is a manifestation of the vision, mission, and collective values such as sincerity, simplicity, brotherhood, and independence embraced by human resources. In addition, it serves as a guideline for positive daily behavior, strengthening a crucial culture to maintain the existence and dignity of Islamic boarding schools in the eyes of the community. From the findings of the cross-case study above, a proportion of research can be compiled on the implementation of human resource development, including: HR recruitment programs are carried out referring to the results of the development needs analysis, so that Islamic boarding schools can determine the quality and quantity of human resources needed. When recruiting teachers or Muhadhir, priority is given to those who have competence as the main requirement, recruitment prioritizes alumni so that they have the appropriate knowledge, emphasizing a spiritual approach related to the depth of religious knowledge and their religious

personality is fulfilled. Improved language skills support learning and da'wah activities and are responsible for carrying out their duties. Islamic boarding school culture is a characteristic that can distinguish one Islamic boarding school from another, and the values formed in Islamic boarding school culture can guide changes in the attitudes and behavior of Islamic boarding school residents in carrying out their activities.

Effectiveness of Training and Assignment Programs

Delegating development authority to each institutional unit within the Islamic boarding school (pesantren) creates more effective programs. Focusing on language proficiency, pedagogy, and da'wah, as well as providing teaching experience outside the pesantren environment, will enhance professionalism and demonstrate human resource development. Investment in further education for high-achieving alumni and collaboration with external institutions provide significant added value to the institution's sustainability and quality.

Optimizing Vision through Work Culture

Optimal utilization of human resources is key to achieving the vision and mission of Islamic boarding schools. A strong organizational culture must be able to transform the attitudes and behaviors of Islamic boarding school residents, so that noble values become a concrete guideline in every professional activity of every Islamic boarding school administrator.

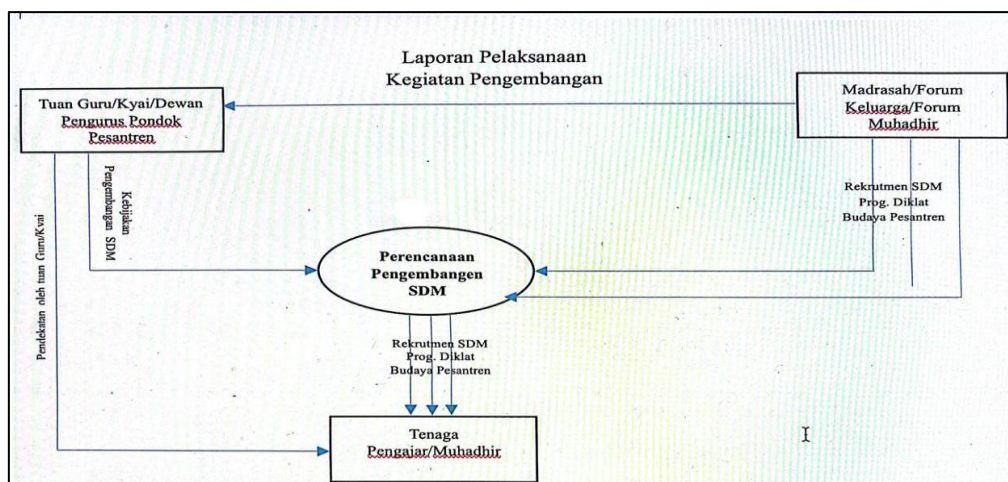


Figure 3. HR Development Implementation
Source: Development bu Authors (2026)

Human Resource Development Planning in Islamic Boarding Schools

Planning development Human Resources (HR) in institutions cottage Islamic boarding school is step strategic For formulate various decision improvement - oriented managerial capacity personnel. In procedural, planning process This covers a number of phase crucial, starting from analysis need development (*need analysis*), determination precise goals, up to formulation of applicable development strategies. In comprehensive, stages the will explained in description following.

Existential Impact: The consistent increase in the number of students every year is empirical evidence of the success of the human resource development program in maintaining the existence and trust of the community in Islamic boarding schools.

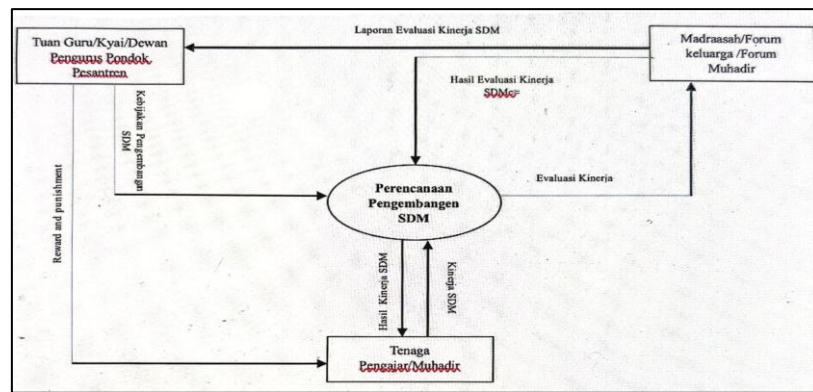


Figure 4. HR Development Evaluation
Source: Development bu Authors (2026)

