

Human Resource Management in Pesantren-Based Islamic Secondary Education

Moch Zaimul Muttaqin, Ahmad Rofiki
Universitas Nurul Jadid Probolinggo, Indonesia
E-mail: muhammadzaim774@gmail.com

Abstract

This article examines human resource management (HRM) strategies for improving teacher productivity at Madrasah Tsanawiyah Nurul Jadid, which operates within a pesantren environment. The study focuses on humanistic, participatory, and contextual HRM practices that align with the characteristics of Islamic education. A qualitative approach with a case study design was employed to explore in depth the experiences and perspectives of the principal, the vice principal for curriculum, and teachers regarding professional development and performance management. Data were collected through in-depth interviews and documentation, then analyzed thematically. The findings indicate that teacher productivity is enhanced through several key strategies, including a humanistic approach to supervision and coaching, peer-based performance assessment, educationally oriented attendance evaluation, needs-based teacher training, and the provision of awards for exemplary teachers. These strategies function not only as mechanisms of work control but also as means of strengthening professional responsibility, motivation, and a collaborative culture among teachers. The study highlights the distinctive nature of HRM in pesantren-based madrasahs, emphasizing a balance between professionalism and Islamic values.

Keywords: Human Resources, Teacher Productivity, Pesantren Based Education.

Abstrak

Artikel ini mengkaji strategi pengelolaan sumber daya manusia (SDM) dalam meningkatkan produktivitas guru di Madrasah Tsanawiyah Nurul Jadid yang berada di lingkungan pesantren. Penelitian berfokus pada praktik pengelolaan SDM yang bersifat humanis, partisipatif, dan kontekstual sesuai dengan karakter pendidikan Islam. Pendekatan penelitian yang digunakan adalah kualitatif dengan jenis studi kasus, yang bertujuan menggali secara mendalam pengalaman dan pandangan kepala madrasah, wakil kepala madrasah bidang kurikulum, serta guru terkait pembinaan dan pengelolaan kinerja. Data dikumpulkan melalui wawancara mendalam dan dokumentasi, kemudian dianalisis secara tematik. Hasil penelitian menunjukkan bahwa produktivitas guru ditingkatkan melalui pendekatan humanis dalam supervisi, penilaian kinerja berbasis teman sejawat, evaluasi absensi yang edukatif, pelatihan guru sesuai kebutuhan nyata, serta pemberian penghargaan kepada guru teladan. Strategi tersebut berperan dalam memperkuat tanggung jawab profesional, motivasi, dan budaya kolaboratif. Temuan ini menegaskan kekhasan pengelolaan SDM guru di madrasah berbasis pesantren yang menyeimbangkan profesionalisme dan nilai-nilai keislaman.

Kata Kunci: Sumber Daya Manusia, Produktivitas Guru, Pendidikan Berbasis Pesantren.

A. Introduction

The management of teachers' human resources (HR) is a central issue in efforts to improve the quality of education ¹, especially in Islamic educational institutions that have distinctive institutional characteristics and values. Teachers are not only positioned as implementers of learning, but also as exemplary figures who bring moral, ethical, and religiosity values in daily educational practices. This argument also applies in the context of madrasas in the pesantren environment, the management of teachers' human resources faces more complex challenges because the demands of professionalism must go hand in hand with character development and internalization of Islamic values. Therefore, HR management strategies cannot rely solely on formal administrative and supervisory mechanisms, but rather require a more humanistic, participatory, and coaching-oriented approach ². This phenomenon shows that teacher productivity is not only determined by compliance with work rules ³, but also by how educational institutions build a work climate that supports the professional development and moral commitment of teachers.

Several previous studies have shown that teacher human resource management is closely related to improving educational performance and productivity. A number of studies confirm that dialogical supervision and continuous coaching can encourage teachers' professional reflection and improve the quality of learning ⁴. Another study highlights the importance of collegiality-based performance appraisals, where peer involvement in the evaluation process can create an atmosphere of mutual learning and strengthen a professional culture ⁵. In addition, the literature also emphasizes the role of teacher training based on real needs as a means of strengthening pedagogic and professional competence ⁶. On the other hand, a fair and transparent reward system is seen as effective in fostering teachers' motivation and work

