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Challenges and Strategies for Human Resource Development in Islamic Education: A Case Study of MAN 1 Lamongan

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ABSTRACT*:*

This study explores the implementation of human resource development (HRD) at MAN 1 Lamongan using a qualitative case study approach. The research aims to describe how both internal and external strategies are employed to enhance the competencies of educators and educational staff. Data were collected through in-depth interviews, participatory observation, and document analysis. The data analysis followed the interactive model of Miles, Huberman, and Saldana, comprising data condensation, data display, and conclusion drawing. The findings reveal that MAN 1 Lamongan adopts a dual HRD strategy. Internally, the institution organizes regular training programs, workshops, and seminars at least twice a year. Externally, it facilitates staff participation in training activities provided by external organizations, such as MGMP forums and specialized professional courses. Each initiative is preceded by a needs analysis and followed by implementation and evaluation phases. The institution integrates both on-the-job and off-the-job training methods to improve pedagogical, managerial, and technical competencies. This comprehensive and continuous professional development approach is aligned with institutional goals and the evolving needs of educators. The study offers practical insights for Islamic educational institutions in designing effective HRD frameworks. However, as the research focuses on a single institution, its findings may have limited generalizability. Future studies involving multiple madrasas are recommended to validate and expand the applicability of the proposed model in diverse educational contexts.

ABSTRAK:
Penelitian ini bertujuan untuk mendeskripsikan implementasi pengembangan sumber daya manusia (SDM) di MAN 1 Lamongan melalui pendekatan kualitatif dengan metode studi kasus. Fokus penelitian ini adalah menggambarkan bagaimana strategi internal dan eksternal diterapkan untuk meningkatkan kompetensi pendidik dan tenaga kependidikan. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi. Analisis data dilakukan dengan menggunakan model interaktif dari Miles, Huberman, dan Saldana, yang mencakup tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa MAN 1 Lamongan mengadopsi strategi ganda dalam pengembangan SDM. Secara internal, institusi ini secara rutin menyelenggarakan program pelatihan, workshop, dan seminar minimal dua kali dalam setahun. Secara eksternal, madrasah memfasilitasi partisipasi pendidik dan tenaga kependidikan dalam berbagai pelatihan yang diselenggarakan oleh institusi lain, seperti forum MGMP dan program pelatihan khusus. Setiap program diawali dengan analisis kebutuhan dan dilanjutkan dengan tahapan pelaksanaan serta evaluasi. Pendekatan pelatihan yang digunakan mencakup metode on-the-job training dan off-the-job training untuk mengembangkan kompetensi pedagogik, manajerial, dan teknis. Pendekatan yang komprehensif dan berkelanjutan ini selaras dengan tujuan institusi dan kebutuhan para pendidik yang terus berkembang. Studi ini memberikan kontribusi praktis bagi lembaga pendidikan Islam dalam merancang strategi pengembangan SDM yang efektif. Namun, karena penelitian hanya dilakukan pada satu institusi, temuan ini memiliki keterbatasan dalam hal generalisasi. Oleh karena itu, penelitian lanjutan yang melibatkan berbagai madrasah disarankan untuk memperkaya model dan menguji tingkat adaptabilitasnya dalam konteks pendidikan yang lebih luas.

Kata kunci: Pengembangan Sumber Daya Manusia, Pendidikan Islam, Kompetensi Guru, Pendidik, Tenaga Kependidikan.

INTRODUCTION

The era of globalization demands that society possesses competitiveness in utilizing opportunities within their environment to survive and adapt to the ever-evolving times (Tamrin, 2019). High-quality human resources (HR) are essential to prepare for such competition. According to Merisa Fajar Aisyah,

superior HR is characterized by their ability to fulfil assigned responsibilities(Rosyid et al., 2023). Meanwhile, Efi Rufaiqoh Muhaimin defines quality HR as the capability of individuals to integrate cognitive and physical skills(Miftah et al., 2019). Thus, competent HR that meets contemporary needs requires continuous self-development tailored to their respective professions.

The teaching profession requires adherence to specific qualification standards. Regulations governing the teaching profession mandate standardized educational levels. According to Law Number 14 of 2005, teachers must possess academic qualifications that align with the type, level, and unit of formal education they serve(Rosdianawati et al., 2022). This is necessary because education demands uniform standards to ensure institutions can effectively conduct teaching and learning activities (Børte et al., 2020). Furthermore, the teaching profession is afforded legal protection against harsh treatment, threats, discriminatory actions, and student intimidation (Nabila, 2022). These standards and regulations are designed to facilitate smooth learning processes and create a sense of safety for teachers and students.

