

Human Resource Development in Improving the Quality of Islamic Education

Ach. Syafiq Fahmi^{1*}, Intan Dwi Permatasari², Tika Hestiarini Utami³

^{1,2,3} Institut Agama Islam Negeri Madura, Indonesia

¹achsyafiqfahmi@gmail.com, ²intandp.im652@gmail.com, ³tikahestiarini@gmail.com

*Correspondence

DOI: [10.38073/aijis.v2i2.2530](https://doi.org/10.38073/aijis.v2i2.2530)

Received: March 2025

Accepted: March 2025

Published: March 2025

Abstract

Human resource development (HRD) plays a crucial role in improving the quality of Islamic education at *Pondok Pesantren Ummul Quro As-Suyuty*, considering the challenges faced by educational institutions in delivering quality education. The emerging issues include budget constraints, minimal facilities, and a lack of focus among educators pursuing further education. This study aims to analyze HRD in enhancing educational quality at the *pesantren*. The research employs a qualitative approach with a descriptive cross-sectional design. The findings indicate that HRD is implemented through training, coaching, and providing opportunities for educators to innovate, despite encountering obstacles related to funding and infrastructure. This study contributes by offering an in-depth understanding of HRD practices in *pesantren* that can effectively enhance the quality of Islamic education.

Keywords: *Human Resources, Human Resources Development, Islamic Education, Quality of Education, Pondok Pesantren*

Abstrak

Pengembangan sumber daya manusia (SDM) memiliki peran penting dalam meningkatkan kualitas pendidikan Islam di *Pondok Pesantren Ummul Quro As-Suyuty*, mengingat tantangan yang dihadapi lembaga pendidikan dalam menghadirkan pendidikan berkualitas. Permasalahan yang muncul mencakup keterbatasan anggaran, fasilitas yang minim, dan kurangnya fokus pendidik yang sedang menempuh pendidikan lebih tinggi. Penelitian ini bertujuan untuk menganalisis pengembangan SDM dalam meningkatkan kualitas pendidikan di *pesantren* tersebut. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan desain deskriptif model cross-sectional. Hasil penelitian menunjukkan bahwa pengembangan SDM dilakukan melalui pelatihan, pembinaan, dan pemberian kesempatan kepada pendidik untuk berinovasi, meskipun terdapat kendala dalam aspek anggaran dan fasilitas. Penelitian ini memberikan kontribusi berupa pemahaman mendalam tentang praktik pengembangan SDM di *pesantren* yang dapat meningkatkan mutu pendidikan Islam secara efektif.

Kata Kunci: *Sumber Daya Manusia, Pengembangan Sumber Daya Manusia, Pendidikan Islam, Kualitas Pendidikan, Pondok Pesantren*

INTRODUCTION

Human resource development plays an equally important role in improving the quality and standard of Islamic education. It is hoped that humans can raise the next generation to compete in the general education arena, both in terms of knowledge, morals, and religion. In the world of education, quality is one of the important parts because this quality refers to a superior quality in education itself. Education can be said to be of quality if the products produced are in accordance with expectations.¹ So quality and skilled human resources can certainly contribute to the process of Islamic education in order to achieve the desired educational goals.²

In the realm of education and teaching, quality includes input, process, and output. To create quality learning, educational institutions must be able to utilize educational resources so that teaching and learning activities are optimal.³ One of them is human resources. The *Pondok Pesantren Ummul Quro As-Suyuty* strives to enhance the quality of Islamic education by focusing on the development of human resources (HR). Quality and skilled human resources in the field of Islamic religious education are the main foundation in organizing an effective and quality learning process.

Pondok Pesantren Ummul Quro As-Suyuty, as one of the Islamic educational institutions that has been established for a long time, has a strategic role in developing Islamic education in the surrounding community. However, like many other educational institutions, *Pondok Pesantren Ummul Quro As-Suyuty* is also faced with various challenges in presenting optimal quality of education. The existence of human resources is considered critical in the world of education in creating quality education; humans are considered potential resources and can determine the success of an educational institution, and conversely, failure in managing education also depends on the extent of knowledge and development of its human resources. Human resource management is something that is very important for the success of an educational institution.⁴ Therefore, the importance of the human element in an educational institution is not enough with quantity alone; it needs to be followed by adequate quality to create success in achieving the desired goals.