¹ Abdel rahman Abu Helal, "A Puzzle Related to Superlative Modification in Definite Relative Clauses in Jordanian Arabic," *Heliyon* 8, no. 8 (2022), <https://doi.org/10.1016/j.heliyon.2022.e10115>

² Klaus P. Stulle, "Digitalisierung von HR – Utopie Oder Dystopie?," *Organisationsberatung, Supervision, Coaching* 31, no. 3 (2024): 433–44, <https://doi.org/10.1007/s11613-024-00890-2><https://doi.org/10.1108/shr-04-2023-0025>

³ Afsaneh Ghanizadeh, Elham Hedeshi, and Mohadeseh Jalili, "Teacher Professional Development in the Light of Technostress, Job Commitment, and Work Engagement," *Teacher Development*, 2025, <https://doi.org/10.1080/13664530.2025.2542215>

⁴ Martina Tißberger, "Critical Whiteness – Eine Perspektive Hegemonialer Selbstreflexion in Der Supervision," *Organisationsberatung, Supervision, Coaching* 31, no. 2 (2024): 159–74, <https://doi.org/10.1007/s11613-024-00880-4>

⁵ Rachele Esterhazy, Thomas de Lange, and Crina Damşa, "Performing Teacher Feedback Literacy in Peer Mentoring Meetings," *Assessment and Evaluation in Higher Education* 48, no. 2 (2023): 227–40, <https://doi.org/10.1080/02602938.2021.1980768>

⁶ et al., "Training, Professional Development and Competence Assessment of Vocational and Professional Education Teachers: An International Review," *Science for Education Today* 12, no. 6 (2022): 138–64, <https://doi.org/10.15293/2658-6762.2206.06>

discipline⁷. However, most of the research still focuses on the context of public schools or non-pesantren madrasas, so it has not fully described the dynamics of teacher human resource management in an Islamic education environment that is full of Islamic boarding school values and traditions.

The limitations of previous studies open up space for more contextual and in-depth research. Research on the management of teacher human resources in pesantren-based madrasas still tends to be partial, with a separate focus between leadership, training, or teacher motivation. In fact, in practice, HR management strategies run simultaneously and are interrelated. In addition, teacher productivity is often understood narrowly as an achievement of administrative performance, without considering the dimensions of moral responsibility, discipline, and exemplary that are the hallmarks of pesantren education. This gap shows the need for research that not only describes HR management strategies separately, but also examines how these strategies shape teacher productivity holistically in daily practice.

Departing from these conditions, this study aims to examine in depth the strategy of managing teachers' human resources in increasing teacher productivity at Madrasah Tsanawiyah Nurul Jadid which is in the pesantren environment. This research is specifically directed to uncover how the humanist approach is applied in teacher coaching and supervision, how peer performance appraisal is carried out, how attendance evaluation is interpreted as part of professional responsibility, and how training and reward systems contribute to improving teacher motivation and performance. Thus, this research is expected to be able to expand academic understanding of teacher human resource management in the context of Islamic education, as well as provide a practical reference for madrasah managers in designing sustainable teacher development strategies.

The main focus of this research lies in the effort to understand the practice of teacher human resource management as carried out by educational actors in the daily life of the institution. The qualitative approach is used to explore the experiences, views, and meanings built by the head of the madrasah, the deputy head of the madrasah for curriculum, and teachers in carrying out their professional roles. Through an in-depth exploration of the practice of human resource management, this study seeks to show that the productivity of teachers in pesantren-based madrasas is not born from a control mechanism alone, but from the synergy between humanist development, participatory evaluation, and the strengthening of Islamic

⁷ Daniel Lazaro Swai and Winifrida Saimon Malingumu, "Role of Reward System on Teacher Motivation in Public Secondary Schools in Ilala Municipality," *Huria Journal of the Open University of Tanzania* 29, no. 1 (2023), <https://doi.org/10.61538/huria.v29i1.1236>

values. The methodological presentation in the next section will explain in detail the research design, data collection techniques, and analytical procedures used to achieve these goals.

