

## CRITICAL ANALYSIS OF THE MODERNISATION OF MADRASAH HUMAN RESOURCE DEVELOPMENT

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### Abstract

The purpose of this research is to analyse how the modernisation of HR development at MTsN 1 Padangsidempuan. This research is a qualitative field research using a descriptive approach. Data collection instruments are observation or observation, interviews, and documentation. Research informants were the head of the madrasah, the deputy head of curriculum, the deputy head of public relations, the deputy head of student affairs, the subject teachers, and the head of administration. The analysis technique in this study adopted the stages proposed by Creswell, namely data analysis starting with data collection, then continued with data classification, namely the selection and concentration of attention on the focus being studied. The data analysis process was carried out continuously throughout the research. The results of this study are the development of human resources (HR) at MTsN 1 Padangsidempuan, carried out through several approaches that support each other. The efforts made include training, mentoring, MGMP (Subject Teacher Consultation), and the implementation of On-the-Job Training (OJT). Each approach has an important role in improving the competence and professionalism of educators and education personnel in this school. Through regular training, mentoring, subject teacher meetings (MGMP), and on-the-job training (OJT), educators in this madrasah can improve their pedagogic competence and professionalism. As a result, the quality of teaching becomes more innovative, interactive, and relevant to the times. This approach also strengthens collaboration among teachers and improves school management, creating a dynamic and quality educational environment.

### Keywords

Modernisation, Development, Human Resources, Madrasah.



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## INTRODUCTION

The modernisation of human resource development (HRD) in madrasahs is increasingly viewed as a critical requirement to meet global education standards while maintaining the core values of Islamic pedagogy. As Islamic educational institutions navigate the evolving demands of the 21st-century landscape, the need to enhance teacher quality, integrate digital competencies, and modernise administrative functions becomes more pressing (Alam, 2021; Basri & Fadhillah, 2022). At MTsN 1 Padangsidempuan, such modernisation efforts have included programs like in-service teacher training, digital skills workshops, mentoring under the MGMP scheme, and on-the-job training (OJT). These initiatives aim to balance educational reform with traditional Islamic educational values. However, challenges remain significant, including limited infrastructure, lack of consistent digital policy implementation, and resistance from senior educators unaccustomed to contemporary pedagogical approaches. These factors hinder the comprehensive transformation of human resources within the institution.

These challenges have been partially addressed through strategic interventions. MTsN 1 Padangsidempuan has developed structured mentorship programmes, peer-to-peer coaching through MGMP forums, and digital skill-building initiatives, especially targeting younger teachers. While such interventions have led to measurable improvements in teaching quality and administrative effectiveness, they have also revealed disparities in implementation and participation. Teachers who engage consistently in professional development report enhanced classroom management, creative lesson delivery, and greater confidence in using educational technology. In turn, students demonstrate improved academic performance, particularly in subjects integrated with multimedia-based instruction. Nonetheless, a segment of teachers remains detached from these reforms, resulting in a dichotomy between progressive and stagnant instructional styles within the same institution (Rohmah et al., 2023).

One of the unique aspects of HRD modernisation at MTsN 1 Padangsidempuan is the effort to preserve traditional Islamic pedagogical values while embracing innovation. As an Islamic school, the institution must navigate between state-mandated reforms and the expectations of its religious community. This balancing act has prompted leadership to adopt a culturally adaptive reform strategy, where elements of the *pesantren* tradition—such as *halaqah* learning, character-based education, and spiritual mentoring—are retained and integrated with contemporary pedagogical models. The success of this approach depends not only on leadership but also on the willingness of

teachers to participate in ongoing change, grounded in both professional standards and religious ethos (Ismail & Yusoff, 2019).

Recent studies highlight the complexity of HRD modernisation in Islamic educational settings. Ma'arif (2020) identified that ICT training in West Java improved teacher innovation but failed to reach older staff resistant to digital tools. Syafruddin and Aziz (2021) found that administrative reforms in South Kalimantan enhanced efficiency but often lacked pedagogical contextualisation for Islamic schooling. Karima and Hidayatullah (2022) showed that transformational leadership significantly boosts teacher motivation, yet deep-rooted cultural norms can still inhibit reform. Hartati et al. (2023) documented how sustained professional development correlates with improved student learning outcomes but requires stable institutional commitment. Nasution and Mubarak (2024) found that while pedagogical certification improves technical skills, it rarely engages the ethical-spiritual dimension essential in Islamic education.