The standardization of teachers is also outlined in the Minister of Education and Culture Regulation Number 16 of 2007, which states that teachers in high schools (*SMA*) or Islamic high schools (*Madrasah Aliyah*, MA) must possess a minimum academic qualification of a four-year diploma (D-IV) or a bachelor's degree (S1) in a field of study relevant to the subjects they teach. Furthermore, this qualification must be obtained from an accredited program (Muhaimin, 2015). The regulation mandates that educators bear a high sense of responsibility and exhibit several key traits, including being persuasive, educational, normative, dedicated, scientific, democratic, innovative, and creative in their roles.

Unlike educators, educational staff are professionals who require specific expertise. As stipulated in Article 39 of Law No. 20 of 2003 on the National Education System (*Sisdiknas*), educational staff are responsible for managing, organizing, enhancing, supervising, and providing technical services to support educational processes within educational institutions (Pakpahan et al., 2023). According to Suarga, educational staff are members of society who contribute to educational institutions and play a role in supporting the success of schools (A'yun, 2019). Thus, educational staff represent a vital element within educational institutions and significantly impact their overall performance.

Based on the above considerations, it can be understood that both educators and educational staff require high-quality skills that align with their

respective fields. Field data indicates that the pedagogical competency test results for junior high school (SMP) teachers are 37.42%, while for senior high school (SMA) teachers, it is 37.18%. The personal competency levels for SMP teachers reach 49.56%, compared to 51.52% for SMA teachers. Professional competencies are recorded at 36.94% for SMP teachers and 36.40% for SMA teachers. Meanwhile, social competencies for SMP teachers are at 46.10%, and for SMA teachers, they stand at 44.70% (Mafudah & Asrori, 2016). These statistics highlight the necessity of continuous human resource development within educational institutions to ensure ongoing improvements in the quality of education.

Human resource development within educational institutions should ideally be continuous or adjusted to each institution's specific needs (Priyatna, 2016). This necessity arises from the highly dynamic nature of knowledge and evolving demands, requiring policymakers to innovate consistently. Moreover, social and technological changes also drive improvements and innovations in education, as evidenced by the now-common use of technology-based learning (online learning), which was previously uncommon (Sholikhah et al., 2023).

Students face several challenges in online learning, including limited internet access, unstable signals, and unsupportive family environments. However, these challenges are not exclusive to students; educators and educational staff also encounter difficulties, such as a lack of proficiency in using advanced technologies, limited knowledge of digital tools, and other related issues. These conditions underscore the critical importance of human resource development in Islamic education in addressing such challenges and ensuring continuous improvement in the education sector.

METHODS

This study employs a qualitative approach with a case study method conducted at MAN 1 Lamongan. Madrasah Aliyah Negeri (MAN) is a government-managed Islamic senior high school that integrates general and religious education within the national education system. This approach was chosen to comprehensively explore human resource (HR) development practices within Islamic educational institutions, specifically focusing on educators and educational staff (Rahardjo, 2017). Data was collected through in-depth interviews, participatory observations, and document analysis of HR development programs implemented at MAN 1 Lamongan (Wahidmurni, 2017).

In this study, the tools and technologies employed included audio recording devices to document interview data from key informants, field notes to systematically capture observational findings, and computer software to assist in the organization and analysis of qualitative data. Data analysis was conducted using the model proposed by Miles, Huberman, and Saldana, which involves three main stages: data condensation, data display, and conclusion drawing (Miles et al., 2013). Initially, data were collected through in-depth interviews, participant observation, and document review related to the implementation of teacher development programs at MAN 1 Lamongan. The collected data were then condensed through processes of selection, simplification, and organization into thematic categories such as internal and external development strategies. The data were presented in descriptive narrative form and supported by visual elements such as tables and photographic documentation to enhance the credibility of the findings. The final stage, conclusion drawing, was conducted by identifying patterns and relationships between the implemented development strategies and their impact on improving teacher competencies, thereby providing a comprehensive and valid depiction of human resource development efforts within the madrasa environment.

The interviews involved school principals, teachers, and administrative staff to understand their perspectives and experiences related to training and competency development programs. Observations were conducted to directly examine the implementation of training methods, including On-the-Job Training and Off-the-Job Training. Document analysis reviewed relevant materials, such as training curricula, activity reports, and internal school policies.

The collected data were then analyzed descriptively, focusing on need identification, program implementation, and the impact on the competencies of educators and educational staff. This methodology provides a holistic perspective on the effectiveness of HR development programs within Islamic educational institutions.