The management of individuals within an organization closely aligns with human resource management, ensuring that each individual contributes to the achievement of organizational goals. This certainly also applies to schools as an organization that has

¹ Intan Dwi Permatasari et al., "Management of Improving the Quality of Education Through the 2013 Curriculum at Fadhilatul Qur'an Sampang High School," *Al-Afkar, Journal For Islamic Studies* 8, no. 1 (February 11, 2025): 823–32, <https://doi.org/10.31943/afkarjournal.v8i1.1390>.

² Imaduddin, "Manajemen Sumber Daya Pada Perguruan Tinggi Islam," *Al-Jadwa: Jurnal Studi Islam* 2, no. 1 (September 26, 2022): 77–94, <https://doi.org/10.38073/aljadwa.v2i1.916>.

³ Ach Syafiq Fahmi Fahmi et al., "Management of Quality Improvement in Learning Based on Digitalization at Madrasah Ummul Quro At-Tarbawiyah Putri Plakpak Pegantenan Pamekasan," *Re-JIEM (Research Journal of Islamic Education Management)* 7, no. 1 (June 28, 2024): 83–95, <https://doi.org/10.19105/re-jiem.v7i1.13473>.

⁴ Lidya Fitri and Jamilus, "Transformasi Sumber Daya Manusia Pada Lembaga Pendidikan Dalam Upaya Meningkatkan Kualitas Dan Kinerja," *Dirasah : Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam* 6, no. 2 (August 18, 2023): 468–79, <https://doi.org/10.58401/dirasah.v6i2.946>.

certain goals and is reflected in the school's vision, mission, and goals.⁵ Therefore, management of individuals in an effort to achieve goals in the process must still go through general management functions, including planning, organizing, directing, and supervising by the principal and supervisor.

Judging from the research locus on HR development in improving quality in an Islamic educational institution, there are several previous related studies, such as research by Hidayat and Rahmatullah,⁶ Fitriani and Iswanti,⁷ Setyaningsih and Lisdartina,⁸ Warisno,⁹ Hidayati and Kumala,¹⁰ Saidin et al.,¹¹ and Sartika et al.¹² In conclusion, all of these previous studies vary greatly but discuss the same thing about human resource development, both from the management side and the views of intellectual figures, all four of whom also realize the importance of human resource development in improving the quality of education. Apart from that, this study also discusses how Islamic institutions based on Islamic boarding schools develop human resources to improve the quality of Islamic education by seeing in real terms how Islamic boarding school culture develops its human resources. However, this study has significant differences compared to previous studies with a special focus on human resource development in the context of Islamic boarding schools, which have unique characteristics and cultures. Different from previous studies, this study explores how Islamic boarding school culture contributes to improving the quality of education and human resource development, an aspect that has not been widely studied. In addition, with a qualitative approach and in-depth case study method, this study offers a holistic understanding of the challenges and strategies for human resource development at *Pondok Pesantren Ummul Quro As-Suyuty*, thus providing a new contribution to the literature on Islamic education.

⁵ Syarif Hidayatullah, Ibnu Hibban, and Agus Salim Salabi, "Management of Facilities, Infrastructure and Human Resources for Optimizing Learning in Dayah," *Jurnal Inovatif Manajemen Pendidikan Islam* 4, no. 1 (January 31, 2025): 113–26, <https://doi.org/10.38073/jimpi.v4i1.2275>.

⁶ Wahyu Hidayat and Rahmatullah, "Peran Pengelolaan Manajemen Sumber Daya Manusia dalam Meningkatkan Mutu Sekolah di SMPN 2 Parepare," *Al-Ishlah: Jurnal Pendidikan Islam* 19, no. 2 (December 13, 2021): 143–56, <https://doi.org/10.35905/alishlah.v19i2.2025>.

⁷ Yenni Fitriani and Iswanti, "Manajemen Sumber Daya Manusia Untuk Meningkatkan Mutu Pendidikan Tahfidz di Markaz Ashhabul Qur'an," *Idarah Tarbawiyah: Journal of Management in Islamic Education* 4, no. 3 (December 16, 2023): 280–89, <https://doi.org/10.32832/itjmie.v4i3.15619>.

⁸ Rini Setyaningsih and Lisdartina, "Teori dan Model Pengembangan Sumber Daya Manusia di Lembaga Pendidikan Islam Menurut Ahmad Fatsh Yadin," *Al Ulya : Jurnal Pendidikan Islam* 6, no. 1 (April 25, 2021): 1–10, <https://doi.org/10.36840/ulya.v6i1.381>.

