

Human Resource Management Strategy in Improving Teacher Professionalism at MIS Al Musyawarah, Banjarmasin City

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Abstract: This research aiming for review and analyze management strategies source Power human resources (HR) implemented by the head of the madrasah in effort increase teacher professionalism at MIS Al Musyawarah, Banjarmasin City. In the context of Islamic education based on private madrasahs, teachers hold role strategic in determine quality learning. However, various constraint like limited funds, non-ASN employee status, and lack of access to training professional become significant challenges in development teacher competence. Approach research used is qualitative with type studies case. Data collected through technique interview in-depth, observation participatory, and documentation. Research results show that the HR management strategy at MIS Al Musyawarah includes HR planning processes based on needs, internal training, coaching professional sustainable, supervision academic, as well as giving award symbolic based on motivation intrinsic. In addition, the head of the madrasah applies leadership participatory with approach culture Islamic work that emphasizes mark trustworthy, responsible answer, and deliberation. This strategy proven capable increase motivation and spirit teacher professionalism even though in condition limited. This research conclude that success improvement Teacher quality is greatly influenced by adaptive, contextual and human resource management strategies. Islamic spiritual values.

Keywords: Human resource management, teacher professionalism, private madrasah, islamic educational

1. Introduction

Education is instrument strategic in development nation and civilization. According to Rosita (2018), education national functioning for develop ability as well as to form character and civilization a dignified nation in frame to make smart life nation. In the context of here, the teacher occupies position strategic as deep spearhead achievement objective education. Teachers do not only on duty transfer knowledge, but also educate, guide, and become example for participant educate in build a character with integrity and morals glorious.

Quality education is very dependent on quality power educators. In various literature, sources Power human resources (HR), especially teachers, are stated as factor dominant in increase quality education. According to Azhari & Kurniady (2016) emphasized that management education is the process of planning, organizing, directing, and supervising to source Power education use reach the goals that have been set in a way efficient and effective. Therefore that, human resource management in the environment schools and madrasahs must directed for strengthen competence, dedication, and teacher integrity in general sustainable.

However, in practice, especially in institutions education private Like madrasahs, human resource management is often face complex challenges. At MIS Al Musyawarah Banjarmasin City, for example, some big teacher is non-ASN personnel with level limited welfare. This is impact on motivation work and sustainability development teacher professionalism. Many teachers have difficulty for follow training professional Because limited budget institution as well as lack of support systemic from government.

In fact, in Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers explains that the teacher is educator professionals who have task main for educate, teach, guide, direct, train, assess and evaluate participant educate (Maulidia, 2023). Teacher professionalism is not only seen from aspect administrative or qualification academic, but also from ability pedagogical, personality, social and professional development in a way continuously through training and coaching. Mulyasa (2007) emphasizes that teachers are professional is those who are able design,

implement, and evaluate learning with full not quite enough responsibility and creativity, as well as capable do reflection and renewal self to changing times.

Reality on the ground show that weakness system coaching and evaluation teacher performance, lack of training sustainable, and not existence system adequate reward makes many teachers in private madrasahs experience stagnation in development professionalism. Dalimunthe (2018) stated that without systematic and continuous coaching, teachers will difficulty for adapt with change curriculum, development technology, and character participant increasingly educated dynamic.

More Furthermore, the head of the madrasah has role central in human resource development strategy. As leader institution education, the head of the madrasah does not only play a role as administrator, but also as agent changes in charge designing, implementing, and evaluating improvement strategies teacher quality. Mulyasa (2007) stated that head school own not quite enough answer for to form culture professional, collaborative and transformative work through planning strategic and visionary leadership.

In context human resource management, a human resource -based approach participatory and spiritual to be important, especially in private madrasahs based on Islam. Strategies such as internal training, providing non- financial rewards, utilization teacher deliberation, and strengthening climate work based Islamic values become part important in effort improvement teacher professionalism. Observation the beginning at MIS Al Musyawarah show existence effort for build those strategies, even though Not yet implemented optimally and sustainably.

Based on reality said, research This aiming for analyze in a way deep How is the HR management strategy implemented by the head of the madrasah in increase Teacher professionalism at MIS Al Musyawarah, Banjarmasin City, challenges what is being faced, and solution what can developed. It is expected results study This can give contribution theoretical and practical for development human resource management in private madrasahs others, and strengthen runway policy adaptive and meaningful Islamic education.

