

## **Human Resource Management in Improving the Quality of Graduates of Islamic Boarding School**

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**Abstract:** This study aims to analyse teacher resource management in improving the quality of graduates of Islamic boarding schools in Riau Province. This study reveals that effective teacher management is a key factor in producing quality graduates. The results showed that the boarding school leaders have carried out various managerial strategies, such as improving teachers' welfare, providing fair compensation, continuous professional development, creating a supportive work environment, and conducting regular performance evaluations. In addition, collaboration with the government, community institutions, and the private sector is also carried out to support optimal human resource management. The quality of graduates of Islamic boarding schools in Riau Province is characterized by a deep understanding of the Qur'an and Hadith, mastery of religious and general knowledge, and basic skills coupled with noble character. The dual curriculum approach that combines religious and general education, supported by a mastery learning-based learning system and periodic evaluation, has proven to be able to produce graduates who are not only academically proficient, but also have strong character and readiness to face global challenges. This finding emphasizes the important role of teacher resource management in creating a holistic and highly competitive boarding schools' education.

**Keywords:** Human Resource Management, Islamic Boarding School, Quality of Graduates

### **A. Introduction**

Islamic boarding schools has become the oldest educational institution in Indonesia with a strategic role in shaping the nation's character (Fakhrurrazi & Ilham, 2023; Rohaeni et al., 2021; Zukdi et al., 2022). The existence of Islamic boarding schools as an Islamic educational institution in the country has a very large share (Sabiq, 2020). Its existence not only reflects cultural resilience, but also a real contribution in strengthening national identity through the integration of Islamic and national values (Maidugu & Isah, 2024). In the Dutch East Indies colonial era, Islamic boarding schools became the heroic field of the people's resistance movement, in the era of independence, Islamic boarding schools were involved in the

formulation of the nation's form and ideology and were involved in the physical revolution to defend independence (Mubarak & Haikal, 2023).

Islamic boarding schools today need to provide great opportunities to transform universal Islamic values that are *rahmatan lil 'alamiin* into the actualization of real life (Mala et al., 2024; Maulydia et al., 2023; Nisa et al., 2023). Given that Islamic boarding schools have a multi-dimensional role, education, religion that maintains Islamic values, development, awareness and strengthening of civil society (Mujahidin, 2021). Islamic boarding schools are able to solve social problems with a religious perspective and make themselves an educational institution based on local communities with international quality (Anggadwita et al., 2021). So, Al-Azkiya' Islamic boarding school continues to strive to accelerate development to improve the quality of human resources (teachers and managers) without losing its spiritual values. Meanwhile, Dar El Hikmah Pekanbaru Islamic Boarding School strives to develop education in a way of learning that always follows the curriculum of the Ministry of Religion and National Education. And so is the *Daarun Nahdhah Thawalib* Islamic Boarding School Bangkinan Riau.

The development of technology and information in the 21st century has encouraged Islamic boarding schools to innovate in their education model. Many Islamic boarding schools now adopt a hybrid curriculum that combines religious knowledge with 21st century skills, such as digital literacy and entrepreneurship. The main challenge lies in how to maintain the Islamic identity while competing with modern educational institutions, thus requiring adaptive and sustainable management strategies (Khomsinuddin et al., 2024; Zakaria et al., 2025). In order for boarding schools to continue to exist, it is important for boarding schools to continue to innovate and implement effective resource management to improve the quality of student graduates, and boarding school management must refer to the scientific foundation and religious foundation (Mukhtar & Prasetyo, 2020; Muzakky, 2024).

In Islamic boarding schools, the role of teachers or instructors is very central in the educational process of students. A comprehensive approach to teacher management is needed, including training, professional development, and performance assessment (Susanto et al., 2024; Van Waeyenberg, Peccei & Decramer, 2020). The development of Islamic boarding school human resources is one of the solutions that can be used to improve the quality or quality of Islamic boarding school graduates. Management provides direction to the running process of a Islamic boarding school institution can be monitored (Amirudin, 2019). No different from other educational institutions such as formal schools, Islamic boarding schools education also requires management to develop or advance a Islamic boarding schools (Anwar & Maman, 2022). For this reason, this research will discuss HR management in improving student graduates.