⁹ Andi Warisno, "Pengembangan Sumber Daya Manusia Dalam Peningkatan Mutu Lulusan Pada Lembaga Pendidikan Islam Di Kabupaten Lampung Selatan," *Ri'ayah: Jurnal Sosial Dan Keagamaan* 3, no. 02 (2018): 99–113.

¹⁰ Nur Hidayati and Nayla Izza Kumala, "Kontribusi Pengembangan Sumber Daya Manusia Dalam Upaya Peningkatan Mutu Pendidikan Madrasah Aliyah Al-Amiriyyah Banyuwangi," *Jurnal Manajemen Pendidikan Islam Darussalam* 2, no. 2 (September 1, 2020): 377–97, <https://doi.org/10.30739/jmpid.v2i2.861>.

¹¹ Saidin, Maisah, and Lukman Hakim, "Urgensi Kualitas Sumber Daya Manusia Dalam Meningkatkan Mutu Lembaga Pendidikan Islam," *Al-Zayn : Jurnal Ilmu Sosial & Hukum* 1, no. 2 (December 1, 2023): 10–17, <https://doi.org/10.61104/alz.v1i2.86>.

¹² Devi Sartika et al., "Peran Manajemen Sumber Daya Manusia Dalam Peningkatan Mutu Pendidikan Madrasah," *Dirasah : Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam* 6, no. 2 (August 20, 2023): 488–94, <https://doi.org/10.58401/dirasah.v6i2.862>.

RESEARCH METHOD

This study uses a qualitative approach with a descriptive cross-sectional model design, which is carried out at a certain time to provide an in-depth understanding of human resource development at the *Pondok Pesantren Ummul Quro As-Suyuty*. In this approach, the researcher does not intervene or treat the research object so that the object is left in its natural condition. This aims to obtain authentic and representative data regarding the experiences and perspectives of individuals involved in the learning and HR development process at the Islamic boarding school.

Data collection was carried out through two main methods: observation and interviews. Observations were carried out directly in the Islamic boarding school environment to understand the interactions and dynamics that occur in the learning process. The researcher also conducted in-depth interviews with various human resources at the Islamic boarding school, including boarding school administrators, teachers, and students, to collect information regarding HR development practices and the challenges faced in efforts to improve the quality of education.¹³

The research instrument was specifically designed to obtain relevant data, with questions focused on important aspects of HR development, such as training methods, evaluation, and individual management in the organization. All findings will be narrated in the discussion, thus producing qualitative descriptive data and providing a comprehensive picture of the strategies implemented in human resource development at *Pondok Pesantren Ummul Quro As-Suyuty*. Thus, this study seeks to provide deeper insight into how Islamic educational institutions based on Islamic boarding schools can improve the quality of education through effective human resource management.

RESULTS AND DISCUSSION

Human Resource Development (HRD) and Education Quality

Human resource development can be defined as a set of systematic and planned activities designed to provide employees with the skills needed to meet job demands both now and in the future.¹⁴ Thus, human resource development is closely related to efforts to improve the knowledge, abilities, and attitudes of individuals and groups in achieving educational goals.

Often the term development is interpreted the same as the term education for industrial circles. This assumption is not wrong; indeed, development itself includes education and training. Because even so, development also involves increasing knowledge and skills in carrying out educational tasks. Gilley and Steven explain that human resource development is a learning activity that is organized and designed in an

¹³ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE Publications, 2022).

¹⁴ Rifani Rahayu, Seno Andri, and Mayarni, "Pengembangan Sumber Daya Manusia Dalam Penerapan Literasi Digital Pada Guru Di Era 4.0," *REFORMASI* 12, no. 2 (July 29, 2022): 167–77, <https://doi.org/10.33366/rfr.v12i2.2981>.

organization to improve performance and/or improve individuals in order to achieve the goal of improving individual and/or organizational tasks.¹⁵

Human resource development (HRD) in education is a systematic effort to improve the quality and capacity of individuals or groups involved in the world of education. The goal is to achieve better educational outcomes and meet the demands of the times. HRD development is an important thing that must be done by an organization or higher education institution, including PTKI, in increasing creativity, competence, professionalism, and HR productivity.¹⁶ Therefore, in the world of education, human resources have a strategic role that needs to be continuously developed in order to achieve the desired goals. From the several opinions above, it can be understood that human resource development is all activities carried out by an organization or educational institution in facilitating educators to have the knowledge, skills, and attitudes needed to handle current and future educational problems.¹⁷