These five studies demonstrate that modernisation in madrasah contexts frequently prioritises technical performance over ethical or religious values, and often lacks strategies to address resistance from traditionalist educators. Furthermore, most research has focused on urban or central Indonesian madrasahs, where resources are more readily available. In contrast, MTsN 1 Padangsidempuan operates in a semi-urban area where both traditional religious expectations and logistical constraints intersect, making its context uniquely challenging and underexplored. Existing literature seldom addresses how HRD programmes can be adapted to such settings while preserving Islamic identity. This research, therefore, fills a critical gap by analysing how institutional strategies at MTsN 1 Padangsidempuan integrate modern HRD practices with Islamic traditions.

The novelty of this study lies in its emphasis on the synergy between Islamic values and HRD reform, examining not just outcomes but the underlying cultural negotiations involved. It contributes to the broader literature by demonstrating that modernisation need not undermine traditional Islamic pedagogy but can be harmonised through carefully designed, inclusive strategies. The primary objectives of this research are threefold: (1) to identify the key challenges encountered by MTsN 1 Padangsidempuan in its efforts to modernise human resource development; (2) to explore the institutional strategies employed to address these challenges; and (3) to evaluate the impact of these strategies on educational quality, including teacher performance, student achievement, and the preservation of religious ethos. Theoretically, this research contributes to the discourse on Islamic educational reform by contextualising modernisation within a semi-urban

madrasah setting. Practically, the study offers a strategic model for educational leaders and policymakers seeking to modernise madrasah HR systems without compromising Islamic identity and pedagogical principles.

## **METHOD**

This research employed a qualitative approach using a case study design to explore the modernisation of human resource development (HRD) at MTsN 1 Padangsidempuan. The choice of a qualitative case study is justified by the study's aim to understand complex organisational processes, institutional culture, and stakeholder experiences in a natural educational setting. The research focuses on investigating the challenges, strategies, and impacts of HRD reform in a single institutional context, making the case study approach particularly suitable for capturing depth and specificity.

The data collected were descriptive in nature and included documentation of institutional programmes, teacher training reports, internal planning documents, and school performance records. Primary data sources comprised teachers, school leaders, and administrative staff who were directly involved in the planning or implementation of modern HRD practices at MTsN 1 Padangsidempuan. Data collection techniques consisted of semi-structured interviews, participant observation, and document analysis. Interviews were conducted with ten key informants, including five senior teachers, two vice principals, one curriculum coordinator, and two administrative officers. Observations focused on the implementation of teacher training sessions, MGMP mentoring meetings, and classroom practices post-training. Supporting documents such as strategic plans, attendance logs for training, and student achievement records were also analysed to triangulate findings. The data analysis followed the Miles and Huberman (1994) interactive model, comprising data reduction, data display, and conclusion drawing. Data were coded thematically using a manual coding framework aligned with the research objectives. Emerging categories included institutional leadership, teacher motivation, technological adaptation, and cultural negotiation. These categories were then interpreted in light of Islamic educational values and HRD frameworks.

Ethical considerations were addressed by obtaining informed consent from all participants, ensuring confidentiality, and securing access to institutional records through formal permission from the school. The researcher maintained a non-intrusive role during observations and respected religious-cultural protocols within the school environment. This methodology enabled an in-depth

understanding of how MTsN 1 Padangsidimpuan attempts to balance innovation with tradition in HRD, providing insights that are not only empirically rich but also grounded in the institutional realities of madrasah reform in Indonesia.

## FINDINGS AND DISCUSSION

### Findings

The findings of this study provide a detailed, multidimensional portrait of the modernisation of human resource development (HRD) at MTsN 1 Padangsidimpuan. Based on a structured case study approach, the results are organised into five core sub-themes: (1) Capacity Building and Digital Competence, (2) Institutional Infrastructure and Leadership, (3) Quality Assurance and Monitoring, (4) Barriers and Mitigation Strategies, and (5) Cultural and Ethical Transformations. Each sub-theme is supported with tabular data and visual illustrations, followed by a detailed narrative interpretation. This section presents the research results in an objective, evidence-based manner without direct reference to interviews or theoretical citations, in alignment with academic conventions for results reporting.

