



Human Resource Development Management: Innovation in Teacher and Caregiver Development

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Abstract

Keywords:

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Islamic boarding schools, as traditional Islamic educational institutions, play a crucial role in shaping the character and morals of the younger generation. One key factor in the success of education in Islamic boarding schools is the quality of human resources, particularly teachers and caregivers. This study aims to describe human resource development management strategies and innovations in teacher and caregiver development at Al Munawwir Islamic Boarding School in South Sangatta. The research method was descriptive qualitative, with data collection techniques through in-depth interviews, participatory observation, and documentation studies. The results show that this Islamic boarding school implements a structured development strategy through routine training, scientific halaqah (Islamic circle), spiritual mentoring, and simple technology to support communication and performance evaluation. Furthermore, innovations are carried out through collaboration with external institutions, a rotation system for caregiving duties, and teacher involvement in program planning. This strategy has proven effective in improving educators' competence, commitment, and professionalism within the Islamic boarding school environment. This study recommends strengthening the human resource development system based on local needs and potential to support the sustainability of superior Islamic boarding school education that is adaptive to changing times.

Abstrak:

Kata Kunci:

Manajemen Sumber
Daya Manusia;
Pembinaan Guru;
Inovasi Pendidikan

Pondok pesantren sebagai lembaga pendidikan Islam tradisional memegang peranan penting dalam membentuk karakter dan akhlak generasi muda. Salah satu faktor kunci keberhasilan pendidikan di pesantren adalah kualitas sumber daya manusia, khususnya guru dan pengasuh. Penelitian ini bertujuan untuk mendeskripsikan strategi manajemen pengembangan sumber daya manusia serta inovasi dalam pembinaan guru dan pengasuh di Pondok Pesantren Al Munawwir Sangatta Selatan. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa pesantren ini menerapkan strategi pembinaan yang terstruktur melalui pelatihan rutin, halaqah ilmiah, mentoring spiritual, serta penggunaan teknologi sederhana untuk mendukung komunikasi dan evaluasi kinerja. Selain itu, inovasi dilakukan melalui kerjasama dengan lembaga eksternal, sistem rotasi tugas pengasuhan, serta pelibatan guru dalam perencanaan program. Strategi ini terbukti efektif dalam meningkatkan kompetensi, komitmen, dan profesionalitas para pendidik di lingkungan pesantren. Penelitian ini merekomendasikan penguatan sistem pengembangan SDM berbasis kebutuhan dan potensi lokal untuk mendukung keberlanjutan pendidikan pesantren yang unggul dan adaptif terhadap perubahan zaman.

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I. INTRODUCTION

Islamic boarding schools are the oldest Islamic educational institutions in Indonesia, playing a strategic role in shaping the younger generation's character, morals, and knowledge (Islamic et al., 2023). As institutions that function not only as centers of education but also as centers of moral and spiritual development, Islamic boarding schools are highly dependent on the quality of the human resources that manage them, particularly the teachers and caretakers (*ustaz and ustazah*) (Maghfiroh & Cahyono, 2022). They serve as teachers, role models, and mentors in the students' daily lives.

Islamic boarding schools must reform and innovate, including human resource development management, amid ever-evolving social, cultural, and technological change. Islamic boarding school teachers and administrators need to possess continuously updated pedagogical, personality, social, and professional competencies to be able to face the challenges of the times and meet the increasingly complex needs of their students (Aijat Mau, 2024); (Syarifuddin et al., 2023). However, many Islamic boarding schools still face limited training, a lack of evaluation systems, weak coordination, and ongoing development of teaching staff (Idris et al., 2023).

Al Munawwir Islamic Boarding School in South Sangatta, one of the developing Islamic boarding schools in East Kutai, East Kalimantan, is an interesting example because it has implemented various innovations in its teacher and caretaker development system. This Islamic boarding school strives to develop a human resource management model that is not only based on classical scholarly traditions but also responsive to modern developments, including simple technology, a job rotation system, and ongoing development based on *halaqah* (Islamic circle) and mentoring.