B. Research Method

This research is designed as a qualitative research to examine in depth the practice of managing teachers' human resources in an effort to increase work productivity. The focus of the research is directed at the educational units of madrasah tsanawiyah which are located in the pesantren environment, so that the dynamics of human resource management cannot be separated from the Islamic values and pesantren culture that surrounds it. Therefore, the type of research used is a case study, because it allows researchers to comprehensively explore the processes, policies, and practices of human resource management as they take place in real life in one particular educational institution⁸. A qualitative approach was chosen to understand the experiences, views, and interpretations of education actors who are directly involved in teacher management, including madrasah leaders and educators⁹. Theoretically, this approach is relevant to Creswell's view that emphasizes the importance of understanding subjective meaning in educational research¹⁰. Through this design and approach, this study seeks to present a complete picture of the strategies for coaching, evaluating, and appreciating teacher performance applied at Madrasah Tsanawiyah Nurul Jadid, Paiton, Probolinggo.

Data collection was carried out through in-depth interviews and documentation, which were selected to obtain rich and in-depth information related to teachers' HR management practices. In-depth interviews were used to dig into the views, experiences, and policies of key informants directly involved in the teacher management process. The researcher plays the role of the main instrument that interacts directly with the informant through dialogical and open communication. The research informants consisted of the head of the madrasah (H), the deputy head of the madrasah for curriculum (VCM), and the teacher (T), who were selected purposively because of their relevance to the focus of the research. The research was conducted at Madrasah Tsanawiyah Nurul Jadid for a period of time that allowed researchers to understand the process of teacher coaching and evaluation in an ongoing manner. To maintain the

⁸ Brian Byrne, Olivia McDermott, and John Noonan, "Applying Lean Six Sigma Methodology to a Pharmaceutical Manufacturing Facility: A Case Study," *Processes* 9, no. 3 (2021), <https://doi.org/10.3390/pr9030550>;

⁹ Kevin A. Bartley and Jeffrey J. Brooks, "Fusion of Horizons: Realizing a Meaningful Understanding in Qualitative Research," *Qualitative Research* 23, no. 4 (2023): 940–61, <https://doi.org/10.1177/146879412111065164>

¹⁰ Kiyong Byun, "Critical Reflection on the Usefulness and Limitations of Creswell's (1998) Taxonomy of Qualitative Research Approaches: An Educational Biography Approach," *Korean Educational Research Association* 62, no. 2 (2024): 59–94, <https://doi.org/10.30916/ker.62.2.59>

credibility of the findings, the researcher applied source triangulation and re-checked the information to the informant member checking ¹¹.

Table 1. Research Informant

Types of Informants	Interview Code	Number of Informants	Education History
Head of Madrasah	H	1 person	Master's Degree
Vice of Curriculum Management	VCM	1 person	Master's Degree
Teacher	T	3 persons	Bachelor's & Master's Degree

Data analysis was carried out in stages using the Miles and Huberman interactive analysis model, which included data reduction, data presentation, and drawback. ¹² Data reduction is carried out by selecting and focusing interview data and documentation that is relevant to the focus of the research. The data that has been reduced is then presented in the form of a thematic narrative to facilitate understanding the patterns and relationships between categories. The conclusion drawing stage is carried out repeatedly by examining the relationship between findings until a deep meaning is obtained. The analysis process is carried out simultaneously since the data collection takes place, allowing the researcher to adjust the focus of the next data excavation. To maintain the credibility of the analysis results, the researcher triangulates between data sources and discusses the findings reflectively ¹³. With this analysis technique, the results of the research are expected to be able to represent the practice of managing teachers' human resources in depth and academically responsible.

C. Result And Discussion

1. The Humanist Approach

The humanist approach in managing teachers' human resources is understood as a form of coaching that places teachers as professional individuals with diverse backgrounds, characters, and personal conditions. This approach is not directed at assessing or controlling teachers rigidly, but rather building working relationships based on trust and appreciation. Through persuasive communication and personal dialogue, learning and discipline problems are solved without pressure and without a blameful tone. The results of this study are relevant to the focus of the study because it shows that the humanist approach encourages teacher

¹¹ Hani Morgan, "Using Triangulation and Crystallization to Make Qualitative Studies Trustworthy and Rigorous," *Qualitative Report* 29, no. 7 (2024): 1844–56, <https://doi.org/10.46743/2160-3715/2024.6071>

¹² Emily S. Ho, F. Virginia Wright, and Janet A. Parsons, "Animated Analysis: Drawing Deeper Analytical Insights From Qualitative Data," *International Journal of Qualitative Methods* 20 (2021), <https://doi.org/10.1177/1609406921990494>

¹³ Neelima Deshpande and T. S. Sathyanarayana Rao, "Reflective Practice and Supervision in Qualitative Research: Enhancing Credibility and Care in Studies on Sensitive Topics," *Journal of Psychosexual Health* 6, no. 3 (2024): 215–19, <https://doi.org/10.1177/26318318241292534>

openness, improves work relationships, and increases motivation in carrying out professional duties. With this approach, teacher human resource management not only functions as a means of administrative evaluation, but also as a continuous mentoring process.