Human resource development in the scope of education leads to learning development, creating training programs that include planning, organizing, and evaluating programs that have been implemented. For this reason, it needs to be underlined that without the quality of human resources of a nation, be prepared to be left behind by other nations, considering the increasingly competitive global life competition.¹⁸ The development of science and technology is forcing the world to be balanced with a nation that not only has extraordinary abilities and creativity but also the moral quality it has so that morality will later control individual emotions so that they do not cross the appropriate limits.¹⁹

The activities of human resource management in an organization can be classified into several functions, namely: (1) Planning function is the function of determining human resource management programs that will help achieve organizational goals. (2) Organizing function is the function of compiling and forming an organization by designing the structure and relationships between teachers and the tasks that must be done, including determining the division of tasks, authority, and responsibility to ensure

¹⁵ Annisa Dewi Wahyuning Ratri, Asropi, and Mala Sondang Silitonga, "Strategi Pengembangan Karir Jabatan Fungsional Pemangku Tugas Ketua Tim Pada Direktorat Prasarana Transportasi Jalan Kementerian Perhubungan," *Jurnal Sumber Daya Aparatur* 6, no. 2 (November 7, 2024): 111–22, <https://doi.org/10.32834/jsda.v6i2.834>.

¹⁶ Hamdiani Hamdiani and Imaduddin Imaduddin, "Implementation of Sufism Values in Islamic Education to Improve Mental Well-Being of 21st Century Students," *Al-Munawwarah: Journal of Islamic Education* 1, no. 1 (2025): 67–80, <https://doi.org/10.38073/almunawwarah.v1i1.2522>.

¹⁷ Muhamad Abdul Muid, Firman Jati Pamungkas, and Wahyu Hariyanto, "Evaluasi Usability pada E-Theses Institut Agama Islam Negeri (IAIN) Kediri Menggunakan Metode USE Questionnaire," *LibTech: Library and Information Science Journal* 3, no. 1 (August 26, 2022): 33–41, <https://doi.org/10.18860/libtech.v3i1.16347>.

¹⁸ Elmira Febri Darmayanti, Nina Lelawati, and Fitriani Fitriani, "Pengembangan Sumber Daya Manusia dalam Pendidikan," *JURNAL LENTERA PENDIDIKAN PUSAT PENELITIAN LPPM UM METRO* 6, no. 2 (December 1, 2021): 166–76, <https://doi.org/10.24127/jlpp.v6i2.1810>.

¹⁹ Segaf Baharun and Muhamad Solehudin, "Artificial Learning Environment and Learning Independence in Arabic Learning: Mediating Effect of Learning Creativity," *Eurasian Journal of Educational Research* 104, no. 104 (2023): 283–302.

the achievement of predetermined learning goals.²⁰ (3) The directing function is a function of providing encouragement to teachers so that they can and are able to work effectively and efficiently according to the planned objectives. (4) Controlling function is a function of measuring, supervising, and controlling activities carried out to determine the extent to which the plans that have been set, especially in the field of manpower, have been achieved.²¹

The quality of Islamic education for decades has always been maximized, both by improving its education programs and managing the Islamic education organization itself, but the results of the quality of Islamic education that are desired to be achieved have not been optimal.²² The quality of Islamic education is a quality that exists in Islamic education itself, through three indicators, namely:

First, the quality of Islamic education, which is of utmost importance, directly influences the behavior of graduates from Islamic educational institutions. This is because Islamic education, as defined by *at-Tarbiyah*, is a process that transforms knowledge from educators to students, fostering a high spirit in understanding their lives and forming faith, piety, morals, and a noble personality. *Second*, the quality of Islamic education is based on the ability of knowledge; this is in sync with the cognitive aspects (aspects related to reason, including knowledge, understanding, application, analysis, integration, and assessment) and non-cognitive aspects (aspects related to emotion). *Third*, the quality of Islamic education is also described through the process of Islamic education in it, because from that process it is considered to determine the direct results and the results of education. So the factors of the Islamic education process in the quality of Islamic education itself must be truly related both empirically and theoretically.²³

Human Resource Development in Improving the Quality of Education at *Pondok Pesantren Ummul Quro As-Suyuty*

Human resource development (HRD) is the main key in improving the quality of education in an Islamic educational institution, including the *Pondok Pesantren Ummul Quro As-Suyuty*. In improving the quality of education, human resource management (HRM) is critical, considering that in an organization or educational institution, it can progress and develop with the support of its human resources. As in the current era of globalization, which demands an increasing quality of human resources who have a creative and innovative attitude and are ready to face the tight competition.

