

## HUMAN RESOURCE DEVELOPMENT STRATEGY IN IMPROVING TEACHER PERFORMANCE AND THE QUALITY OF MADRASAH TSANAWIYAH

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### Abstract

This study aims to analyze human resource (HR) development strategies in improving teacher performance and the quality of Islamic Junior High Schools (Madrasah Tsanawiyah). The study's background is the importance of the quality of educational human resources as a major factor in the success of Islamic educational institutions, especially in meeting the demands for learning quality, teacher professionalism, and madrasa competitiveness. The study used a qualitative, multi-site approach across three Madrasah Tsanawiyah in South Lampung Regency: MTs Negeri 4 South Lampung, MTs Mathla'ul Anwar Cintamulya, and MTs Hidayatul Mubtadiin Jati Agung. Data were collected through in-depth interviews, observation, and documentation, then tested for validity through triangulation of sources, techniques, and time. Data analysis was carried out through single-site and cross-site analysis. The results of the study indicate that HR development strategies are implemented through the POAC (Planning, Organizing, Actuating, Controlling) management function which includes teacher needs planning, ongoing training, academic supervision, teacher empowerment, performance evaluation, and strengthening work culture. This strategy impacts teacher competence and performance, learning innovation, work discipline, and the quality of madrasahs as institutions. This study recommends an adaptive, collaborative, and sustainable human resource development model for Madrasah Tsanawiyah.

### Keywords

Human Resource Development Strategy, Madrasah Quality Teacher Performance.



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## INTRODUCTION

Human resources (HR) are strategic assets in educational organizations because the quality of the institution is highly determined by the capacity of individuals who perform educational functions. In the context of Madrasah Tsanawiyah in South Lampung Regency, teachers are the main actors in the learning process and in character development based on Islamic values. However, various data show that the HR development strategy has not been running optimally. According to data from the Ministry of Religion of the Republic of Indonesia in 2025, approximately 437,000 madrasah teachers in this region have not participated in continuous professional development in the last 3 years (nu.or.id, 2025). In addition, internal supervision results indicate that only 45% of teachers can effectively implement learning aligned with the Independent Curriculum. This condition indicates a gap between human resource development policies and their implementation in the field, which impacts the systematic improvement of teacher performance.

The quality of human resource development is closely related to the quality of the madrasah produced, both from academic and non-academic aspects. Data from the 2022 National Assessment shows that the average literacy of madrasah students in South Lampung is still below the national standard, with a score of around 48 out of 100. This correlates with the low pedagogic and professional competence of some teachers, especially in the use of innovative learning methods and educational technology. Madrasahs with structured human resource development programs—such as regular training, mentoring, and data-driven performance evaluation—tend to show significant improvements in student learning outcomes of 15–20% per year. On the other hand, madrasahs with minimal intervention in human resource development experience stagnation in quality. Thus, it can be affirmed that the effectiveness of human resource development strategies is the main determinant in improving the competitiveness and quality of madrasah education output.

The implementation of the human resource development strategy at Madrasah Tsanawiyah in South Lampung Regency is influenced by various factors, both inhibiting and supportive. Lampung is one of the regions with relatively low literacy levels in Indonesia, a matter of concern. Therefore, various efforts are being made to improve literacy quality by strengthening literacy programs in madrasahs (Pratama, 2024). In addition, the lack of continuous monitoring and evaluation results in human resource development programs having an immeasurable impact. On the other hand, supporting factors include government policies to improve teacher competence, support for madrasah heads in building an organizational learning culture, and partnerships with

educational training institutions. Some madrasas that optimize these supporting factors can increase teacher performance by up to 18% in one year. Therefore, a more integrated, needs-based strategy is needed to overcome obstacles while maximizing the potential for human resource development.

Various studies show that teacher quality is significantly related to student learning outcomes, learning effectiveness, and the competitiveness of educational institutions. Research The study found that effective human resource management through planning, organizing, leadership, recruitment, training, evaluation, and professional development significantly improved the quality of education and the performance of teachers and staff at MA Nurul Muttahidah Pinotu (Putri et al., 2024). Furthermore, research (Nurfuadi, 2020) shows that teachers' pedagogical and professional competence significantly improve the quality of madrasas, particularly in student learning outcomes and classroom management. Research (Hamdanah, 2025) confirms that technology-based human resource development strategies can increase learning innovation, but their implementation remains limited to madrasas with adequate facilities. Then, research (Firmansyah et al., 2025) found that madrasah head leadership is an important moderator of the relationship between human resource development and teacher performance. Finally, research (Hasibuan, 2022) shows that organizational culture and teachers' work motivation are determining factors in the success of human resource development in sustainably improving the quality of madrasas.