The humanist approach in the management and development of teachers is understood by madrasah leaders as the main foundation in building healthy working relationships. This perspective does not only emerge as a discourse, but also becomes a principle that directs the policies and practices of daily teacher development. This was affirmed directly by the head of the madrasah as follows:

"The humanist approach in teacher management and coaching is understood as an effort to humanize teachers as individuals who have different advantages, limitations, and backgrounds. The head of the madrasah emphasized that the humanist approach does not place teachers as mere objects of supervision, but as partners who need to be accompanied and supported in carrying out their professional duties. In practice, madrasah heads prioritize persuasive communication, open dialogue, and building relationships based on mutual trust (I_HM)."

This affirmation is reflected in the way leaders respond to teacher problems, both related to learning and discipline. Problem solving is done through personal communication without pressure, as expressed below:

"Every problem that arises, both related to learning and discipline, is first discussed personally with the teacher concerned, without pressure or a blameful tone, so that the teacher feels appreciated and listened to (I_HM)."

The views of the madrasah leaders are in line with the statement of the Deputy Head of the Madrasah for Curriculum which describes the initial condition of teachers before the humanist approach is applied. Academic supervision was initially perceived negatively by some teachers, as stated below:

"At first, there were some teachers who were less communicative and tended to be passive when academic supervision was carried out. This is due to the teacher's perception that supervision is only oriented to assessment and fault finding (I_VPC)."

The change in the supervision approach was then felt directly by the teacher. One of the teachers explained that there was a shift in the atmosphere of supervision and work relations after the humanist approach was applied, as the following quote:

"At first, academic supervision was often perceived as a judgmental assessment activity, so teachers felt tense and less open in conveying learning obstacles. However, after the implementation of the humanist approach, teachers feel more valued and positioned as professional partners (I_T)."

In addition, the humanist approach is consistently applied in the practice of teacher coaching and supervision. The coaching process is not carried out through rigid formal mechanisms, but through personal communication built between madrasah leaders and teachers. In various situations, leaders prefer to have a direct dialogue with teachers when

problems related to learning and discipline arise. The interaction takes place without pressure, so that teachers do not feel supervised or assessed unilaterally. On the other hand, the implementation of academic supervision is carried out in a more open and communicative atmosphere. Teachers are given space to convey the obstacles faced in the planning and implementation of learning, both academic and non-academic in nature. Findings in the field also show that this approach encourages teachers to be more reflective of their performance. This dialogical coaching pattern strengthens the working relationship between leaders and teachers and creates a work climate that supports improving professionalism and learning quality.

2. *Teacher Performance Assessment through Peers*

Teacher performance assessment through peers is understood as an evaluation process carried out by fellow teachers who have direct and continuous interaction in learning activities. This assessment focuses on aspects of learning planning, implementation of the teaching and learning process, mastery of materials, use of methods and media, and classroom management skills. The results of this study are relevant to the focus of the study because it shows that peer assessment is seen as more objective and contextual than assessment that is purely administrative. Through this mechanism, teachers do not feel supervised or judged, but are encouraged to learn together and improve their competencies on an ongoing basis. Thus, performance appraisal through peers functions as an evaluation strategy that supports the strengthening of a professional and collaborative culture in the madrasah environment.

The implementation of teacher performance assessment through peers is seen by madrasah leaders as an internal evaluation step that begins to show a positive direction. The head of the madrasah explained that this mechanism is designed to actively involve teachers in the performance appraisal process.

"The assessment of teacher performance at MTs Nurul Jadid has now begun to enter a positive direction. We apply peer assessment as a form of internal evaluation that actively involves teachers to assess each other and provide input (I_HM)."