FINDINGS AND DISCUSSION

FINDINGS

The implementation of teacher development at MAN 1 Lamongan employs several methods, as revealed through interviews conducted by researchers with informants. The head of MAN 1 Lamongan explained that the

development methods applied at MAN 1 Lamongan are reported to primarily focus on education and training (diklat), though other approaches such as seminars, MGMP forums, and additional training sessions are also utilized occasionally, depending on the instructional content.

The head of administration further elaborated on this at MAN 1 Lamongan explained that the development of educators and educational staff at MAN 1 Lamongan is generally carried out through training, which is adjusted to the content being delivered and the availability of facilitators. Moreover, various methods such as education programs, training sessions, courses, and MGMP forums are frequently employed as shown in the Figure 1 below.

Figure 1. Documentation of Activities at MAN 1 Lamongan

Source: Head of Administration, MAN 1 Lamongan

From these interviews, the researchers also obtained supporting evidence to reinforce the study's findings, such as photographs documenting the activities conducted. This data provides tangible validation of the various development programs implemented at MAN 1 Lamongan, showcasing the institution's commitment to improving the competencies of its educators and staff.

The explanation above highlights the methods used for teacher development at MAN 1 Lamongan, including training sessions (*diktat*), workshops, education programs, MGMP (Teacher Professional Development Forums), courses, and seminars. This comprehensive approach is necessary because, in the system at MAN 1 Lamongan, an issue affecting one teacher could potentially impact all teaching staff. Therefore, training (*diktat*) is the most appropriate to address these needs.

The development activities for educators and educational staff at MAN 1 Lamongan involve several stages before implementation. They start with a needs analysis to identify areas requiring improvement. This is followed by program planning, the establishment of committees, and the execution of the program. The development of teaching staff is carried out through two primary strategies: internal and external approaches.

Figure 2. Documentation of Internal Activities

Source: Head of Administration, MAN 1 Lamongan

Figure 3. Documentation of External Activities

Source: Head of Administration, MAN 1 Lamongan

In an interview, the head of MAN 1 Lamongan described that the implementation of teacher development at MAN 1 Lamongan is reported to follow two main strategies. The internal strategy involves conducting training and workshops regularly, typically at least once per semester, resulting in a minimum of four sessions annually as presented in Figure 2. In the other hand, the external strategy as depicted in Figure 3, focuses on development activities outside the madrasa, often organized by external institutions. The external strategy involves sending educators to attend workshops or training programs organized by external institutions. The selection of participants is adjusted based on the type and relevance of the available activities.

Based on the above explanations, the teacher development programs at MAN 1 Lamongan utilize two main strategies: internal and external. Internal activities are independently organized by the madrasa every six months, while external activities depend on opportunities outside the institution. These dual strategies ensure comprehensive development, as reflected in the accompanying images of teacher training sessions.

To provide a more systematic understanding, the strategic steps undertaken in the human resource development at MAN 1 Lamongan are clearly illustrated in the Figure 4 below. This diagram outlines the stages of planning and implementation of development programs carried out through both internal and external approaches, aiming to enhance competencies in a sustainable manner in accordance with the institution's specific needs.

Figure 4. Diagram HRD Stage

DISCUSSION

This study aimed to explore how human resource development (HRD) strategies are implemented within an Islamic educational institution, focusing on MAN 1 Lamongan. Previous literature emphasizes that HRD in Islamic institutions must address both professional competence and religious-ethical integrity (Komariyah et al., 2021). Effective HRD requires structured, needs-based planning that aligns with institutional goals, often implemented through on-the-job and off-the-job training strategies (Julaeha et al., 2021). These dual approaches are seen as comprehensive solutions to professional development challenges in education (Chaerudin, 2019). This research builds upon these theoretical models by examining how MAN 1 Lamongan operationalizes HRD in its specific madrasa context.

The results show that MAN 1 Lamongan adopts two primary HRD strategies: internal and external development programs. Internal strategies involve regular in-house training, workshops, and seminars conducted at least twice annually, while external strategies include participation in MGMP forums and off-site courses. Both strategies are informed by a prior needs analysis and followed by implementation and evaluation. These practices reflect a systematic and goal-oriented HRD process that addresses current institutional demands. The implementation of the Continuous Professional Development (PKB) program at Brawijaya Smart School demonstrates that structured, ongoing professional development significantly enhances teacher competence across pedagogical, professional, social, and personal domains, reinforcing the importance of aligning such initiatives with educators' actual needs (Noviyanti et al., 2024). The findings in MAN 1 Lamongan similarly illustrate how tailored approaches can enhance educator performance and institutional sustainability.