2. Research Methods

Study This use approach qualitative with type studies case intrinsic. Approach This chosen Because in accordance for to reveal in a way deep management strategy phenomenon source Power human resources (HR) implemented by the head of the madrasah in foster and improve teacher professionalism. Case study intrinsic focus on understanding deep to One case considered own mark unique and important in a way contextual (Creswell & Poth, 2018). In terms of This time, MIS Al Musyawarah of Banjarmasin City was chosen as location study Because show consistent effort in increase quality power educator in the middle limitations source power, good from side budget and structure institutional.

This study no aiming for do generalization, but rather for understand practice human resource management comprehensive and contextual as applied in reality daily institution private Islamic education. Through approach this, researchers can reach complex dynamics, values local, as well as practices leadership that is not can fully explained through approach quantitative. Research location, namely MIS Al Musyawarah, was chosen through purposive sampling technique with consideration that this madrasah own relevant characteristics with focus research. In this madrasah, the head of institution has shown role active in manage human resources independent, especially in fostering non-ASN teachers who face various challenge welfare and development competence. Researchers also consider factor accessibility, openness the madrasah regarding the research process, as well as availability of valid data and informants.

Subject in study This consists of from head of madrasah, teacher, staff education, and documents institutional. The head of the madrasah becomes informant main Because He play a role as designer and implementer HR policy. Teachers become informant key Because they are the party who feels direct impact from management strategy said. Educational staff, although No involved direct in learning, having view to system madrasah management in general overall. In addition, the documents institutional like structure organization, work program, report evaluation, and teacher training data becomes very important secondary data sources for complete information from interviews and observations.

Data collection was carried out with three technique main mutual complete: interview in-depth, observation participatory, and study documentation. Interview done in a semi- structured manner, which allows flexibility in data exploration and openness informant in convey experience they (Minh, 2025). Interview This in progress in informal atmosphere but still directed in accordance with guide questions that have been prepared previously. Researchers take notes in a way details response informants and, in a number of opportunities, record conversation for analyzed more continue. Observation participatory done with method observe direct interaction process in the environment madrasah work, including dynamics teacher coaching, atmosphere meetings, and supervision processes head of madrasah. Researchers present at the madrasah location during a number of days for get complete understanding about culture work and relationships between individuals in institutions said. Documentation study done through collection and analysis various archives and documents officially issued by the madrasah, such as report teacher activities, attendance training, as well as minutes results evaluation performance yearly.

Data analysis process is carried out with use reflexive thematic analysis approach developed by Braun & Clarke (2019). This method involving six stage, namely (1) familiarization with data through reading repetitive and recording initial ideas ; (2) coding data in a systematic manner systematic based on meaning units ; (3) search theme with grouping code to in category more thematic big ; (4) review repeat theme For ensure coherence and relevance ; (5) definition and naming theme in a way explicit ; and (6) writing report narrative that represents findings with meaningful way. Approach

This allow researcher not only identify emerging patterns from the data, but also reflects connection between context social, values local, and personal experiences of informants. With thus, the analysis no only nature descriptive, but also interpretive and reflective.

For ensure data validity, used technique triangulation, good triangulation sources, methods, and data. Triangulation source done with compare data from head of madrasah, teachers, and documents official. Triangulation method achieved with combine interviews, observations, and documentation. While that, data triangulation was performed through member check, namely confirm results interpretation to informant key use ensure accuracy and validity the meaning captured researcher. This technique important for avoid subjective bias and ensure that constructed narrative researcher in accordance with reality real social.

The entire research process done with still uphold tall ethics research, including guard confidentiality identity informant, request agreement interviews, as well as explain objectives and benefits study to all over participants. In case this, researcher put self No only as observer, but also as partner reflective trying understand and describe practice human resource management objective and empathetic.

3. Research Result

Research result This give description comprehensive regarding management strategy source Power human resources (HR) implemented by the head of the madrasah in increase teacher professionalism at MIS Al Musyawarah, Banjarmasin City. Based on the data obtained through interviews, observations, and documentation, found that the HR management strategy in this madrasah is an ongoing process dynamic, with a contextual and based approach value. The head of the madrasah does not only operate function administrative, but also plays a role role important as agent change, facilitator coaching, and moral leaders who are oriented towards development teacher quality in general comprehensive. This is in line with opinion Yusuf (2021) that leadership transformative in organization education is very influential to teacher motivation and performance.

One of findings main in study This is that the planning strategy need power educator done in a way simple However functional. The head of the madrasah carries out identification teacher needs based on amount students, ratio class, and the competencies they have. Although Not yet use device system information modern management, planning done in a way dialogic and based observation direct to teacher potential and interest. Approach This reflect principles base management strategic that adapts between need organization and human resource potential (Sedarmayanti, 2001). Teacher training and coaching is carried out informally and adaptively. The head of the madrasah utilizes weekly teacher meeting as receptacle coaching, exchange of ideas, and reflection on practice learning. In some opportunity, internal training is conducted through initiative personal head of madrasah or collaboration with alumni and institutions external. This is strengthening Robbins and Judge (2019) argument, which states that human resource development in organization Not only relies on large funds, but also on capable leadership utilise source internal power creative.