This view was reinforced by the Deputy Head of Madrasah for Curriculum who emphasized the aspects of professionalism and openness in assessment.

"We see teacher performance assessment through peers as a form of internal evaluation that emphasizes professionalism, openness, and mutual support between teachers (I_VPC)."

In addition, teachers also feel the positive impact of this assessment mechanism, as conveyed below:

"Assessment through my peers feels more human and professional because it is carried out by colleagues who directly understand the learning conditions in the classroom (I_T)."

Teacher performance assessment through peers is carried out through discussions and communication between teachers who have direct interaction in learning activities. Assessment is not carried out formally and rigidly, but through an exchange of views on the learning practices carried out. The aspects assessed include learning planning, teaching implementation, mastery of materials, use of methods and media, and classroom management. Teachers do not feel supervised, but are encouraged to give each other constructive input. Findings in the field also show that this mechanism strengthens cooperation and solidarity between teachers, as assessment is understood as a shared responsibility in improving the quality of education. This practice creates a more collaborative work climate and supports the improvement of teacher professionalism. Departing from this, the form of teacher performance assessment through peers found is presented in Table 2.

Table 2. *Teacher Performance Assessment through Peers*

Aspects of Teacher Performance Assessment	Impact on Teachers
Learning planning	<ul style="list-style-type: none"> • Teachers are more careful in arranging learning tools • There was a reflection on the suitability of the lesson plan with the practice in the classroom • Teachers are encouraged to improve learning objectives and steps
Implementation of learning	<ul style="list-style-type: none"> • Teachers are more open to peer input • There has been an improvement in teaching strategies in the classroom • The learning process becomes more directed
Material mastery	<ul style="list-style-type: none"> • Teachers are encouraged to deepen teaching materials • There is mutual understanding between teachers • Teachers are more confident when teaching
Use of methods and media	<ul style="list-style-type: none"> • The variety of learning methods is growing • Teachers are encouraged to try new learning media • Learning becomes more interesting for students
Class management	<ul style="list-style-type: none"> • Teachers are more reflective of classroom management • There have been improvements in classroom settings and student interaction • The learning climate becomes more conducive

The results of the study show that teacher performance assessment through peers is an effective internal evaluation strategy and oriented towards teacher professional development. This assessment actively engages teachers through open discussion and communication, resulting in more objective and contextual evaluations. Findings in the field show that this mechanism does not cause stress, but rather encourages teachers to learn from each other and provide constructive input. Thus, performance appraisal through peers

contributes to strengthening cooperation between teachers, building a healthy professional culture, and supporting continuous improvement of the quality of learning.

3. Teacher Attendance Evaluation

Teacher attendance evaluation is understood as a process of monitoring attendance that is carried out systematically and continuously through teamwork formed by madrasah leaders by involving curriculum elements. The presence of teachers is not interpreted only as physical presence, but as a form of professional responsibility in carrying out learning tasks. The results of this study are relevant to the focus of the study because it shows that the evaluation of attendance is used as a basis for coaching, appreciation, and policy-making for teacher performance. Through a persuasive and solution-oriented approach, attendance evaluation is directed to increase teacher awareness and discipline without causing pressure. Thus, attendance evaluation functions as part of a teacher HR management strategy that supports increased productivity and professionalism.

Based on the results of interviews with madrasah heads, deputy madrasah heads for curriculum, and teachers, teacher attendance evaluation functions as an instrument for planned discipline development. The head of the madrasah emphasized the formation of a team as an effort to ensure that attendance monitoring runs systematically. The statement of the Deputy Head of the Madrasah for Curriculum shows that attendance data does not stop at recording, but is analyzed and reported as material for evaluating teacher performance. The teacher's view corroborates that this mechanism is felt to be fairer and more orderly because it is carried out transparently. Evaluation of attendance accompanied by coaching and appreciation encourages teachers to be more aware of professional responsibilities. Thus, the evaluation of attendance contributes to improving the discipline and professionalism of teachers.