As one of the educational institutions based on boarding schools, providing guidance to teacher human resources is very necessary (Harahap, 2022), this is because Islamic boarding schools -based educational institutions are basically institutions that provide educational facilities as well as a place to live while studying (Akbar et al., 2022; Hasan, 2020). A boarding school leader must be able to make the boarding school he leads as one of the quality boarding schools. Therefore, the boarding school must be able to present itself as a representation of the great, beautiful, and perfect teachings of Islam. However, in reality, there are still boarding schools that are very far from what the community expects. For this reason boarding schools began to improve themselves in terms of the progress of this education, namely by starting to live the true teachings of Islam (Aziz et al., 2021; Islamic et al., 2024; Maryati, 2020), such as an atmosphere of togetherness, hard work, discipline, optimism that keeps away from despair, giving up easily, always maintaining cleanliness both physically and mentally, this must be realized in improving the quality of educational institutions (Mastur et al., 2022).

So heavy are the challenges of Islamic boarding schools to face the current and future educational period (Arief & Assya'bani, 2023), therefore Islamic boarding schools need a strong foundation to face these challenges (Hanafi et al., 2021), so that the Islamic boarding schools that researchers will visit have begun to address this (Effendi, 2020), especially those that need to be strengthened HR management in increasing graduates in Riau province. HR management in the context of Islamic boarding schools is a strategic approach that aims to optimize the utilization of various existing resources, such as teaching staff, curriculum, infrastructure, time, and so on, in order to achieve quality educational goals. Effective management of these resources plays a crucial role in improving the quality of student graduates (Pramana et al., 2021). Effective resource management in boarding schools will have a positive impact on the quality of education and the quality of student graduates (Abidin et al., 2024; Permana et al., 2023).

Based on preliminary studies at Islamic boarding schools Modern Al-Azkiya' Tembilihan, Islamic boarding schools Dar El Hikmah Pekanbaru and Islamic boarding schools Daarun Nahdhah Thawalib in Riau Province. Each of these boarding schools has committed to improving teacher resources and improving the quality of graduates through intensive management of student human resources. All three are trying to become quality educational institutions, as a place of learning Islamic religious education which includes various religious sciences and nahwu shorof science which is useful for understanding the contents of the yellow books which are the hallmark of Islamic boarding schools. This Islamic Boarding School tries to equip its students with religious and spiritual knowledge, so that they are expected to become students who have added value, namely ulul albab people, have noble character, act fairly and wisely, are tolerant, harmonious, and avoid extreme nature in devoting themselves to religion, society, nation, and nation. This is in accordance with the main principles in Islamic teachings.

The concept of development in the three boarding schools in question is growth, maturity, and learning. Growth can be defined as a quantitative natural change in physical and physical aspects (Ishom et al., 2025). Maturity is the culmination of a growth phase that becomes the starting point for the readiness of a psychophysical function in carrying out its function. The concept of maturity needs to be considered as an effort in shaping and guiding student in the developmental period, both for parents and educators at educational institutions (Andrias et al., 2023) one of which is Al-Azkiya' Islamic boarding schools, Dar El Hikmah Islamic boarding schools Pekanbaru and Daarun Nahdhah Thawalib Islamic boarding schools in Riau province, as one of the educational facilities for student.

The problems so far faced by Al-Azkiya' Islamic boarding school, Dar El Hikmah Pekanbaru Islamic boarding school and Daarun Nahdhah Thawalib Islamic boarding school in Riau Province in the management of Teacher Resources for improving the quality of educational institutions, especially the quality of their graduates are: First, limited infrastructure and learning facilities for students. Second, there is a problem of teacher resources that do not support the learning process of students. The boarding school organizers have not effectively taken policies that can support the quality of boarding school graduates. Third, the management of student resources is still constrained by a limited budget.