²⁰ Tika Hestiarini Utami et al., "Management of Improving the Quality of Education Through the Independent Curriculum at SDN Gladak Anyar 2 Pamekasan," *Al-Afkar, Journal For Islamic Studies* 8, no. 1 (February 12, 2025): 833–44, <https://doi.org/10.31943/afkarjournal.v8i1.1389>.

²¹ Maharani Wichayaningtyas, "Controlling Dalam Perspektif Al Qur'an Dan Al Hadits," *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam* 6, no. 1 (March 17, 2022): 30–47, <https://doi.org/10.54437/alidaroh.v6i1.373>.

²² Sunoto, M. Abdul Rosyid, and Yulianto, "Manajemen Mutu Pendidikan Dalam Perspektif Kebijakan Pendidikan Nasional Dan Islam," *Adabuna : Jurnal Pendidikan Dan Pemikiran* 3, no. 1 (October 11, 2023): 1–21, <https://doi.org/10.38073/adabuna.v3i1.992>.

²³ Khusnul Nur Azizah and Zainal Abidin, "The Concept of Islamic Education Based on the Perspective of Imam Al-Ghazali," *Al-Munawwarah: Journal of Islamic Education* 1, no. 1 (2025): 48–56, <https://doi.org/10.38073/almunawwarah.v1i1.2514>.

HRD in the field of education includes educators, education personnel, principals, supervisors, and education administrators. They are important elements that play a major role in the learning process and education management. Therefore, improving the quality of HRD in education is a crucial factor in ensuring the quality and success of the education system as a whole.²⁴ Therefore, it is necessary to develop human resources in accordance with formal legal demands such as qualifications and competencies and the demands of the increasingly competitive external environment in this era of globalization.

In the *Pondok Pesantren Ummul Quro As-Suyuty*, human resource development has been carried out to improve the quality of education because, basically, in education, it is very necessary to continue to develop the potential of human resources as implementers of the curriculum and rules that have been set by the Islamic boarding school. The *Pondok Pesantren Ummul Quro As-Suyuty* has implemented the following activities to develop its human resources:

1. Training and coaching

This training is conducted by the head of the Islamic boarding school as a form of readiness and additional insight in facing learning. Training or coaching is usually conducted at the beginning of the year. To improve the potential of educators, the material trained refers to teacher competencies regulated by law, including (a) pedagogical competence, which is the ability to manage student learning. (b) Personality competence is the ability of a solid personality, noble character, wisdom, and authority and to be a role model for students. (c) Professional competence is the ability to master subject matter broadly and deeply. (d) Social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community.²⁵

2. Coaching

The next way to optimize the quality of human resources is through coaching. The *Pondok Pesantren Ummul Quro As-Suyuty* has implemented SOPs to ensure that teachers and educators are not careless in teaching and managing students. Such as the obligation to do *I'dad Ad-Dars* before entering class, it is forbidden to play with cellphones in class, and so on.

3. Opportunity

There is nothing wrong with giving educators the opportunity to express ideas in the form of contributions or ideas when holding open meetings. By giving them the opportunity, of course they will know more potential and active educators. They can

²⁴ Zainal Abidin and Muh Rahbini, "Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan," *Al-Jadwa: Jurnal Studi Islam* 2, no. 1 (September 28, 2022): 95–110, <https://doi.org/10.38073/aljadwa.v2i1.924>.

²⁵ Riki Amirulloh, "Keterpaduan Sistem Pendidikan Pesantren Dan Pendidikan Formal (Studi Analisis Di Pondok Pesantren Nur Arwani Buntet Pesantren Cirebon)," *SOCIAL PEDAGOGY: Journal of Social Science Education* 3, no. 2 (December 20, 2022): 205–16, <https://doi.org/10.32332/social-pedagogy.v3i2.5342>.

participate in advancing education at the Ummul Quro Islamic Boarding School; such work is done once a week within the management.