Supervision academic done with approach participatory and dialogical. The head of the madrasah routinely carries out visit class and give bait come back to the teacher in supportive atmosphere. Teachers feel comfortable in convey difficulties faced Because atmosphere supervision No nature judging. Supervision model like this is very important in build trust and willingness of teachers to repair self in a way voluntary, appropriate with coaching principles in human resource management (Rachmawati et al., 2023).

Study this also found challenge significant issues faced in implementation of HR management strategies. Most teachers have non-ASN status and receive relatively low honorariums. low. This is impact on teacher motivation in follow training or increase his competence in a way independent. Although Thus, the teacher remains show Spirit high dedication, driven by values sincerity and devotion in tradition Islamic education. This is in line with Hidayah & Wahid (2025) which stated that in Islamic education, professionalism No only determined by aspects competence, but also by intention, sincerity, and enthusiasm. do charity.

Other constraints encountered is limited budget for activity human resource development. The operational funds of private madrasahs are very dependent on the number of participants educated and contribute foundation. However Thus, the head of the madrasah remains make an effort stage internal training with minimum cost and approach collective. This strategy shows effective management based on solidarity and culture Work together, according to Harini et al., (2021), is factor important in increasing teacher performance in the environment Work oriented community.

Even though challenges faced No light, MIS Al Musyawarah capable create climate positive work through culture Islamic work that emphasizes Islamic values brotherhood, responsibility responsibility, and exemplary behavior. Culture This No only to form atmosphere conducive work, but also strengthens teacher loyalty and motivation. This is consistent with theory culture organization put forward by Schein (2010), that living values and norms in a organization is very important behavior individuals in it.

Giving strategy awards at this madrasah are also carried out in a way symbolic, but effective. Teachers are given certificate, appreciation open in meetings, and opportunities lead activity as form recognition. Robbins and Judge (2019) emphasize that motivation Work employee often more influenced by recognition social than material incentives. This is looks clear in MIS Al Musyawarah, where the award simple but sincere proven capable increase confidence teacher self and commitment to his profession.

Based on document official madrasah and observation field, visible that teacher participation in activity development self-increase from year to year. Access to online training is increasing, especially since the COVID-19 pandemic, which prompted utilization of technology in a wider way. The head of the madrasah provides internet connection and motivate teachers to follow online training. This is show that HR management strategy is not only is static, but responsive to developments in the era and the needs of teachers.

In general, the results study shows that the HR management strategy at MIS Al Musyawarah depends on a humanistic, participatory, and contextual approach. Success head of madrasah in create environment positive, supportive work teacher development, and building culture strong work prove that limitations is not barrier for reach quality. Approach This worthy made into example practice good (best practice) in human resource management in institutions private Islamic education.

4. Discussion

Findings study This show that management strategy source Power human resources (HR) implemented in MIS Al Musyawarah, Banjarmasin City is reflection from leadership participatory and spiritual which is very appropriate with characteristics of private madrasahs based on Islamic values. Strategies such as planning teacher needs, internal training, coaching sustainable, supervision dialogic academics, as well as award symbolic show existence adaptive and creative approach from the madrasah in face limitations structural. In general, theoretical approach This can understood through framework strategic human resource management that emphasizes the importance of conformity between objective organization, capacity individuals, and conditions environment (Sedarmayanti, 2001). The head of the madrasah acts as a strategist who doesn't only adapt policy with need organization, but also with condition psychological, moral, and social aspects of teachers. With Thus, the management strategy implemented No only administrative, but also of a transformative.

From the perspective leadership, approach the head of the madrasah is very relevant with theory leadership transformative as put forward by Yukl (2013), who emphasized the role of leader as an inspirator, mentor, and role model. The head of the madrasah does not just manage routine tasks, but build Spirit collective and consciousness values among teachers. This is reflected in method the madrasa head develops teachers through regular deliberation, listening aspiration they, as well as give trust for develop innovative ideas in the classroom. Training strategies and utilization of MGMP or online training also shows importance coaching sustainable as part from improvement teacher professionalism. Hidayah & Wahid (2025) emphasized that in perspective Islamic education, professionalism No only covers skills technical, but also moral involvement and spiritual commitment. Therefore, the training was conducted at MIS Al Musyawarah not just skills-oriented teaching, but also reinforcement integrity, morals work, and values sincerity in educate.