Several researchers have previously researched human resource management in Islamic boarding schools (*pesantren*) with diverse focuses and approaches. These studies demonstrate that HR, particularly teachers and caregivers, is a key factor in the effectiveness of Islamic boarding school education. First, research by (Fasa, 2017) showed that Gontor implements a strong cadre development system, tiered development, and quality-based performance assessment. This research emphasizes the importance of formal management structures and organizational culture in strengthening HR. Furthermore, (Nasri & Mulyohadi, 2023); (Nadif et al., 2023) found that a coaching system based on role models, etiquette, and *halaqah* (religious circle) is the primary method in educating teachers and caregivers. However, performance evaluation and technological innovation aspects have not been optimally developed.

Meanwhile, (Syukron et al., 2025) identified several obstacles, such as limited access to training, lack of incentives, and the absence of a planned career development management system. This study recommends that Islamic boarding schools build a sustainable and adaptive coaching system for changing times. Research by (Aep Tata, 2024); (Hamid et al., 2025); (Musyaffa et al., 2023) examines the integration of information technology in Islamic boarding school management. This research focuses mainly on academic and administrative information systems, not specific human resource development.

A review of previous research shows that studies on large or modern Islamic boarding schools like Gontor and values-based development approaches

in Salafiyah still dominate studies on human resource management in Islamic boarding schools. However, studies that highlight specific innovations in human resource development in regional Islamic boarding schools, particularly those integrating management with local potential and simple technology, are still very limited. This situation emphasizes the importance of research that presents new and contextual perspectives, such as those studied in the Al Munawwir Islamic Boarding School in South Sangatta.

This research's novelty lies in its contextual focus on human resource development strategies in regional Islamic boarding schools, particularly the Al Munawwir Islamic Boarding School in South Sangatta, which has not received much scientific research. Furthermore, this research offers an innovative and adaptive approach to teacher and caretaker development, exploring simple technology and development patterns based on local realities. This research also provides a new perspective on strengthening Islamic boarding school human resource governance, stating that management does not have to be bureaucratic, but can be built through a community approach, spiritual values, and flexibility, given the characteristics of non-formal Islamic boarding schools.

This study aims to explore the human resource development management strategies implemented at the Al Munawwir Islamic Boarding School in South Sangatta and identify innovations in the teacher and caretaker development process. By understanding the patterns and approaches used, the results of this study can contribute to strengthening human resource governance in other Islamic boarding schools as a form of adaptation for Islamic educational institutions to the challenges of the modern era.

II. METHOD

This study uses a descriptive qualitative approach (Stanley, 2023) to describe the human resource development management strategies at the Al Munawwir Islamic Boarding School in South Sangatta. The research location was purposively selected because the boarding school exhibits interesting dynamics in teacher and caretaker development innovations.

The research subjects consisted of 10 people, consisting of one head of the Islamic boarding school, three teachers, three caretakers, and three senior students who were considered to have direct knowledge and experience related to the process of developing human resources in the Islamic boarding school environment. Subjects were selected purposively, considering the relevance of their roles and involvement in the Islamic boarding school's human resource management system..

Data collection techniques were carried out through three main methods, namely: 1) In-depth interviews, conducted with Islamic boarding school leaders, teachers, and caregivers to obtain data on the strategies and coaching patterns implemented; 2) Participatory observation, to directly observe managerial practices and interactions in daily coaching activities; and 3) Documentation studies, by reviewing activity archives, coaching program records, and other supporting documents.

The data obtained were analyzed using the model (Matthew B. Miles, A. Michael Huberman, 2014), which includes three stages: data reduction (sorting and focusing relevant data), data presentation (in the form of narratives, quotations, and matrices), and drawing conclusions and verifying them continuously until valid findings are obtained.

To ensure data validity, source and technique triangulation was used, comparing information from various sources and data collection methods to

ensure the consistency and credibility of the findings. With this approach, the research is expected to provide a comprehensive and contextual description of Islamic boarding school HR management strategies and innovations.