In addition, teacher attendance evaluations are carried out consistently through teamwork involving curriculum elements. The attendance recording process is carried out regularly and the results are discussed as internal evaluation materials. Teachers with good attendance levels received appreciation as a form of motivation, while teachers with low attendance levels were persuasively fostered. This approach makes teachers not feel punished, but directed to improve work discipline. Findings in the field also show that the involvement of the curriculum team strengthens the accountability of attendance management. Attendance evaluation not only has an impact on increasing teacher attendance, but also strengthens awareness of professional responsibility in maintaining the sustainability of the learning process. The flow of teacher attendance evaluation and its follow-up is visualized in Figure 1.

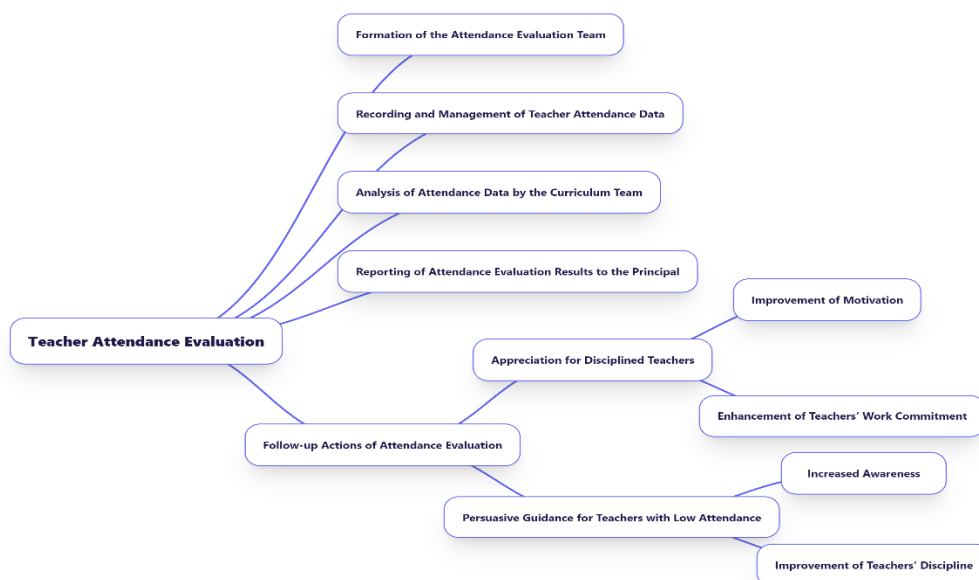


Figure 1. *Visualization of the Teacher Attendance Evaluation Flow*

The results of the research obtained show that the evaluation of teacher attendance through a team formed by the head of the madrasah and curriculum is an effective human resource management strategy. Attendance evaluation is not understood as an administrative activity alone, but is used as a basis for coaching and policy-making for teacher performance. The implementation of systematic evaluation, accompanied by a persuasive and appreciative approach, encourages increased awareness and discipline of teachers. Findings in the field show that the involvement of the curriculum team strengthens the accountability and transparency of attendance management. Thus, the evaluation of attendance contributes to increasing the professionalism of teachers and supports the sustainability of the learning process in a sustainable manner.

4. *Training for Teachers*

Training for teachers and Deputy Heads of Madrasah in the field of Curriculum is understood as a competency development activity carried out through a coaching and mentoring approach. This training is focused on strengthening teachers' understanding in preparing exam questions that are in line with basic competencies, learning indicators, and students' thinking ability levels. The results of this study are relevant to the focus of the study because it shows that training is not only directed at improving technical skills, but also at changing the teacher's perspective on learning evaluation. Through a humane and collaborative training atmosphere, teachers are encouraged to be open to shortcomings and make improvements without pressure. Thus, training functions as part of the teacher's human resource management strategy that supports the improvement of professionalism and learning quality.

The implementation of teacher training was explained by the head of the madrasah as part of an effort to improve the quality of education, even though the activity was only carried out once as an initial stage. The explanation was conveyed as follows:

"We carry out training or seminars for teachers as part of efforts to improve the quality of education in madrasas, although until now it has only been carried out once as the initial stage of strengthening teacher competence, especially in the preparation of exam questions (I_HM)."

This view was reinforced by the Deputy Head of the Madrasah for Curriculum who emphasized the approach used in the training.

"We apply the Ministry of Religion's Love-Based Curriculum approach by emphasizing empathy, coaching, and positive assessment so that teachers feel comfortable learning, discussing, and correcting shortcomings without pressure (I_VPC)."