Analysis Need Management Human Resources Development

Cottage Islamic boarding school is institution Islamic education that continues exist and contribute significant for Indonesia's progress. However, the number large Islamic boarding school Not yet accompanied by Indonesia's progress. However, the number large Islamic boarding school Not yet accompanied by with improvement quality and quantity Human Resources (HR). Consequences lack of innovation from administrators, many Islamic boarding school precisely experience stagnation or decline in society.

Development Human Resources (HR) is instrument crucial in guard existence and relevance cottage Islamic boarding school in the middle dynamics society. Therefore that, the manager Islamic boarding school need do analysis need development to map urgency human resource development, both from aspect quality and quantity. In terms of general, HR entities in ecosystem Islamic boarding school divided into two categories main, namely power educators (ustadz) and managers santri (Muhadir), each of whom expands role as well as not quite enough answer specific.

In the first case, collaboration in analysis need human resource development involving the Board of Directors and Directors of LPI. Participation The Director of LPI is seen as very crucial Because authority the own deep understanding to profile and condition source power below supervision. On the other hand, the Board of Directors as holder not quite enough answer in a way operational in Islamic boarding school focus analysis development on aspect power caregiver (Muhadir), who plays the role direct in management daily and welfare students in the neighborhood Islamic boarding school.

Different with findings in the second case, regarding team analysis needs consisting of on assembly collaborating families with to room (Muhadir). In this model, Kyai as caregiver cottage Islamic boarding school always own philosophy Javanese consisting of " Nguwongno Uwong, Nyenengno Uwong, Nggatekno Uwong and Ora Nggelakno Uwong". Urgency a human resource development program in the environment Islamic boarding school measured through analysis comprehensive needs. Efforts to fulfill quantity power teachers and caregivers (Muhadir) must side with the ratio accurate students to ensure effectiveness service education. Due to the availability of adequate human resources is the main pillar success management students, then recruitment in a way periodically done as step strategic For guard stability amount power Work.

Qualification academic educator is condition accompanying normative need ratio adequacy power work in Islamic boarding schools. Based on Article 8 of Law No. 14 of 2005, the aspect qualifications, competence, and health become indicator main teacher in support objective education national. This legal-formal statement internalized by the boarding school Islamic boarding school as a fundamental basis in planning and development capacity Human Resources (HR)

Determining the Objectives of Human Resource Development Management

Professional human resource development efforts within Islamic boarding schools aim to have a positive impact on both the personal and organizational levels. Through structured development programs, individuals gain essential competency enhancements to carry out managerial and educational tasks. Furthermore, this investment in human resource quality serves as a preventative measure for Islamic boarding schools to maintain the sustainability *and* reputation of the institution in the public eye, while ensuring its competitiveness within the educational ecosystem.

Formulation of Human Resource Development Management Strategy

Development strategy Human Resources (HR) at the Islamic boarding school Islamic boarding school is approach technical implementation For escalate quality and quantity personnel. This strategy formulation fundamentally based on results analysis need development organization. On both institutions that become locus research, development strategy oriented through three main pillars : recruitment programs, education and training (diklat), and strengthening culture organization Islamic boarding school.

Implementation of Human Resource Development in Islamic Boarding Schools

Implementation of Human Resource development in Islamic boarding schools is carried out through HR recruitment programs, education and training programs and the formation of Islamic boarding school culture.

HR Recruitment Program

Implementation HR recruitment at the Islamic boarding school Islamic boarding school oriented towards providing human capital that is in harmony with dynamics need institution. Mapping need done in a way periodic For count proportionality amount teachers and *Muhadir* to the volume of students. In both object research, growth amount significant students demand sustainable recruitment. Although thus, the existence of obstacle structural force institution optimize role senior students as instrument supporters in management Islamic boarding school.

Apart from the aspect ratio personnel, orientation recruitment also emphasizes capabilities special that becomes core values *of* Islamic boarding schools. As found in Case 1, the criteria teacher based on the competence of the hafiz of the Qur'an as primary requirements. Standardization qualification This No only nature technical education, but also strategic For maintain reputation institutional in the middle increasing global competition competitive.

In case 2, unlike the flagship program that emphasizes mastery of classical texts (yellow texts), Islamic boarding school teachers are also required to possess at least basic skills in basic sciences (such as balaghoh) and related disciplines. Mastery of these basic skills is necessary for the effective learning process at Islamic boarding schools.