This study also supports Robbins and Judge (2019) ideas regarding motivation work, which states that motivation No only determined by material incentives, but also by factors intrinsic like recognition, autonomy, and meaning work. Teachers at MIS Al Musyawarah show commitment tall although incentive financial is very limited. This is it is possible Because the head of the madrasah succeeded create atmosphere supportive and meaningful work. Awards symbolic like certificate, appreciation in meeting, or chance become coordinator activity proven effective in build Spirit Work.

More far, creation culture Islamic work that emphasizes values trustworthy, responsible responsibility, and togetherness show that spiritual approach is very relevant in context madrasah management. Schein (2010) stated that culture organization play role crucial in to form behavior member organization. In this madrasa, Islamic values are not only become doctrine, but applied in a way real in connection work, style communication, and how to take decision. The teacher feels existence mark brotherhood and moral calling in teach, not just obligation professional. When associated with theory organization learning, the HR management strategy implemented is also in line with idea that the madrasah as organization must capably become place Study for its members. The head of the madrasah who supports learning sustainable, encouraging reflection, and creating room for innovation has make MIS Al Musyawarah as room lively informal coaching. Draft This supported by Robbins and Judge (2019) who stated that organization learning is organization that continues renew himself through the learning process collective.

In terms of challenges, research This show that limitations budget, teacher employment status, and lack of system support government against private madrasahs is obstacle Serious in development teacher professionalism. However, as shown by Rachmawati et al., (2023), the constraints they can overcome with managerial innovation, internal collaboration, and strengthening capacity leadership. Head of madrasah at MIS Al Musyawarah succeed show that with contextual and based strategies value, increase quality of human resources remains can achieved. Discussion this also shows that practice human resource management in private madrasahs No Can equated with public school or institutions that have budget big. Required a flexible approach, rooted in culture local, and position teachers as subject coaching, not only object policy. In case This is a humanistic and spiritual strategy as implemented by the head of the madrasah is an alternative model that is worthy of consideration. developed wider in context Islamic education in Indonesia. With thus, the results study This Not only enrich literature about human resource management in madrasahs but also provides contribution practical for leader institution Islamic education in designing relevant, sustainable and meaningful teacher development strategies.

5. Conclusion

Based on results research that has been carried out at MIS Al Musyawarah, Banjarmasin City, can concluded that management strategy source Power human resources (HR) in increase teacher professionalism is not always depends on the completeness facilities, structures strong institutions, or availability budget big. In fact, in private madrasah context with source Power limited, the success of the HR development strategy is very much determined by the quality leadership madrasah principal and contextual approach as well as spiritual value.

Strategies implemented reflect understanding deep the head of the madrasah against internal conditions of the institution, characteristics of teachers, as well as values upheld by the madrasah community. Planning teacher needs are met with approach communicative and realistic, training customized with need practical, and coaching done in a way continuously in atmosphere collegial. Not only that, award towards the teacher is given through non- financial forms that are actually more means, like confession social, trust, and giving role in activity institutional. This is prove that strengthening teacher professionalism can achieved through managerial strategies that are humanistic and participatory. Leadership the head of the madrasah is very decisive direction and effectiveness of HR management strategy. Head of madrasah at MIS Al Musyawarah capable operate role double as an administrator as well moral builder. He become role model, good communicator, and at the same time facilitator development self for the teachers. This shows that human resource management in institutions Islamic education does not can released from aspect spirituality and moral exemplars. Teacher professionalism is formed No only through formal instructions, but through strengthening values Work like trust, sincerity, responsibility answer, and brotherhood.

In addition, culture Islamic work created by the head of the madrasah has create environment harmonious and productive work. In the culture said, the teacher feels valued as meaningful person, not just executor assignments. Teacher involvement in taking decisions, opportunity for convey ideas, and award to contribution small they are strengthening factors motivation intrinsic and loyalty to institution. Atmosphere heavy work mark like this is what it is strength main in build ongoing professionalism.

Findings This confirm that even though MIS Al Musyawarah is at in condition structurally limited, this madrasah succeed develop effective HR management strategies through approach reflective, responsive, and based value. This model can made into inspiration or best practice for private madrasahs others who face constraint similar. Contextual and spiritually valuable strategies are proven capable become foundation strong in develop professional, dedicated and resilient teachers to pressure of the times.

Finally, research this also implies importance support from stakeholder policy, good from government and institution private, for strengthen capacity managerial head of the madrasah and provide room further development wide for private madrasah teachers. Policies that favor the development of non-ASN teachers, training based on needs, and holistic development become key important in development empowering Islamic education competitive and sustainable in the future

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Conflict of Interest

The authors declare no conflicts of interest.

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