Teachers feel firsthand the benefits of training carried out through the seminar method, as conveyed below:

"Training or seminars held by madrasas provide a learning experience that is very helpful for us as teachers, especially in re-understanding the principles of preparing exam questions in accordance with basic competencies and learning indicators (I_T)."

In addition, teacher training is carried out in the form of seminars involving teachers and the Deputy Head of Madrasah for Curriculum. The training activities took place in a conducive and non-stressful atmosphere, so that teachers felt more comfortable discussing and acknowledging shortcomings in the practice of preparing exam questions. The training material is directed at the preparation of questions that are fair, proportional, and in accordance with the thinking ability of students. Training encourages teachers to view learning evaluation as an important part of improving the quality of learning, not just an administrative obligation. Although the frequency of training is still limited, this activity is the first step in building a collaborative and continuous improvement-oriented academic culture.

Departing from this, the form of training for teachers and Deputy Heads of Madrasah in the field of Curriculum is presented in Table 3.

Table 3. Teacher Training and Its Impact

Form of Training	Impact on Teachers
Training through the seminar method	Teachers gain a new understanding of the principles of problem preparation
Focus on preparing exam questions	There is a collaborative collaborative learning space Questions are more in line with basic competencies and indicators The difficulty level of the question is more proportional
A Love-Based Curriculum Approach	Teachers feel comfortable and not stressed Openness to shortages increases Stronger academic coordination

Involvement of Waka Curriculum	Consistency of learning evaluation standards increased
Advanced training plan	Teachers are motivated to continue to improve their competencies
	Reflective culture begins to take shape

Broadly speaking, the results of the study show that training for teachers and Deputy Heads of Madrasah in the field of Curriculum is a strategic step in improving the professional competence of teachers, especially in the preparation of exam questions. The training is carried out with a coaching approach that emphasizes empathy, openness, and positive judgment, thereby creating a conducive learning atmosphere. Findings in the field show that training helps teachers improve their understanding of learning evaluations and encourage reflective attitudes. Although its implementation is still limited, this training is the initial foundation in building a collaborative academic culture oriented towards improving the quality of learning in a sustainable manner.

5. *Rewarding Exemplary Teachers*

Rewarding exemplary teachers is understood as a mechanism of appreciation for teachers who show consistent performance, especially in the aspects of discipline, responsibility, and learning readiness. The determination of exemplary teachers is not based on subjective assessment, but rather uses clear and measurable indicators, such as attendance levels and learning supervision results. The results of this study are relevant to the focus of the study because it shows that rewards are used as motivational instruments that are educational, not just competitive. Through the Teacher of the Year program, madrasahs strive to foster a work culture that values exemplary and professionalism. Thus, rewarding functions as part of a teacher HR management strategy that encourages consistent and sustainable performance improvement.

The awarding of the Teacher of the Year rewards serves as a positive assessment strategy that encourages increased discipline and work commitment. The head of the madrasah emphasized that the attendance indicator is used as a measure of teachers' responsibility and readiness in carrying out learning tasks. The explanation of the Deputy Head of the Madrasah for Curriculum showed that there was a relationship between the presence of teachers and the stability of the learning process. The teacher's statement corroborated that this program provided a motivational boost to maintain consistency in performance. Thus, rewards are not only interpreted as symbolic awards, but also as a coaching instrument that encourages teachers to maintain and improve professionalism on an ongoing basis.

In addition, the determination of exemplary teachers is carried out through clear and transparent indicators. The presence of teachers is monitored consistently and used as the main basis in assessment. In addition to attendance, learning supervision is also part of the consideration to see the readiness and quality of teacher performance. The supervision process is carried out with a coaching and mentoring approach, so that teachers feel assessed fairly. Findings in the field also show that rewarding encourages teachers to be more disciplined, consistent in attendance, and more prepared to carry out learning. The Teacher of the Year program does not create unfair competition, but rather reinforces a work culture that values professional example and responsibility.

Based on the findings of the research obtained, rewarding exemplary teachers (Teacher of the Year) is an effective and educational strategy for managing teachers' human resources. Assessments based on indicators of attendance and learning supervision encourage teachers to maintain discipline, readiness, and performance quality consistently. Findings in the field show that rewards not only function as a form of appreciation, but also as a means of coaching that fosters professional motivation and commitment. Thus, the Teacher of the Year program contributes to building a work culture that is disciplined, professional, and oriented towards improving the quality of learning in a sustainable manner.