## **B. Methods**

This research uses descriptive research with a qualitative approach to produce descriptive data in the form of written or spoken words from people and behaviors that can be observed (Moleong, 2018). The researcher begins the research step by identifying the problem, then collecting evidence that has to do with the research problem including literature and kiai leadership in managing the human resources of Islamic boarding schools in Riau province. The subjects in this study include all characteristics that relate to or know in depth about teacher resource management in improving the quality of graduates of Islamic boarding schools in Riau province, namely: kiai/mudir, head of the education unit, student affairs, ustadz/ustadzah and student in the Islamic boarding school's environment.

Data collection in qualitative research is carried out by direct observation, in-depth and open interviews and research of written documents (Achjar et al., 2023). Primary data is obtained through the process of observation, interviews, and documentation. While secondary data is data in the form of documents that are relevant to the focus of research, such as images, photos, meeting notes or writings that are related to the focus of research. The results of documentation regarding the situation and research subjects studied by researchers are in the form of documents and e-documents at Al-Azkiya' Islamic boarding schools, Dar El Hikmah Islamic boarding schools and Darun Nahdhah Thawalib Islamic boarding schools Bangkinang.

In this study, the sampling technique used was purposive sampling. Teknik purposive sampling, is a data source sampling technique with certain considerations, for example, the person who is considered to know best about what is expected so that it will make it easier for researchers to explore the object / social situation under study (Nyimbili & Nyimbili, 2024). So, the determination of samples in qualitative research is carried out when researchers begin to enter the field and during the research. The trick is, researchers choose certain people who are considered to provide the necessary data, then based on the data or information obtained from other samples that are considered to provide more complete data.

### **C. Results and Discussion**

#### **Teacher Resource Management in Improving the Quality of Graduates of Islamic Boarding Schools in Riau Province**

Islamic boarding schools play an important role in preserving and passing on Islamic knowledge and values in Indonesia (Badrun, 2024; Qomaruddin et al., 2023). The quality of education provided in these institutions is directly reflected in the quality of their graduates (Bagea et al., 2024). Effective management of human resources (HR), especially teachers, is critical to improving the quality of education and ensuring graduates are well equipped to contribute positively to society.

This study examines human resource management practices in three well-known Islamic boarding schools in Riau Province: Al-Azkiya' Islamic boarding schools Tembilahan, Dar El Hikmah Islamic boarding schools Pekanbaru, and Daarun Nahdhah Thawalib Islamic boarding schools Bangkinang. By examining their approaches to teacher recruitment, development, compensation, integration, maintenance, and termination, this study sheds light on the factors that contribute to the success of these institutions.

##### *Al-Azkiya' Islamic boarding schools Tembilahan*

Al-Azkiya' Islamic boarding schools Tembilahan emphasizes the importance of selecting teachers with strong academic qualifications and commitment to Islamic values. The boarding school provides continuous training and development to improve teachers' knowledge, skills and pedagogical approach. Teachers are fairly compensated and provided with health insurance and other benefits. The boarding school encourages a positive and supportive work environment and cooperation among teachers and involves them in the decision-making process. Regular performance evaluations ensure that teachers maintain high standards and receive timely feedback.

*Dar El Hikmah Islamic boarding schools Pekanbaru*

Dar El Hikmah Islamic boarding schools Pekanbaru uses a structured recruitment process to identify qualified and dedicated teachers. The boarding school invests in continuous professional development programs to keep teachers up-to-date and improve their competencies. Teachers are provided with competitive salaries, health insurance, and housing options. The boarding school encourages a positive work culture, open communication channels, and teamwork among teachers. Teachers are actively involved in education-related decision-making, and their contributions are recognized and valued.

*Daarun Nahdhah Thawalib Islamic boarding schools Bangkinang*

Daarun Nahdhah Thawalib Islamic boarding schools Bangkinang carefully selects teachers based on their expertise and commitment to Islamic education. The boarding school offers various training programs to improve teachers' knowledge, skills and pedagogical approach. Teachers receive fair compensation, health benefits and opportunities for career advancement. The boarding school fosters a supportive work environment, encourages collaboration among teachers and involves them in the decision-making process. Regular performance evaluations and incentives motivate teachers to maintain high standards.