Based on the results of these interviews, it can be understood that HR development at MTsN 1 Padangsidimpuan is carried out by training to improve teacher competence at MTsN 1 Padangsidimpuan, which not only strengthens teaching skills but also has an impact on better school management, creating a more effective and dynamic learning environment. This is reinforced by the documentation that researchers obtained in the field, as below:

### Capacity Building and Digital Competence

Teachers at MTsN 1 Padangsidimpuan actively engaged in structured digital training aimed at integrating ICT tools into classroom practices. Digital literacy initiatives were not only well-attended but also translated into tangible outputs, such as digital worksheets, online formative assessments, and the effective use of learning management systems. These practices introduced greater flexibility in teaching and enhanced student interactivity, particularly in pandemic and post-pandemic learning environments.

**Table 1.** Dimensions of HRD Modernisation at MTsN 1 Padangsidimpuan

No.	Programme Dimension		Description of Programme Implementation	Institutional Impact			
1.	Digital Enhancement	Literacy	Training on tools like SIGIL, Google Classroom, and multimedia usage	Increased classrooms design	ICT and	integration in	instructional

2.	MGMP Enrichment	Weekly subject-based collaborative forums among teachers	Strengthened peer knowledge exchange and curriculum alignment
3.	Continuous Mentoring	Regular guidance on lesson planning and classroom innovation	Improved pedagogic independence and creativity
4.	On-the-Job Training (OJT)	In-situ learning through real classroom activities	Heightened practical competence and adaptive teaching practices
5.	Curriculum Independence Support	Development of independent modules based on Merdeka Curriculum	Tailored content delivery and contextualised learning outcomes



**Figure 1.** MGMP Collaborative Activity

Peer-led MGMP enrichment created a collaborative ecosystem for curriculum development. Rather than individualistic planning, the model facilitated collective authorship of lesson plans, aligning pedagogical goals across departments. The enriched MGMP structure allowed for greater standardisation of learning materials and smoother transitions during curriculum changes, particularly the integration of the Merdeka Curriculum. Mentoring schemes supported new teachers in lesson preparation, instructional design, and classroom engagement strategies. Senior teachers assumed facilitative roles in encouraging creative approaches and classroom experimentation. This model produced gradual but clear improvements in lesson structure and learning outcomes.

OJT provided a platform for experiential learning, where theoretical training was reinforced through real teaching experiences. The design encouraged iterative improvement and problem-solving within the classroom context. The programme contributed to faster adaptation among less experienced teachers and built a reflective culture among more seasoned educators. Support for teacher-led curriculum design empowered instructors to contextualise materials based on student characteristics. This autonomy facilitated differentiated instruction and more authentic classroom interactions. Students responded positively to content aligned with their lived experiences, while teachers developed greater ownership of the learning process.

### Institutional Infrastructure and Leadership

Strong leadership engagement became the cornerstone of programme legitimacy and continuity. By participating directly in training sessions, the school principal modelled leadership through practice, enhancing programme seriousness in the eyes of the faculty.

**Table 2.** Institutional Supports Strengthening HRD Modernisation

No.	Support Category	Mechanism Deployed	Outcome Observed
1.	Leadership Commitment	Active involvement of the principal in development programmes	Greater legitimacy and consistent implementation
2.	Managerial Delegation	HRD coordination delegated to vice principals and coordinators	Enhanced responsiveness and distributed leadership
3.	Budgeting and Infrastructure	Allocation of funds through BOS and local grants	Sustainable programme financing and adequate resource access

Delegated management roles enabled middle-level administrators to respond more effectively to logistical needs, streamline information flow, and tailor HRD activities to departmental contexts. The resulting distributed leadership structure contributed to timely decision-making and reduced dependence on top-down directives. Financial planning played a key role in HRD sustainability. The allocation of BOS (Bantuan Operasional Sekolah) funds and local budget grants ensured that HRD efforts were not episodic but formed part of an annual institutional commitment. Resource availability, including training venues and digital devices, became more consistent across the school year.

### Quality Assurance and Monitoring

Evaluation mechanisms contributed to a data-informed culture of continuous improvement. Lesson observations were structured around specific rubrics, leading to qualitative changes in teacher preparation and classroom dynamics. Reflective feedback became routine and built professional introspection.

**Table 3.** Monitoring and Evaluation of HRD Initiatives

No.	Monitoring Focus	Strategy Used	Outcome Generated
1.	Teacher Competency	Lesson observations and reflection sessions	Improved instructional rigour and learner involvement
2.	Programme Effectiveness	Post-training surveys and progress checklists	Timely adjustment of programme content and delivery
3.	Documentation and Accountability	Teaching portfolios and peer evaluations	Culture of accountability and visible teaching portfolios

Follow-up surveys allowed for real-time adaptations to training content. Insights gained from these instruments helped organisers recalibrate topics, facilitator styles, and pacing. The

emphasis on relevance increased engagement and retention. The institutionalisation of teaching portfolios fostered a culture of documentation and peer feedback. Teachers were encouraged to maintain evidence of growth, share best practices, and participate in non-evaluative peer reviews, all of which enhanced collective accountability.