III. RESULTS AND DISCUSSION

1. Result

Al Munawwir Islamic Boarding School in South Sangatta has specific criteria for recruiting teachers and caregivers. These criteria include basic religious knowledge, good morals, discipline, and commitment to the school's vision. The selection process is informal, involving direct interviews with the school's leadership and recommendations from other prominent figures. Alums of the school and contacts from partner Islamic boarding schools are the primary sources for recruiting new teachers and caregivers, primarily because they are considered to understand the school's values and culture.

Next, teacher and caretaker development is carried out continuously through various activities. These include regular training on teaching and caregiving methods, scientific circles to strengthen Islamic insight, and moral and spiritual development through dhikr assemblies and studying classical texts. Furthermore, educational upgrading programs are also conducted, such as training in reading yellow texts, deepening the interpretation of Islamic texts, and strengthening the managerial skills of caretakers working in the student dormitories.

Competency development efforts are then carried out through a mentoring system by seniors or *ustaz* (supervisors), who provide guidance and periodic evaluations. Performance evaluations are conducted regularly by the boarding school leadership, covering aspects of discipline, teaching quality, and interpersonal relationships with students. A reward and punishment system is also implemented through moral recognition, such as assignments to more strategic areas or verbal warnings for violations of responsibilities.

Al Munawwir Islamic Boarding School in South Sangatta has implemented several innovations in human resource management. These include simple technologies like Google Forms for activity reporting and division-based WhatsApp groups for work program coordination. Regular job rotations are implemented to enhance the experience and skills of the caretakers. Furthermore, the Islamic boarding school collaborates with external institutions through joint training and teacher development programs from government agencies and Islamic organizations.

Sustainable human resource development has had a positive impact on the quality of education and student development. Teachers and administrators have demonstrated improvements in discipline, teaching skills, and exemplary behavior toward students. This has directly impacted a more conducive atmosphere at the Islamic boarding school, more focused character development of students, and increased public trust in the strategic role of Al Munawwir Islamic Boarding School in Islamic education in the region.

Table 1. Field Findings Data

Aspects Studied	Field Findings
Teacher/Caregiver Recruitment and Selection Strategy	- Criteria: religious aptitude, good morals, commitment. - Selection through interviews and recommendations. - Primary sources are alums and network connections.
Coaching and Training Program	- Routine training in teaching and parenting methods. - Scientific halaqah.

	▪ Moral and spiritual development. ▪ Upgrading knowledge (books, interpretations, management).
Continuous Competency Development	▪ Mentoring by senior/ustaz mentors. ▪ Periodic performance evaluations. ▪ Performance-based reward and punishment system.
Managerial Innovation	▪ Use of Google Forms for reporting. ▪ Coordination through division-based WhatsApp groups. ▪ Rotation of caregiver duties. ▪ Training collaboration with external institutions.
The Impact of Human Resource Development on the Quality of Islamic Boarding Schools	▪ Teachers and caregivers are more disciplined and professional. ▪ Character building and student development are more effective. ▪ The image of Islamic boarding schools is improved in the eyes of the public.

The table above shows that the Al Munawwir Islamic Boarding School in South Sangatta has implemented a fairly structured and adaptive human resource management strategy. The recruitment process for teachers and caregivers considers aspects of religious and moral abilities and utilizes the alum network. Guidance is carried out routinely through various scientific and spiritual activities, supported by continuous efforts to improve competency through continuous mentoring, evaluation, and motivation. Furthermore, managerial innovations such as simple technology and job rotation are implemented, which encourage improved performance. All of these strategies have positively impacted the quality of education and the development of students within the Islamic boarding school environment. These findings will be analyzed in depth below.

2. Discussion

Teacher and Caregiver Recruitment and Selection Strategy

Field findings indicate that the Al-Munawwir Islamic Boarding School in South Sangatta applies teacher and caretaker selection criteria encompassing basic religious skills, noble morals, discipline, and commitment to the school's vision. The selection process is informal, through interviews with leaders, recommendations from boarding school figures, and through alum networks and relationships with partner boarding schools.