Case studies of Al-Azkiya' Islamic boarding schools Tembilahan, Dar El Hikmah Islamic boarding schools Pekanbaru, and Daarun Nahdhah Thawalib Islamic boarding schools Bangkinang highlight the importance of effective HR management in improving the quality of graduates and the overall success of pesantren. By prioritizing teacher recruitment, development, compensation, integration, maintenance, and termination, these institutions have created a conducive environment for teachers to excel and contribute to the holistic development of their student. This study is a valuable resource for other boarding schools that want to improve their HR management practices and enhance the quality of education they provide.

From the three locations of this research, the evaluation of teacher performance varies. Al-Azkiya' Islamic boarding schools conducts an evaluation once a month in week 3, Dar El Hikmah Islamic boarding schools conducts an evaluation once every 2 weeks in week 2 and week 4, Daarun Nahdhah Thawalib Islamic boarding schools Bangkinang per semester coincides at the end of the semester at the annual final meeting.

As for what is the material for teacher evaluation, including discussing the development of student conditions (cognitive, affective and psychomotor), routine teacher studies related to spiritual approaches (increasing worship, strengthening

faith, morals, planting the value of ikhlas (sincerity), tawadhu (humble), and patience).

In addition, from the three research locations, they carry out cadre and service through 2 systems, first service from graduates of the Institute concerned, second service based on cooperation between institutions. From this cadre and service program, teachers are required to understand all forms of activities in the boarding school.

### **Efforts of Islamic Boarding School Leaders in Improving Teacher Human Resources**

Boarding school leaders have an important role in improving the quality of education through effective management of teacher resources. Various efforts are made to achieve this goal, such as:

#### *Improving Teacher Welfare*

1) Al-Azkiya' Islamic Boarding School Tembilahan: Fighting for funding assistance from the government, establishing cooperation with Islamic community organizations and philanthropic institutions, and establishing cooperation with the private sector to get sponsors; 2) Dar El Hikmah Islamic Boarding School Pekanbaru: Providing decent and competitive salaries and benefits, providing rewards and incentives, and creating a conducive and supportive work environment, and 3) Daarun Nahdhah Thawalib Islamic boarding schools Bangkinang: Providing decent and competitive salaries and benefits, providing comprehensive health and social security, and building livable teacher houses.

#### *Improving teacher qualifications*

1) Al-Azkiya' Islamic Boarding School Tembilahan: Organizing various training programs that focus on developing teacher competencies, encouraging teachers to attend training organized by external institutions, and collaborating with various parties to get assistance in managing teacher human resources; 2) Dar El Hikmah Islamic Boarding School Pekanbaru: Provide opportunities for teachers to attend conferences and seminars related to education, and encourage teachers to continue their education to a higher level, and 3) Daarun Nahdhah Thawalib Bangkinang Islamic Boarding School: Organizing regular teacher training and development, providing opportunities for teachers to attend conferences and seminars related to the field of education, and establishing cooperation with other educational institutions and teacher professional organizations.

### *Building Cooperation*

1) Al-Azkiya' Islamic Boarding School Tembilahan: Establishing cooperation with the local Office of the Ministry of Religious Affairs, universities and higher education institutions, Islamic community organizations, and philanthropic institutions; 2) Daarun Nahdhah Thawalib Bangkinang Islamic Boarding School: Establishing cooperation with other educational institutions such as universities, schools, and training institutions, and establishing cooperation with teacher professional organizations and the government, and 3) Dar El Hikmah Islamic Boarding School Pekanbaru: Establishing cooperation with other educational institutions, establishing cooperation with teacher professional organizations and the government.

### *Developing a Concrete Program*

Al-Azkiya' Islamic Boarding School Tembilahan, Dar El Hikmah Islamic Boarding School Pekanbaru and Daarun Nahdhah Thawalib Bangkinang Islamic Boarding School: Improve the welfare of teachers with regular salary and allowance increases, hold regular teacher training and development programs, and establish cooperation with other educational institutions to produce teacher exchange programs, joint training, and collaborative research. By implementing these various efforts, it is expected that the management of teacher human resources in Islamic boarding schools will improve, thus having an impact on improving the quality of education in Islamic boarding schools.