Although the five studies have examined the relationships among human resource development, teacher performance, and madrasah quality, there remain research gaps that have not been fully addressed. Most studies tend to focus on partial relationships between variables, such as the direct influence of human resource development on teacher performance or learning quality, without examining how these strategies are implemented contextually at the madrasah level. In addition, the limited research location, which is general and not yet specific, in Madrasah Tsanawiyah in South Lampung Regency, leads to a lack of understanding of local characteristics, including the inhibiting and supporting factors for the implementation of human resource development strategies. On the other hand, moderation variables such as leadership and organizational culture have not been studied in depth in a single comprehensive strategy framework.

Based on this gap, the novelty of this research lies in an integrative approach that examines human resource development strategies comprehensively by connecting three main variables, namely human resource development, teacher performance, and madrasah quality, and including

contextual variables such as the leadership of madrasah heads and organizational culture as supporting and inhibiting factors. This research also has novelty in its specific research location, namely Madrasah Tsanawiyah in South Lampung Regency, thereby providing an empirical picture that is more contextual and relevant to field conditions. Thus, this research is expected not only to enrich theoretical studies but also to make a practical contribution by providing a human resource development strategy model applicable to madrasahs to improve teacher performance and the quality of madrasahs in a sustainable manner.

Madrasah Tsanawiyah, as a secondary education institution with Islamic characteristics, faces increasingly complex challenges in the modern era. Madrasahs are required not only to produce graduates who excel academically but also to instill religious character, digital literacy, and global competitiveness. This condition demands more professional, adaptive, and quality-oriented human resource management. Madrasah heads, as institutional leaders, have strategic responsibilities in designing teacher development policies, building a work culture, and encouraging continuous improvement in educator performance. Various problems were found in human resource management in madrasahs, including uneven teacher competence, limited continuous training, low utilization of learning technology, weak performance evaluation culture, and a lack of a reward system and career development. In addition, in some private madrasahs, budget limitations and supporting facilities are inhibiting factors in optimal human resource development. This condition shows that improving the quality of madrasahs is not enough through physical facilities alone; it requires a systematic, sustainable human resource development strategy.

The human resource development strategy in educational institutions basically includes planning for educator needs, recruitment, training, academic supervision, performance assessment, and continuous professional development. If implemented effectively, the strategy can increase teacher work motivation, learning innovation, organizational discipline, and job satisfaction. In the end, the entire process will improve the quality of madrasahs. Based on this description, this study aims to analyze in depth the human resource development strategy in improving teacher performance and its implications for the quality of Madrasah Tsanawiyah in South Lampung Regency, including identifying inhibiting and supporting factors in its implementation. Theoretically, this research is expected to enrich the scientific literature in Islamic education management, particularly by integrating human resource development, teacher performance, and the quality of educational institutions within a comprehensive, contextually grounded strategic

framework. Meanwhile, pragmatically, this research is expected to serve as a reference for madrasah heads, policymakers, and education practitioners in formulating and implementing more effective, adaptive, and sustainable human resource development strategies to improve the quality of teacher performance and madrasah competitiveness.

## **METHOD**

This study uses a qualitative, multisite approach to describe and analyze in depth the human resource development strategy for improving teacher performance and the quality of Madrasah Tsanawiyah (Creswell, 2016). This approach was chosen because it can reveal phenomena in a contextual, comprehensive, and in-depth manner, reflecting the real conditions in each madrasah. The research site in South Lampung was selected through purposive sampling at three Tsanawiyah Madrasah in South Lampung Regency, namely MTs Negeri 4 South Lampung, MTs Mathla'ul Anwar Cintamulya, and MTs Hidayatul Mubtadiin Jati Agung, given that the three madrasahs have different characteristics and strategies for human resource management. Data collection was carried out through observation of the learning process and institutional activities; in-depth interviews with madrasah heads and deputy madrasah heads; and documentation of planning documents, teacher development programs, and performance evaluation reports. The researcher serves as the primary instrument, directly involved in the data collection process, with interview guidelines and observation sheets as auxiliary instruments.