International studies have shown that values such as spirituality and cultural fit are often the foundation of the recruitment process at faith-based educational institutions. Johnson noted that in Christian schools, teacher quality is ranked on a pyramid: authentic belief in religious doctrine is at the base, followed by virtue and cultural fit, and at the top are professional and pedagogical skills (Johnson et al., 2024). This aligns closely with the Al-Munawwir Islamic Boarding School practice, which emphasizes religious dimensions and character over formal skills.

Furthermore, fairness and an informal culture in teacher recruitment within religious communities are consistent characteristics. For example, research on Islamic boarding school education in Indonesia documents that the selection system often involves direct interviews with leaders and the use of networks, including alums or Islamic boarding school forums, who are considered to understand the institution's values (Amrulloh, 2024); (Yaseen, 2015); (Pohan, 2021).

Thus, recruitment practices at this Islamic boarding school represent a clear example of the integration of religious character and community approaches found in international literature, while emphasizing the relevance of the local context of Islamic boarding schools. Although informal, this approach is considered effective in maintaining the sincerity and commitment of prospective teachers to the Islamic boarding school's mission.

Continuous Competency Development for Teacher and Caregiver Development

Field findings indicate that the Al-Munawwir Islamic Boarding School in South Sangatta implements continuous competency development through a mentoring system by seniors or *ustaz* (teacher), regular performance evaluations (covering discipline, teaching quality, and interpersonal relationships), and the use of a reward and punishment system in the form of moral recognition and verbal warnings.

In Islamic education, the mentoring model has been widely recognized as an effective way to improve pedagogical, personal, social, and professional competencies. A study at Islamic schools in *Garut* Regency found that a professional development intervention involving systematic training and ongoing mentoring significantly improved the motivation and performance of Islamic Religious Education teachers (Pu'ad et al., 2025).

More broadly, sustainable professional development practices in various educational institutions, including madrasas, have been shown to strengthen collaboration, enable reflection on practice, and effectively develop teacher capacity in the long term (Risa et al., 2023); (Palavan et al., 2025). This demonstrates that the approach at Al-Munawwir Islamic Boarding School aligns with the sustainability principles in teacher professional education.

Furthermore, international literature emphasizes the importance of in-service teacher education programs such as PPG as a primary vehicle for competency development in the Indonesian context. This program is designed to strengthen four domains of teacher competency: pedagogical, personal, social, and professional and to enhance the spiritual and leadership dimensions of Islamic Education (PAI) teachers (Zaqiah et al., 2024). While not as formal as PPG, practices in Islamic boarding schools demonstrate similarities in strengthening these competency dimensions through mentoring and moral/spiritual evaluation.

Thus, the competency development method at Al-Munawwir Islamic Boarding School strongly aligns with modern perspectives on sustainable professional development while emphasizing the religious dimension and values of the Islamic boarding school. This informal yet consistent structure can serve as an alternative contextual and adaptive human resource development model.

Managerial Innovation in the Development of Islamic Boarding School Human Resources

Field findings indicate that managerial innovation at the Al Munawwir Islamic Boarding School in South Sangatta is implemented through several adaptive strategies: the use of simple technologies such as Google Forms and division-based WhatsApp groups, a rotational system for care and teaching, and external collaboration with partner institutions such as other Islamic boarding schools or educational institutions.

In educational management literature, managerial innovation refers to the renewal of human resource management strategies and organizational

governance that can increase institutional effectiveness. International studies indicate that technology-based managerial transformations, even simple ones like digital communication applications, can promote transparency, internal coordination, and faster, data-driven decision-making (Ghavifekr & Rosdy, 2015). These findings align with using Google Forms and WhatsApp groups at Islamic boarding schools as efficient means of monitoring, communicating, and reporting HR activities.

Furthermore, the job rotation system implemented in Islamic boarding schools embodies the essence of modern managerial practices that lead to job enrichment and job rotation. This strategy enhances individual capacity, strengthens teamwork, and reduces work burnout (Mirzai et al., 2024); (Georgantza & Samanta, 2017). It also demonstrates a transformational leadership approach, where leaders (in this case, senior caretakers or Islamic boarding school leaders) encourage continuous learning and development through strategic roles and hands-on experience.