## **Quality of Graduates of Islamic Boarding Schools in Riau Province**

Based on the data collected, the quality of graduates of Islamic boarding schools in Riau Province shows several important points that reflect the quality of education and comprehensive guidance. First, student is equipped with the ability to understand the Qur'an and Hadith deeply, both in terms of reading, memorizing, and interpreting them. This ability becomes the main basis in their religious life and is expected to be practiced in everyday life, making them religiously observant individuals who are knowledgeable about Islamic teachings.

In addition to religious understanding, boarding schools also provide general knowledge and basic skills equivalent to formal school graduates (Kusumawati & Nurfuadi, 2024; Marwiji et al., 2024). The main focus is given to the ability to count, read, and write, as well as vocational skills such as sewing, technology and computerization, which are important provisions for the world of work. Thus, student not only excel in the field of religion but are also ready to face challenges outside the Islamic boarding school's environment.

The formation of noble morals and strong character is also a priority. Graduation standards emphasize the importance of forming individuals who are faithful,

civilized, noble, and knowledgeable (Rohaeni et al., 2021). Student are encouraged to have high religious awareness, respect for others, honesty, discipline, and responsibility. In addition, the values of love for the country, world peace, and curiosity are also instilled, making them individuals who are balanced between spirituality and sociality.

Communication skills and creative thinking are also a focus in boarding school education. Student are trained to communicate effectively in Indonesian, English and Arabic, and are encouraged to be creative, productive, critical and independent individuals. They are also taught to use technology and design literary works, so as to be able to compete in the ever-evolving digital era.

Islamic boarding schools in Riau Province continue to update their curriculum to keep up with the times and the needs of the students. A dual curriculum that combines general and religious education is the hallmark, with the use of the 2013 National Curriculum and periodic evaluations to ensure its effectiveness. The students' academic and non-academic achievements, as well as innovative learning systems such as mastery learning and muzakarah, demonstrate the Islamic boarding school's commitment to improving the quality of education. Strict graduation standards, covering both academic and non-academic aspects, ensure that Islamic boarding schools graduates are knowledgeable, noble, and ready to face the future with confidence.

The quality of graduates of Islamic boarding schools in Riau Province shows positive results. Islamic boarding schools not only equip students with religious knowledge, but also general knowledge, skills, and noble morals. A dynamic curriculum, effective learning system, and strict graduation standards are the keys to success. The achievements of students and Islamic boarding schools managers in various fields are also clear evidence of the quality of education.

### **Leaders' Efforts in Improving the Quality of Graduates of Islamic Boarding Schools in Riau Province**

Leaders of Islamic boarding schools in Riau Province play an important role in improving the quality of their graduates through various strategic efforts. One key aspect is the development of a more comprehensive and balanced curriculum, integrating religious education with general science and practical skills. The kitab kuning-based curriculum strengthens Islamic religious education by studying classical books, while adjusting the curriculum to the needs of the times ensures that the material taught is relevant to the times and the needs of society. Thus, graduates of Islamic boarding schools are ready to face various challenges in various fields.

To ensure high teaching quality, boarding school leaders also focus on improving the quality of teachers. They provide continuous training and competency development for teachers, so that they can continuously improve their teaching skills and

understand the subject matter well. In addition, coaching teachers in understanding religious values is also a priority, ensuring that teachers not only master the subject matter but also have a deep understanding of the religious values embedded in the curriculum.

The provision of adequate facilities and infrastructure is also a major concern of Islamic boarding schools' leaders. They continue to improve and expand facilities to support an effective and comfortable teaching and learning process. The provision of learning facilities such as books, laboratories, and other equipment is a priority to support the teaching and learning process. These efforts not only improve learning comfort, but also ensure that students have access to all the resources they need to succeed.

Alumni development is another important step taken by the boarding school leaders. The career mentoring program assists alumni in developing their potential and finding jobs that suit their abilities. In addition, social skills development is also a focus, improving alumni's ability to communicate, cooperate, and solve problems. The cultivation of strong moral values during their time at the Islamic boarding schools is also reinforced, ensuring that alumni continue to uphold the values they have learned.