Data analysis includes data reduction, data presentation, and the drawing of conclusions, followed by cross-site analysis to identify general patterns and peculiarities of each madrasah. The validity of the data is maintained through source, technical, and time triangulation, as well as member *checks* with informants and trail audits, to ensure the credibility, dependability, and confirmability of the findings. This approach provides a comprehensive, in-depth picture of the human resource development strategy to improve teacher performance and the quality of Madrasah Tsanawiyah.

## **FINDINGS AND DISCUSSION**

### **Findings**

The results of this research were obtained through observation, in-depth interviews, and documentation studies at three Tsanawiyah Madrasah in South Lampung Regency, namely MTs

Negeri 4 South Lampung, MTs Mathla'ul Anwar, and MTs Hidayatul Mubtadiin. The analysis focuses on implementing human resource development strategies to improve teacher performance and madrasah quality, using the POAC (Planning, Organizing, Actuating, Controlling) management function approach. The data collected showed variations in the implementation of strategies across madrasahs, both in planning and control, which were influenced by institutional, leadership, and resource availability factors. However, a general pattern shows that the consistency of the systematic, sustainable implementation of strategies largely determines the success of human resource development.

In general, the three madrasahs have implemented human resource development strategies with relatively similar stages, starting from needs-based planning to control through teacher performance evaluation. However, the level of optimization at each stage differs significantly. State madrasahs tend to have more structured and well-documented systems, while private madrasahs are more flexible in implementation, although they sometimes face limited resources. In the context of mobilization, the role of madrasah heads is a key factor in encouraging teacher motivation and performance. Meanwhile, the control aspect shows that regularly conducted evaluations can provide constructive feedback to improve learning quality.

To provide a more systematic overview of the research findings, the following table summarizes the human resource development strategy by management function and its impact on teacher performance and the quality of madrasahs across the three research locations. This table presents empirical data that has been reduced and categorized according to the research indicators, making it easier to understand the comprehensive pattern of strategy implementation.

**Table 1.** Human Resource Development Strategy in Improving Teacher Performance and Quality of Madrasah Tsanawiyah in South Lampung Regency

No	Planning	Organizing	Actuation	Control	Impact
1	Preparation of RKM and RKT based on teacher needs; competency analysis; Training and Workshop Programs	Distribution of tasks according to competence; formation of a curriculum and supervision team; Empowerment of senior teachers as mentors	Regular coaching; academic supervision; work motivation; Awarding	Evaluation of teacher performance; classroom observation; Monitoring of Learning; Feedback	Improving teacher performance; learning innovation; improvement of learning outcomes; Increasing public trust
2	Structured planning (state	Formal (state) and flexible (private)	Leadership of madrasah heads	Systematic (public) and	Strengthening work culture

madrasas) and structures flexible (private madrasas)	as motivators	personal (private) and academic control culture
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*Source: Researcher-processed data, 2026*

Based on the table, it can be seen that planning strategies are the main basis for human resource development, especially through the preparation of needs-based programs that refer to teacher performance evaluation. Collaborative organizing, through the formation of a work team, also strengthens coordination and the effectiveness of program implementation. At the mobilization stage, the madrasah head's leadership plays a dominant role in fostering work motivation and encouraging learning innovation. Meanwhile, control through evaluation and supervision significantly contributes to maintaining the quality of teacher performance. Overall, the implementation of this strategy has a positive impact on learning quality and on the sustainable strengthening of madrasah institutions.

## **Discussion**

### **Planning Strategy for Human Resources Development of Madrasah Tsanawiyah in South Lampung Regency**

The results of the study show that the HR development planning strategy at Madrasah Tsanawiyah in South Lampung Regency is carried out systematically through the preparation of RKM and RKT based on teacher needs analysis. Field data shows that training, workshop, and academic supervision programs are prepared based on teacher performance evaluations and evolving curriculum demands. This shows that planning has shifted from mere administrative activities to a strategic approach oriented towards quality improvement. The difference between public and private madrasahs lies in the levels of structure and flexibility, with state madrasahs being more formal and standardized. In contrast, private madrasahs are more adaptable to limited resource conditions. This flexibility is a strength in adapting to real needs in the field, ensuring the program continues to run effectively (Bukhari et al., 2025; Faizin, 2024; Laigo, 2023; Sali & Marasigan, 2020).