Obstacles and Solutions in Developing Human Resources to Improve the Quality of Education

In the development of Human Resources (HR) in improving the quality of Islamic education at the *Pondok Pesantren* Ummul Quro As-Suyuty, there are several obstacles, as observed by researchers, including:

Firstly, a lack of budget prevents educators from participating in training programs beyond the Islamic boarding school boundaries. Because to implement comprehensive human resource management in accordance with existing human resource management theories, a lot of funds are needed. Given that the *Pondok Pesantren* Ummul Quro As-Suyuty is a private educational institution that is independent in terms of economy, the sources of funds obtained are only enough to empower educators and the capabilities of the boarding school.

Second, in addition to the minimal budget factor, obstacles in the development of human resources also come from the minimal facilities and infrastructure at the *Pondok Pesantren* Ummul Quro As-Suyuty so that they do not support optimal human resource development. Development can only be done simply.

Third, as conveyed by one of the administrators of the *Pondok Pesantren* Ummul Quro As-Suyuty, the inhibiting factor for the development of human resources in its implementation for students is that there are still many educators who are still young and are pursuing higher education, so they are less focused on implementing education. This is in accordance with the results of research presented by Agustin Shella Fransiska et al. That among the inhibiting factors in the development of human resources in educational units is the lack of management support, such as adequate budget allocation and facilities.²⁶

From several obstacles that occur at the *Pondok Pesantren* Ummul Quro As-Suyuty, the following researchers will describe several good hopes that come from the educators of the *Pondok Pesantren* Ummul Quro As-Suyuty or from researchers so that later it can be a solution that is a solution in overcoming or at least can help in the development of human resources to improve the quality of Islamic education at the *Pondok Pesantren* Ummul Quro As-Suyuty. These solutions include:

First, the leader or director needs to seriously formulate the concept of human resource development as per the sequence of theories in human resource management, which consists of planning, organizing, directing, and controlling. Thus, it is expected that human resource development will run as it should. In addition, it is also necessary to provide special guidance to educators about the urgency of human resource development in improving the quality of education.

²⁶ Agustin Shella Fransiska et al., "Kajian Literatur: Identifikasi Faktor Penghambat Dalam Manajemen Pelatihan Dan Pengembangan Sumber Daya Manusia Di Era Digital," *Musytari : Jurnal Manajemen, Akuntansi, Dan Ekonomi* 12, no. 5 (December 23, 2024): 101–10, <https://doi.org/10.8734/musytari.v12i5.8987>.

Second, it is very necessary to send and include educators in training and briefing on improving the quality of education, because in this way educators will understand and be more mature in helping to improve the quality of education in the institution itself. The development of science in education is very rapid, so it is very necessary to continue to develop individual competence and quality in achieving a desired goal.

Third, facilities and infrastructure need to be followed up immediately and responded to seriously, because in any case, apart from human resources having to be developed comprehensively with quality and professionalism, of course it must also be balanced with complete facilities and infrastructure as a supporter of the quality of human resources so that the achievement of the goal of improving the quality of Islamic education will be achieved effectively.

CONCLUSION

An organization or educational institution engages in human resource development activities to equip educators with the necessary knowledge, skills, and attitudes to address current and future educational challenges. In the *Pondok Pesantren Ummul Quro As-Suyuty*, human resource development has been carried out to improve the quality of education because, basically, in education, it is very necessary to continue to develop the potential of human resources as implementers of the curriculum and rules that have been set by the Islamic boarding school. Here are some activities that have been carried out at the *Pondok Pesantren Ummul Quro As-Suyuty* in developing human resources, namely internal training, coaching, and opportunities for teachers to innovate. The obstacles in developing human resources (HR) in improving the quality of Islamic education at the *Pondok Pesantren Ummul Quro As-Suyuty* include a lack of budget, minimal facilities and infrastructure, and a lack of focus of educators because they are pursuing higher education.

REFERENCES

- Abidin, Zainal, and Muh Rahbini. "Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan." *Al-Jadwa: Jurnal Studi Islam* 2, no. 1 (September 28, 2022): 95–110. <https://doi.org/10.38073/aljadwa.v2i1.924>.
- Amirulloh, Riki. "Keterpaduan Sistem Pendidikan Pesantren Dan Pendidikan Formal (Studi Analisis Di Pondok Pesantren Nur Arwani Buntet Pesantren Cirebon)." *SOCIAL PEDAGOGY: Journal of Social Science Education* 3, no. 2 (December 20, 2022): 205–16. <https://doi.org/10.32332/social-pedagogy.v3i2.5342>.
- Azizah, Khusnul Nur, and Zainal Abidin. "The Concept of Islamic Education Based on the Perspective of Imam Al-Ghazali." *Al-Munawwarah: Journal of Islamic Education* 1, no. 1 (2025): 48–56. <https://doi.org/10.38073/almunawwarah.v1i1.2514>.
- Baharun, Segaf, and Muhamad Solehudin. "Artificial Learning Environment and Learning Independence in Arabic Learning: Mediating Effect of Learning Creativity." *Eurasian Journal of Educational Research* 104, no. 104 (2023): 283–302.

- Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, 2022.
- Darmayanti, Elmira Febri, Nina Lelawati, and Fitriani Fitriani. "Pengembangan Sumber Daya Manusia dalam Pendidikan." *JURNAL LENTERA PENDIDIKAN PUSAT PENELITIAN LPPM UM METRO* 6, no. 2 (December 1, 2021): 166–76. <https://doi.org/10.24127/jlpp.v6i2.1810>.
- Fahmi, Ach Syafiq Fahmi, Fathor Rosid, Ali Nurhadi, Abdul Aziz, and Abdul Wahid. "Management of Quality Improvement in Learning Based on Digitalization at Madrasah Ummul Quro At-Tarbawiyah Putri Plakpak Pegantenan Pamekasan." *Re-JIEM (Research Journal of Islamic Education Management)* 7, no. 1 (June 28, 2024): 83–95. <https://doi.org/10.19105/re-jiem.v7i1.13473>.
- Fitri, Lidya, and Jamilus. "Transformasi Sumber Daya Manusia Pada Lembaga Pendidikan Dalam Upaya Meningkatkan Kualitas Dan Kinerja." *Dirasah : Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam* 6, no. 2 (August 18, 2023): 468–79. <https://doi.org/10.58401/dirasah.v6i2.946>.
- Fitriani, Yenni, and Iswantir. "Manajemen Sumber Daya Manusia Untuk Meningkatkan Mutu Pendidikan Tahfidz di Markaz Ashhabul Qur'an." *Idarah Tarbawiyah: Journal of Management in Islamic Education* 4, no. 3 (December 16, 2023): 280–89. <https://doi.org/10.32832/itjmie.v4i3.15619>.
- Fransiska, Agustin Shella, Alif Maulana Rosa, Deffy Ayu Putri Nur Anizzah, Kayla Maulida Utami, and Susan Febriantina. "Kajian Literatur: Identifikasi Faktor Penghambat Dalam Manajemen Pelatihan Dan Pengembangan Sumber Daya Manusia Di Era Digital." *Musytari : Jurnal Manajemen, Akuntansi, Dan Ekonomi* 12, no. 5 (December 23, 2024): 101–10. <https://doi.org/10.8734/musytari.v12i5.8987>.
- Hamdiani, Hamdiani, and Imaduddin Imaduddin. "Implementation of Sufism Values in Islamic Education to Improve Mental Well-Being of 21st Century Students." *Al-Munawwarah: Journal of Islamic Education* 1, no. 1 (2025): 67–80. <https://doi.org/10.38073/almunawwarah.v1i1.2522>.
- Hidayat, Wahyu, and Rahmatullah. "Peran Pengelolaan Manajemen Sumber Daya Manusia dalam Meningkatkan Mutu Sekolah di SMPN 2 Parepare." *Al-Ishlah: Jurnal Pendidikan Islam* 19, no. 2 (December 13, 2021): 143–56. <https://doi.org/10.35905/alishlah.v19i2.2025>.
- Hidayati, Nur, and Nayla Izza Kumala. "Kontribusi Pengembangan Sumber Daya Manusia Dalam Upaya Meningkatkan Mutu Pendidikan Madrasah Aliyah Al-Amiriyah Banyuwangi." *Jurnal Manajemen Pendidikan Islam Darussalam* 2, no. 2 (September 1, 2020): 377–97. <https://doi.org/10.30739/jmpid.v2i2.861>.
- Hidayatullah, Syarif, Ibnu Hibban, and Agus Salim Salabi. "Management of Facilities, Infrastructure and Human Resources for Optimizing Learning in Dayah." *Jurnal Inovatif Manajemen Pendidikan Islam* 4, no. 1 (January 31, 2025): 113–26. <https://doi.org/10.38073/jimpi.v4i1.2275>.
- Imaduddin. "Manajemen Sumber Daya Pada Perguruan Tinggi Islam." *Al-Jadwa: Jurnal Studi Islam* 2, no. 1 (September 26, 2022): 77–94. <https://doi.org/10.38073/aljadwa.v2i1.916>.
- Muid, Muhamad Abdul, Firman Jati Pamungkas, and Wahyu Hariyanto. "Evaluasi Usability pada E-Theses Institut Agama Islam Negeri (IAIN) Kediri Menggunakan Metode USE Questionnaire." *LibTech: Library and Information*