Another innovation, external collaboration, reflects the concept of interorganizational learning, where organizations acquire new knowledge through external networks (Yugo, 2025; Zhu & Engels, 2014). This demonstrates that despite the traditional nature of Islamic boarding schools, the managerial innovations implemented reflect adaptive collaborative principles and create space for knowledge exchange, strengthening the institution's quality.

Thus, the managerial innovations implemented by Al Munawwir Islamic Boarding School are contextual yet aligned with modern educational management principles, particularly in strengthening effectiveness and efficiency and enhancing human resource competencies through technology and collaboration.

The Impact of Human Resource Development on the Quality of Islamic Boarding Schools

The findings indicate that sustainable human resource development at the Al Munawwir Islamic Boarding School in South Sangatta has significantly impacted the quality of education and student development. Teachers and caregivers have improved in three key aspects: discipline, teaching quality, and role modelling, which directly impact the conducive atmosphere of the Islamic boarding school and the development of more focused student character.

From the perspective of Islamic educational management theory, human resources are the primary spearhead in transforming educational institutions based on values. This aligns with Human Capital Theory, which states that investment in individual development (teachers and caregivers) will yield returns in the form of improved overall organizational performance (Becker, 1918); (Tan, 2014). Improving teaching skills and exemplary behavior by teachers/caregivers is a concrete form of human capital enhancement that not only improves academic quality but also fosters a strong institutional culture.

These findings are further supported by studies by (Santoso et al., 2025); (Nor et al., 2024; Khofi & Sunoko, 2025), which examined the relationship between teacher professional development and the learning environment in religious schools. They found that ongoing teacher development contributes to a positive learning environment, increased student engagement, and community trust in the school. In the context of Islamic boarding schools, a conducive learning environment and teacher role models are fundamental to

fostering the character and spirituality of students, two key pillars of Islamic education.

Furthermore, increased public trust in Islamic boarding schools is part of educational branding, where the institution's reputation is largely determined by the quality of its human resources (Islam et al., 2025); (Lenka & Chawla, 2015). In other words, competent and highly integrated teachers and administrators will strengthen the Islamic boarding school's position as a relevant, trusted, and competitive educational institution in the community.

Thus, the impact of human resource development on the quality of Islamic boarding schools encompasses not only the technical aspects of teaching but also strategic aspects in building the students' image and character and the long-term sustainability of the Islamic boarding school.

The study showed that human resource management at the Al Munawwir Islamic Boarding School in South Sangatta is implemented systematically through informal, cultural, and spiritual mechanisms. The recruitment of teachers and administrators considers religious competence, morals, discipline, and alignment with the Islamic boarding school's vision. Competency development is carried out continuously through mentoring and internal evaluation, accompanied by an effective moral reward and punishment strategy to build work motivation. Adaptive and participatory managerial innovation also supports effective human resource management. The impact is evident in improved educational quality, teacher exemplary behavior, student character development, and increased public trust in Islamic boarding schools. These findings align with human capital theory and international research emphasizing the importance of investing in developing educator competence and character.

IV. CONCLUSION

This study concludes that the human resource development strategy at Al Munawwir Islamic Boarding School in South Sangatta is implemented through a contextual, adaptive approach based on the school's values. The recruitment and selection process for teachers/caregivers is carried out informally, relying on alum networks and ideological alignment, thereby maintaining the continuity of the school's culture. Competency development is carried out through ongoing coaching with mentoring patterns, performance evaluations, and morale-based rewards and punishments, reflecting the integration of spiritual values and managerial principles. Simple managerial innovations such as the use of technology and internal collaboration contribute to strengthening the efficiency of institutional management and coordination. Overall, this strategy has a positive impact on improving teacher professionalism, building student character, and building community trust. These findings contribute to developing relevant human resource management models for Islamic boarding schools and similar Islamic educational institutions in the local context.

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