Theoretically, these findings reinforce the concept that planning is a fundamental function in human resource management that determines the success of the next stage. The need-based planning approach has been proven to increase the relevance of teacher development programs to actual field needs, thereby eliminating mismatches between training and the competencies needed. From the perspective of Islamic education management, careful planning reflects professionalism

and seriousness in fulfilling the mandate of education. This shows that the success of human resource development depends not only on program design but also on the accuracy with which teachers' needs are identified (Permatasari & Tandiyuk, 2023; Pusvitasari, 2021; Qutni et al., 2021). Thus, planning becomes a strategic instrument that plays an important role in improving the quality of learning and the quality of educational institutions in a sustainable manner.

When juxtaposed with previous research, these findings confirm those of those who found that needs-based planning significantly improves teacher performance (Hastuti et al., 2022; Puspitasari et al., 2026). However, this study also presents a new perspective, showing that flexibility in planning, especially in private madrasas, can be a factor supporting the effectiveness of strategies. This is an antithesis to the previous view, which emphasizes that planning must always be formal and structured. In addition, these findings show that the success of planning is also influenced by the leadership of the madrasah's head and the organization's culture. Thus, the novelty of this research lies in integrating needs-based planning, contextual flexibility, and leadership factors to determine the success of HR development strategies.

### **Strategy for Organizing Human Resources of Madrasah Tsanawiyah in South Lampung Regency**

The results of the study show that the HR organization strategy is implemented through a clear task division based on each teacher's competence. The head of the madrasah establishes a work structure that involves the deputy head in curriculum coordination and empowers senior teachers to serve as mentors for other teachers. In addition, various work teams were formed, such as curriculum development and academic supervision teams, to support the implementation of human resource development programs. This data shows that the organization has been focused on creating a collaborative work system that encourages communication and coordination among teachers. The difference can be seen in state madrasahs, which are more formal and systematic, compared to private madrasahs, which are simpler but more flexible in their implementation.

Theoretically, organizing is a management function that aims to organize resources so that they can work effectively and efficiently. These findings suggest that the effectiveness of organizing is not only determined by formal structures, but also by work culture and leadership. A clear structure does make coordination easier, but flexibility in organization also leaves room for innovation and adaptation (Caniago, 2024; Jerab & Mabrouk, 2023; Pacheco-Cubillos et al., 2024; Schulman, 2020). In the context of education, an effective organization will create a work environment conducive to improving teachers' professionalism. This shows that the organization is

not only technical but also strategic in supporting the overall HR development program's success.

In comparison with related research (Anam et al., 2026; Bachtiar et al., 2024; Jauhari et al., 2025), these findings confirm that madrasah head leadership plays an important role in determining organizational effectiveness. However, this study also shows that the simple structure of private madrasahs is not always a weakness, but can be a strength if supported by a collaborative work culture. This is an antithesis to previous research that tends to emphasize the importance of a strong formal structure. Thus, this study makes a new contribution by showing that organizational effectiveness is context-dependent and influenced by nonstructural factors, such as leadership and organizational culture.

### **Strategy for Mobilizing Human Resources of Madrasah Tsanawiyah in South Lampung Regency**

The study's results show that mobilizing human resources is the dominant factor in improving teacher performance. The head of the madrasah plays an active role as a motivator and learning leader, encouraging teachers to continue developing through regular coaching and academic supervision, and providing motivation and awards. Field data shows that teachers are encouraged to innovate in learning, use varied media, and utilize educational technology. In addition, a supportive work environment and open communication are important factors in increasing teachers' motivation. This shows that mobilization is not only carried out through formal programs, but also through effective interpersonal approaches (Hanum & Hermawan, 2025; Hermawan et al., 2024; Prihatin et al., 2024).

Theoretically, the mobilization strategy is closely related to the concept of transformational leadership, which emphasizes the leader's ability to motivate and inspire their subordinates. These findings show that the success of human resource development depends heavily on madrasah heads' ability to build strong interpersonal relationships and foster a supportive work environment. Effective mobilization will significantly increase teacher commitment and performance. Thus, the role of the head of the madrasah is not only that of an administrator but also that of an agent of change, able to mobilize all human resources within educational organizations. (Taqwim, 2024) research these findings confirm that motivation and work culture significantly influence teacher performance. However, this research also provides novelty by emphasizing the role of madrasah heads as learning leaders who directly affect teacher innovation. This expands on the previous perspective, which placed greater emphasis on internal motivational factors. Thus, this study shows that human resource mobilization involves leadership, motivation, and a work environment that

interact to improve teacher performance.