In general, the results of this study show that teacher human resource management is built through a series of interconnected practices, ranging from a humanistic coaching approach, participatory evaluation mechanisms, to performance-based appreciation systems. The humanist approach plays a role as the basis for building a working relationship between leaders and teachers, so that the supervision and coaching process takes place in a dialogical and open atmosphere. Performance appraisals through peers show that there are efforts to build collective responsibility and a culture of mutual learning between teachers. Attendance evaluations managed through a special team function as a planned and transparent discipline coaching instrument. Training for teachers and Deputy Heads of Madrasah in the field of Curriculum is directed at improving the competence of learning evaluation through a mentoring approach, not a pressure assessment. The entire series is equipped with rewards for exemplary teachers as a form of strengthening motivation and exemplary. This pattern shows that teacher human resource management is carried out in an integrated manner and oriented towards continuous professional development.

The findings of this study intersect with previous studies that emphasized the importance of reflective evaluation and teacher involvement in the process of improving

performance¹⁴. Studies have shown that teacher involvement in performance appraisals and the use of learning data promotes accountability and professional development¹⁵. The results of this study strengthen this view through the practice of peer-based performance assessment and attendance evaluation which is interpreted as coaching. However, this study also expands the discussion by showing that teachers' HR management practices are not always carried out through a technocratic approach. Work relationships built through humanist approaches and exemplary reveal social and ethical dimensions that are rarely highlighted in the mainstream educational management literature¹⁶. Thus, this study closes a gap in previous studies that tend to place teacher performance management in a rational-administrative framework, without considering the influence of organizational culture and interpersonal relationships in the process of taking meaning on managerial policies and practices.

This research makes an empirical contribution to the development of Islamic education management, especially in the management of teachers' human resources. The main contribution lies in the explanation of how the values that live in Islamic educational institutions are operationalized in daily managerial practices. The results of the study show that teacher coaching is not only directed at performance achievement, but also at the formation of a professional attitude based on example, responsibility, and equal relationships. This finding enriches the study of Islamic education management, which has been largely normative, by presenting a picture of concrete practices in managing teacher human resources. In addition, this study shows that modern management principles, such as performance evaluation and reward systems, can be adapted without stripping away the distinctive character of Islamic educational institutions. Thus, this research contributes to the development of an Islamic education management approach that is contextual, applicative, and relevant to the demands of improving the quality of education.

D. Conclusion

The management of teachers' human resources is an important issue in efforts to improve the quality of education in pesantren-based madrasas, especially when managerial practices are often perceived as oppressive administrative control. This research shows that teacher human resource management can run effectively when it is built through humanist coaching,

¹⁴ Jenna Conan Simpson, "Fostering Teacher Leadership in K-12 Schools: A Review of the Literature," *Performance Improvement Quarterly* 34, no. 3 (2021): 229–46, <https://doi.org/10.1002/piq.21374>

¹⁵ Loredana Perla et al., "Teacher Appraisal System and Professional Learning. Insights from Italian School Principals' and Teachers' Views on Multiple Sources of Data and Indicators," *Professional Development in Education* 49, no. 6 (2023): 1183–96, <https://doi.org/10.1080/19415257.2023.2266912>

¹⁶ Maija Vähämäki, Essi Saru, and Lauri Matti Palmunen, "Doctoral Supervision as an Academic Practice and Leader-Member Relationship: A Critical Approach to Relationship Dynamics," *International Journal of Management Education* 19, no. 3 (2021), <https://doi.org/10.1016/j.ijme.2021.100510>

participatory evaluation, and a clear and transparent performance-based appreciation system. The results of the study show that a humanist approach in supervision, performance assessment through peers, coaching attendance evaluation, collaborative teacher training, and rewarding exemplary teachers are interconnected in forming a work climate that supports teacher professionalism. These findings confirm that teachers' HR management practices are not only oriented towards performance achievement, but also on the formation of professional responsibility, exemplary, and commitment. The implications of this study show that pesantren based madrasas have great potential to develop an adaptive and sustainable model of teacher human resource management, and is relevant for the development of Islamic education management and the formulation of teacher development policies in the future

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