Besides alumni, recruitment of teaching staff is not entirely from within the Islamic boarding school. Candidates from outside the Islamic boarding school are still given the opportunity. However, the selection process is different, with a particular emphasis on the candidate's track record, particularly regarding activities outside the Islamic boarding school environment.

Education and Training Programs

Sastradipura (2002) explains that human resource development encompasses two main aspects: education and training. Education aims to increase general knowledge and understanding of the environment and is a long-term process involving directed instruction and practice, with an emphasis on theoretical and abstract concepts. Meanwhile, training is a learning process to acquire and improve skills related to a specific task, usually taking place over a relatively short period of time and utilizing more practice than theory.

In case 1, human resource development is carried out through the allocation of roles and responsibilities to each madrasah under the auspices of the Islamic boarding school to implement development programs deemed capable of improving the quality of human resources. Each activity, both educational and training, is then reported to the Board of Directors as a form of accountability to the foundation. The delegation of authority and responsibility, especially for

training programs, is given to the madrasah because the madrasah better understands the conditions and needs of its human resources. The Islamic boarding school acts as a facilitator for needs that the madrasah cannot address.

In case 2, efforts to optimize the role of assigned teachers from other Islamic boarding schools continue to be enhanced. The Islamic boarding school utilizes the knowledge possessed by these assigned teachers to the fullest. Teaching staff and students from the Islamic boarding school take advantage of the opportunity to learn directly from these assigned teachers. In addition to sharing experiences with external assigned teachers, delegation of teaching staff to institutions outside the Islamic boarding school is also carried out because it is considered to have positive benefits for improving teaching skills. This activity also serves as a form of community service, with the aim of providing teaching staff with experience in conditions in communities that differ from those within the Islamic boarding school.

Formation of Islamic Boarding School Culture

Islamic boarding school culture emphasizes the internalization of the values of the Qur'an and the Sunnah of the Prophet Muhammad (peace be upon him). This culture was explored, developed, and refined by its founder as a guide to life, then passed on to the next generation; thus, the founder's philosophy of life becomes a strong foundation for instilling these values in all boarding school members. In this context, boarding school culture is seen as a system of shared meaning that distinguishes one boarding school from another, as explained by Robbins (2005:485).

The culture formed by the caretakers is a reflection of the vision and mission of the Islamic boarding school: in case 1, the vision of "producing a generation of scholars who memorize the Qur'an" gave birth to a culture of memorizing the Qur'an as a distinguishing characteristic; while in case 2, the vision of "producing a generation of pious and righteous who have spiritual depth and breadth of knowledge" encourages the formation of a culture that is more focused on spiritual achievement and strengthening knowledge. In general, the cultures in Islamic boarding schools emphasize the deepening of the values of sincerity, brotherhood, mutual assistance, and freedom, which are seen as absolute values that must be possessed by all members of the Islamic boarding school.

Evaluation of Human Resource Development Management in Islamic Boarding Schools

Evaluation of human resource development in Islamic boarding schools primarily focuses on changes in the attitudes and behavior of teaching staff and mudabbir (leaders) in carrying out their roles and responsibilities. Therefore, behavioral assessments, as an output of development programs, are a key indicator of the program's success. To support ongoing evaluation, Islamic boarding schools utilize regular meetings as a forum to review existing and ongoing programs, involving all components within the boarding school as a demonstration of concern for the current situation. Nevertheless, the Tuan Guru/Kyai, as the caretaker, remains at the top of the decision-making hierarchy.

4. Conclusion

Based on the previous description of human resource development planning in Islamic boarding schools, it can be concluded that the planning stages include analyzing human resource development needs, establishing development objectives, and formulating development strategies. Human resource development is implemented through several programs, including human resource recruitment, education and training, and fostering a pesantren culture. Meanwhile, evaluation of human resource development focuses more on changes in human resource attitudes and behaviors in carrying out their roles and responsibilities. To ensure control over the entire development process, the Islamic boarding school utilizes regular meetings and an evaluation instrument in the form of a point book.

A number of recommendation submitted to a number of parties. First, for organizer education religious, especially cottage Islamic boarding school, results study This expected can made into as

material study For push thinking innovative in development source Power humans. In addition, the findings study this can also become base in implementation related spiritual functions with aspect aqidah, sharia, and morals.

Second, for the Ministry of Religion, in particular Directorate of Early Childhood Education and Islamic Boarding Schools, results study This can become consideration in formulate policies, decisions and related programs with development source Power humans in the environment cottage Islamic boarding school. Support the can in the form of provision facilities and infrastructure, funding, and utilization technology appropriate so that programs that have been, are being, or are will implemented capable push change positive in a way more fast.

Third, for researchers next, the results study This can enrich treasury science and become base For development study next about development source Power man with background and approach different research.

Fourth, for development knowledge management education as well as knowledge social social and religious, research This expected can become reference thinking at a time foothold in development study management education, especially those related with management source Power man.

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