Examples of leaders' efforts in several Islamic boarding schools in Riau Province show a strong commitment to improving the quality of education. Al-Azkiya' Islamic boarding schools Tembilahan, for example, sets the standard of memorizing Juz Amma and 60 hadith for graduation, and has an international cooperation program for study abroad. Dar El Hikmah Islamic boarding schools Pekanbaru focuses on improving the quality of teachers through training and competency development, as well as providing adequate facilities and infrastructure. Meanwhile, Daarun Nahdhah Thawalib Islamic Boarding School Bangkinang has a comprehensive and balanced curriculum, producing graduates who are competent in both religious and general sciences. These efforts show the dedication of boarding school leaders in Riau Province to prepare a young generation that is competent, faithful, and ready to contribute in building the nation and state.

It is important to note that the findings of this study have some limitations that need to be considered in the interpretation and generalization of the results. First, the scope of this study involved only a few boarding schools in Riau Province. The results may not accurately represent all boarding schools across the province, let alone Indonesia as a whole. Variations in teacher resource management practices among boarding schools may vary depending on the size and resources of the boarding school, its vision and mission, teachers' backgrounds and qualifications, and students' needs and expectations. Secondly, the research method used in this study is a case study of several boarding schools. While this method provides an in-depth understanding of Teacher Resource management practices in individual

boarding schools, it does not allow generalization to a wider population of boarding schools. This study also used qualitative data such as interviews and observations, which can be prone to bias and subjective interpretations, thus affecting the validity and reliability of the findings.

Third, external factors such as government policies, economic conditions, and social changes can also affect Teacher Resource management and the quality of graduates. This study did not explicitly consider these factors in its analysis. This is a significant limitation, as external factors can have a major impact on management practices and educational outcomes in Islamic boarding schools.

In addition, variations in curriculum implementation and teacher training programs across boarding schools may result in differences in graduate quality (Badrun, 2024; Hasiholan et al., 2024; Musthofa et al., 2024). Some boarding schools may have better access to high-quality resources and training, while others may be limited in this regard. These differences may affect the results of the study and the conclusions drawn. Overall, although the findings of this study provide valuable insights into the practice of Teacher Resource management in Islamic boarding schools in Riau Province, the limitations already mentioned need to be considered. Further research with a wider scope, more diverse methods, and a more comprehensive consideration of external factors is needed to gain a more accurate picture and stronger generalizations about Teacher Resource management in Islamic boarding schools in Indonesia.

#### **D. Conclusions**

The conclusion of the research: 1) teacher resource management in improving the quality of graduates, this study identified several important efforts made by the boarding school leaders. These include improving teachers' welfare, providing fair compensation, offering professional development opportunities, and building a positive working environment. Regular teacher performance evaluations are also conducted to ensure high teaching standards and provide feedback for continuous improvement; 2) the efforts of boarding school leaders in improving teacher resource management include collaboration with the government, community institutions, and the private sector to support effective HR management. Leaders also play an important role in creating supportive working conditions and providing proper incentives. These measures aim to ensure that teachers can work optimally and provide quality education to students; 3) the quality of graduates of Islamic boarding schools in Riau Province, research results show that graduates have good abilities in understanding the Qur'an and Hadith, religious knowledge, basic skills, as well as noble morals and character. The dynamic curriculum, combining general and religious education, as well as effective learning systems such as mastery learning, have helped students achieve significant academic and non-academic achievements. This shows that boarding schools successfully integrate important aspects of holistic

education, and 4) the leader's efforts in improving the quality of graduates of Islamic boarding schools in Riau Province show positive results that reflect the quality of the graduate's comprehensive education and coaching. Student are not only equipped with a deep understanding of the Qur'an and Hadith in terms of reading, memorizing, and interpreting the texts of the Islamic holy book, but are also planted with general knowledge and basic skills equivalent to formal school graduates. With strict graduation standards, covering both academic and non-academic achievements, Islamic boarding schools in Riau Province succeed in producing graduates who are knowledgeable, have noble character, and are ready to face future challenges with confidence.

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