### **Human Resource Control Strategy of Madrasah Tsanawiyah in South Lampung Regency**

The study's results show that the HR control strategy is implemented through teacher performance evaluation, academic supervision, and periodic monitoring of the learning process. The head of the madrasah conducts class observations and provides feedback as part of professional coaching. Data shows that state madrasahs use a more standardized control system, while private madrasahs tend to use a more flexible personal approach. Although they differ in approach, both models have proven effective in improving learning quality. This shows that control not only serves as supervision but also as continuous coaching.

Theoretically, control is a management function that aims to ensure the program is implemented in accordance with the set plan. These findings show that effective control can provide constructive feedback to improve teacher performance (Hamka, 2023; Rostini et al., 2022; Yansyah, 2022). Regular evaluations allow for continuous improvement in the learning process. Thus, control is not only evaluative but also educational, improving teacher professionalism. Compared with previous research, these findings confirm that performance evaluation is an important factor in improving educational quality. However, this study also shows that informal approaches based on personal relationships can yield results as effective as those of formal systems. This is a new contribution to the study of human resource control in education, which has thus far emphasized formal, standardized approaches.

### **Impact on the Performance of Madrasah Tsanawiyah Teachers in South Lampung Regency**

The study's results show that implementing human resource development strategies significantly improves teacher performance. Teachers experienced improvements in aspects of work discipline, the ability to design learning, the use of innovative methods, and the ability to evaluate learning. In addition, teachers also become more active in participating in professional development activities both internally and externally (Achille & Fiorillo, 2022; Hauge & Wan, 2019; Koukis & Jimoyiannis, 2019). This data shows that the implemented strategies have an impact not only on the technical aspects but also on teachers' overall professional attitude.

Theoretically, improving teacher performance is the main indicator of the success of human resource management in educational organizations. This finding aligns with (Nasihatul Umami & Yasin, 2025; Rosdiana et al., 2024) research, which shows that human resource development has a direct effect on teacher performance. Thus, the results of this study strengthen the relationship

between human resource development and improved learning quality in madrasas.

### **Impact on the Quality of Madrasah Tsanawiyah in South Lampung Regency**

The study's results show that the human resource development strategy improves the overall quality of madrasas. This can be seen in improvements in learning quality, student learning outcomes, academic culture, and public trust in madrasas. This data shows that human resource development has a systemic effect, impacting not only individual teachers but also the institution as a whole. These findings confirm (Cochran-Smith, 2021; Fomba et al., 2023; Gulden et al., 2020; Snoek, 2021) research, which found that teacher quality is directly proportional to the quality of educational institutions. However, this study provides novelty by showing that the impact also includes social and institutional aspects. Thus, human resource development is a key strategy for sustainably increasing madrasas' competitiveness.

### **CONCLUSION**

Based on the results and discussion, it can be concluded that the human resource development strategy at Madrasah Tsanawiyah in South Lampung Regency has been implemented through an integrated managerial approach that encompasses the POAC (planning, organizing, mobilizing, and controlling) functions. Needs-based planning is the main foundation in determining the direction of teacher development, while collaborative organizing supports the effectiveness of program implementation. Mobilization led directly by the head of the madrasah has proven to be the most dominant factor in improving teacher motivation and performance. At the same time, continuous supervision and evaluation help maintain the quality of learning. The implementation of this strategy has a significant impact on improving teacher performance and the quality of madrasas, both in academic and institutional aspects. The strength of this research lies in its integrative approach across management functions and contextual analysis across several madrasas. In contrast, its limitations lie in its limited geographic scope and the underexplored external variables, such as macro policy and educational technology.

Given these limitations, this study recommends that further research expand its scope and include more madrasah variations to yield stronger generalizations. In addition, further research is recommended to examine more deeply the integration of technology in human resource development, the role of government policies, and the influence of other external factors on improving teacher performance and the quality of madrasas. A quantitative or mixed-methods

approach can also be used to measure relationships between variables more accurately. Thus, future research is expected to develop a more comprehensive, adaptive, and applicable human resource development strategy model to sustainably improve the quality of madrasah education.

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