This is consistent with the HRD framework proposed by Julaeha et al. (2021), which recommends a sequential approach: identifying needs, aligning program content, and evaluating outcomes. Previous studies by Chaerudin (2019) and Suhartini (2019) also support the integration of various training methods depending on institutional readiness and resource availability. Similarly, Hasan (2017) and Hayati and Yulianto (2021) emphasize the value of collaborative workshops and analytical learning in building capacity. MAN 1 Lamongan's approach reflects these insights while highlighting the importance of structured internal planning. Its case enriches the understanding of how Islamic educational institutions implement adaptable and sustainable HRD models.

On-the-job training activities at MAN 1 Lamongan, such as mentoring, job rotation, and demonstration, are particularly useful for enhancing context-based skills. These techniques support experiential learning and offer opportunities for immediate application and feedback (Yikwa & Masyitah, 2018). The consistency of these internal practices strengthens the institution's ability to maintain a competent and responsive workforce. Moreover, this approach ensures continuity and institutional memory as new educators are inducted and mentored. It reinforces a culture of learning and adaptation within the school's working environment.

Complementing this, off-the-job training activities such as external seminars and courses provide opportunities for educators to broaden their perspectives and develop advanced theoretical knowledge. These programs also foster networking and collaboration with external actors, which are beneficial for institutional benchmarking (Suhartini, 2019). However, the effectiveness of this strategy may depend on external factors such as funding and access to high-quality programs (Marselia, 2021). Despite such challenges, MAN 1 Lamongan has demonstrated the ability to integrate these external experiences into its internal development strategy. This combination enhances both the depth and breadth of professional development.

The alignment between HRD activities and institutional values is another key finding of this study. Islamic educational institutions must balance professional competence with religious identity, and MAN 1 Lamongan's HRD strategy illustrates this integration well (Mariana, 2021). The emphasis on discipline, moral development, and leadership training alongside technical skills reflects the dual educational mission of madrasas. This alignment ensures that educators not only perform well in the classroom but also serve as role models within the community (Hayati & Yulianto, 2021). Periodic review of these values and objectives is essential to maintain relevance and responsiveness.

The practical implications of these findings are significant for policy and practice in Islamic education. MAN 1 Lamongan's HRD model can serve as a reference for other institutions seeking to implement structured and context-sensitive development programs. Institutional leaders and education policymakers are encouraged to adopt a dual-strategy approach, integrating both internal and external resources. Regular needs assessments, program evaluations, and a strong value foundation are key to the success of such efforts.

This study offers a replicable model for sustainable HRD in Islamic educational institutions navigating 21st-century challenges.

CONCLUSION

In the era of globalization, human resource (HR) development in Islamic education has become an urgent necessity to address global competition. Superior HR is not only defined by academic competence but also by the ability to adapt to the dynamics of the times. The teaching profession is regulated by various national laws, such as Law Number 14 of 2005, which requires teachers to possess specific academic qualifications and competencies relevant to their fields. Additionally, educational staff play a crucial role in supporting the success of educational institutions through effective management, technical services, and the development of educational processes.

The HR development process begins with a needs analysis to identify improvement areas, followed by program planning aligned with the institution's objectives. Program implementation is done through various learning approaches, including job rotation, demonstrations, and coaching. Each development stage is designed to provide participants with direct experiences, enabling them to understand their tasks and responsibilities better. Moreover, program evaluations are conducted regularly to ensure continuity and effectiveness.

At MAN 1 Lamongan, HR development practices are implemented through various strategies, including On-the-Job Training and Off-the-Job Training. Internal training is routinely conducted at the madrasa, while external training is organized in collaboration with other organizations. These training activities include seminars, courses, and workshops, all aimed at enhancing educators' and educational staff' technical, pedagogical, and managerial skills. This approach not only aims to improve individual competencies but also supports the overall productivity of the institution.

This study is subject to several limitations. As a single case study conducted at MAN 1 Lamongan, the findings may not be fully generalizable to other Islamic educational institutions that operate under different contexts or organizational structures. Furthermore, although efforts were made to collect rich and meaningful data through in-depth interviews and manual transcription, the data collection process was constrained by limited time and participant availability. These limitations highlight an existing research gap, particularly in the exploration of human resource development in other Islamic educational

settings with diverse characteristics. Future research is recommended to expand the scope by including multiple institutions, employing a mixed-methods approach, or investigating other dimensions of HR development that were not addressed in the present study.

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