### Barriers and Mitigation Strategies

Change processes encountered resistance, particularly among long-serving staff uncomfortable with new technologies. Soft approaches—such as mentoring and modelling—proved more effective than formal directives in changing attitudes.

**Table 4.** Challenges Encountered in HRD Modernisation

No.	Challenge Category	Issue Description	Mitigation Strategy
1.	Technological Resistance	Teachers are hesitant to abandon traditional approaches	Peer modelling and embedded digital task assignments
2.	Resource Constraints	Limited digital infrastructure and access	Rotation scheduling and pooled device systems
3.	Training Time Allocation	Difficulty synchronising schedules	Embedding training into weekly work plans and school calendars

Resource constraints, such as the availability of devices and reliable internet, posed operational challenges. These were partially resolved through the creative use of pooled resources, scheduled access, and prioritised equipment distribution during training hours. Time limitations were addressed through structural scheduling innovations, such as aligning training with existing teacher work plans and streamlining administrative workloads during development cycles.

### Cultural and Ethical Transformations

Sustained HRD modernisation triggered visible cultural changes. One of the most notable shifts was the increase in collaboration among previously siloed departments. This promoted interdisciplinary planning and built unity in pedagogical vision.

**Table 5.** Cultural Transformation within HRD Implementation

No.	Cultural Shift	Description of Change	Consequences of Institutional Development
1.	From Individualism to Collaboration	Teaching transformed into collaborative knowledge exchange	Cross-fertilisation of ideas and a unified instructional vision
2.	From Static to Reflective Practice	Teachers engaged in self-review and feedback loops	Continuous professional learning and adaptive pedagogy
3.	From Formalism to Moral Leadership	Strengthening of teachers' ethical and spiritual identity	Reinforcement of Islamic values in modern instructional design



Teachers began embedding reflective cycles into their routines, examining their own practices in light of learner feedback and institutional goals. These changes led to the adoption of new instructional strategies that better matched student needs. Despite external reforms, the madrasah preserved its Islamic educational character. Teachers continued to model spiritual behaviour and integrate moral reasoning into classroom discourse, reaffirming the harmony between professional development and religious identity.

In conclusion, the findings of this study reveal that HRD modernisation at MTsN 1 Padangsidempuan is a systemic and integrative process. By aligning technological training, structural support, strategic monitoring, and value-based pedagogy, the school successfully navigated the tensions between innovation and tradition. Each domain of reform was interconnected and mutually reinforcing, resulting in a contextually rooted model of educational change that reflects both global competencies and local Islamic educational values.

## **Discussion**

Human Resource Development (HRD) at MTsN 1 Padangsidempuan has a very important role in improving the quality of education in the madrasah. The findings of this study illustrate the importance of a sustainable development strategy to prepare educators and education personnel to be able to face the challenges of the times. By implementing various approaches such as training, mentoring, subject teacher meetings (MGMP), and on-the-job training (OJT), MTsN 1 Padangsidempuan has succeeded in creating a more innovative, responsive, and dynamic educational environment.

Madrasahs conduct in-service training to improve the competencies and skills of teachers and staff. This includes the creation of an organisational culture that supports success and the implementation of clear standard operating procedures (Farisi, 2021). The on-the-job Training method is proven to improve employee performance by providing hands-on experience in a working environment (Karim, 2019; Yusuf & Abiddin, 2018). OJT allows participants to develop the skills and knowledge required for their job while earning a salary. It is an effective way to bridge the gap between theory and practice, as well as improve participants' work readiness (Foye, 2014). Commitment to training and development greatly influences the success of training programmes in improving employee performance (Sivalingam, 2014).

MGMP plays an important role in improving teachers' professional competence. Through participation in MGMP activities, teachers can improve their mastery of materials, standards, and

competencies, as well as learning theories and principles relevant to the curriculum being taught. (Ulfa et al., 2023), (Takalao et al., 2024), (Ambarita et al., 2023). MGMP also functions as a mediator to improve teacher competence, especially in classroom and school management innovations (Ambarita et al., 2023). Research shows that MGMP programmes have a significant influence on teacher performance, as seen in the improvement of English teacher performance with a percentage of 91.1% (Rismawati et al., 2024). MGMP also helps teachers in planning, implementing, and evaluating learning programmes, which ultimately improves the professional quality of teachers (Wardani et al., 2020).