- Science Journal* 3, no. 1 (August 26, 2022): 33–41. <https://doi.org/10.18860/libtech.v3i1.16347>.
- Permatasari, Intan Dwi, Ach Syafiq Fahmi, Tika Hestiarini Utami, and Ali Nurhadi. “Management of Improving the Quality of Education Through the 2013 Curriculum at Fadhilatul Qur’an Sampang High School.” *Al-Afkar, Journal For Islamic Studies* 8, no. 1 (February 11, 2025): 823–32. <https://doi.org/10.31943/afkarjournal.v8i1.1390>.
- Rahayu, Rifani, Seno Andri, and Mayarni. “Pengembangan Sumber Daya Manusia Dalam Penerapan Literasi Digital Pada Guru Di Era 4.0.” *REFORMASI* 12, no. 2 (July 29, 2022): 167–77. <https://doi.org/10.33366/rfr.v12i2.2981>.
- Ratri, Annisa Dewi Wahyuning, Asropi, and Mala Sondang Silitonga. “Strategi Pengembangan Karir Jabatan Fungsional Pemangku Tugas Ketua Tim Pada Direktorat Prasarana Transportasi Jalan Kementerian Perhubungan.” *Jurnal Sumber Daya Aparatur* 6, no. 2 (November 7, 2024): 111–22. <https://doi.org/10.32834/jsda.v6i2.834>.
- Saidin, Maisah, and Lukman Hakim. “Urgensi Kualitas Sumber Daya Manusia Dalam Meningkatkan Mutu Lembaga Pendidikan Islam.” *Al-Zayn : Jurnal Ilmu Sosial & Hukum* 1, no. 2 (December 1, 2023): 10–17. <https://doi.org/10.61104/alz.v1i2.86>.
- Sartika, Devi, Jumira Warlizasusi, Ifnaldi, Elce Purwandari, and Zuhri. “Peran Manajemen Sumber Daya Manusia Dalam Peningkatan Mutu Pendidikan Madrasah.” *Dirasah : Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam* 6, no. 2 (August 20, 2023): 488–94. <https://doi.org/10.58401/dirasah.v6i2.862>.
- Setyaningsih, Rini, and Lisdartina. “Teori dan Model Pengembangan Sumber Daya Manusia di Lembaga Pendidikan Islam Menurut Ahmad Fatsh Yadin.” *Al Ulya : Jurnal Pendidikan Islam* 6, no. 1 (April 25, 2021): 1–10. <https://doi.org/10.36840/ulya.v6i1.381>.
- Sunoto, M. Abdul Rosyid, and Yulianto. “Manajemen Mutu Pendidikan Dalam Perspektif Kebijakan Pendidikan Nasional Dan Islam.” *Adabuna : Jurnal Pendidikan Dan Pemikiran* 3, no. 1 (October 11, 2023): 1–21. <https://doi.org/10.38073/adabuna.v3i1.992>.
- Utami, Tika Hestiarini, Ali Nurhadi, Intan Dwi Permatasari, and Ach Syafiq Fahmi. “Management of Improving the Quality of Education Through the Independent Curriculum at SDN Gladak Anyar 2 Pamekasan.” *Al-Afkar, Journal For Islamic Studies* 8, no. 1 (February 12, 2025): 833–44. <https://doi.org/10.31943/afkarjournal.v8i1.1389>.
- Warisno, Andi. “Pengembangan Sumber Daya Manusia Dalam Peningkatan Mutu Lulusan Pada Lembaga Pendidikan Islam Di Kabupaten Lampung Selatan.” *Ri’ayah: Jurnal Sosial Dan Keagamaan* 3, no. 02 (2018): 99–113.
- Wicahyaningtyas, Maharani. “Controlling Dalam Perspektif Al Qur’an Dan Al Hadits.” *Al-Idaroh: Jurnal Studi Manajemen Pendidikan Islam* 6, no. 1 (March 17, 2022): 30–47. <https://doi.org/10.54437/alidaroh.v6i1.373>.