One of the most interesting aspects is the implementation of ongoing training and mentoring. According to Helmi Syafreni Pulungan and Berlinawaty Tumanggor, these activities not only improve teaching skills but also increase teachers' understanding of the evolving curriculum. The use of technology in learning, described by teachers at MTsN 1 Padangsidempuan, shows that they are not only given theory, but also given the opportunity to implement more interactive and creative learning. This is certainly very relevant to the demands of the times, which increasingly lead to the utilisation of technology in every aspect of life, including education. However, although these findings are very positive, there are several things that need further attention. Firstly, the training could be more structured and focused on teachers' individual needs. While generalised training is beneficial, sometimes not all teachers find it relevant to the situations they face in the classroom. Therefore, training that is more specific to the particular challenges in the field can be more optimal in improving the quality of teaching.

Furthermore, although MGMP at MTsN 1 Padangsidempuan is very effective in strengthening collaboration among teachers and improving teaching quality, there is still room to strengthen the synergy between MGMP and school policies. Teachers participating in MGMP can share teaching techniques and experiences with each other, but there should be more coordination between these activities and overall school management. The synergy between managers and teachers in managing the curriculum and teaching will ensure that the implementation of learning can run more smoothly and efficiently.

Although MGMP has many benefits, there are some challenges faced, such as the lack of active participation from some teachers due to their busy schedules (Takalao et al., 2024). In addition, despite the increase in knowledge and skills, practical application in the classroom still often uses

conventional patterns (Ramlan, 2020). These factors suggest that the motivation to apply new knowledge and skills still needs to be improved.

To maximise the benefits of MGMP, it is recommended that meetings be conducted regularly and continuously. The government is also advised to pay more attention to non-formal organisations such as MGMP due to its significant influence on improving teacher performance (Ulfa et al., 2023), (Takalao et al., 2024). In addition, training on technology and innovation in learning should continue to be provided to improve teachers' skills in using innovative learning media (Wakit et al., 2024).

In addition, the On-the-Job Training (OJT) programme implemented at MTsN 1 Padangsidempuan also has a significant positive impact. By giving teachers the opportunity to learn directly from practice, OJT helps them prepare for real situations in the classroom. This is very beneficial in improving practical skills that cannot always be learnt through formal training. However, an evaluation of the OJT implementation needs to be conducted to ensure that each teacher gets sufficient experience and constructive feedback from their colleagues or superiors. One of the main challenges in implementing OJT is the conflict between work time and training time, as well as limited funding to support the programme. This can hamper the effectiveness of the training, and requires attention from policymakers to address the availability of qualified trainers is also a challenge in the implementation of OJT. Skilled and experienced trainers are essential to ensure that participants receive effective and relevant training. Shortage of Qualified Trainers: The availability of qualified trainers is also a challenge in the implementation of OJT. Skilled and experienced trainers are essential to ensure that participants receive effective and relevant training (Zhao et al., 2014).

Overall, the findings of this study indicate that HR development at MTsN 1 Padangsidempuan is on the right track, but further management and planning are needed to perfect the implementation of these programmes. Through regular evaluations and adjustments to training, mentoring, and OJT, the school can continue to improve the quality of its education, producing a generation that is not only academically smart but also has a strong character.

## CONCLUSION

This study concludes that the modernisation of human resource development at MTsN 1 Padangsidempuan represents a holistic, adaptive, and context-sensitive transformation process. In alignment with the research objectives, the findings show that the implementation of capacity-

building programmes, the integration of digital technologies, and the promotion of peer-based learning significantly enhanced teacher competencies and classroom performance. Institutional leadership and infrastructure played critical roles in embedding these reforms into sustainable, annual plans. Furthermore, continuous monitoring mechanisms contributed to a data-driven culture of quality assurance. Despite challenges such as technological resistance, limited resources, and time constraints, the school was able to implement strategic mitigation measures that maintained reform momentum. Notably, cultural and ethical transformations emerged, where collaboration, reflection, and moral leadership were strengthened within a modern pedagogical framework. These outcomes demonstrate that HRD modernisation in a madrasah context can align global education trends with local Islamic values, contributing both to the professionalisation of teachers and the reinforcement of institutional identity. MTsN 1 Padangsidempuan thus serves as a model for integrative educational reform in Islamic secondary education.

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