

Madrasah Principal Leadership Management In Developing Human Resources

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Abstract: This study aims to analyze the leadership management of the madrasa principal in developing human resources at Al Qomariah Islamic Boarding School in Galang. Human resource development is one of the important factors in improving the quality of education in madrasa institutions; therefore, effective and well-directed leadership from the madrasa principal is required. This research uses a qualitative approach with a descriptive method. Data collection techniques were carried out through observation, interviews, and documentation involving the madrasa principal, teachers, and educational staff at Al Qomariah Islamic Boarding School, Galang. The collected data were analyzed through the stages of data reduction, data presentation, and conclusion drawing. The results of the study show that the leadership management of the madrasa principal in developing human resources is carried out through several strategies, including planning programs for teacher competency development, implementing continuous training and guidance, providing motivation, and conducting periodic performance evaluations. In addition, the madrasa principal applies a participatory leadership pattern by involving all elements of the madrasa in decision-making processes. These efforts have an impact on increasing the professionalism of teachers and educational staff, as well as creating a conducive working environment in the madrasa. Therefore, the leadership management of the madrasa principal plays a very important role in improving the quality of human resources at Al Qomariah Islamic Boarding School, Galang.

Keyword : Leadership Management, Madrasa Principal, Human Resources, Islamic Boarding School.

Abstrak: Penelitian ini bertujuan untuk menganalisis manajemen kepemimpinan kepala madrasah dalam mengembangkan sumber daya manusia di Pondok Pesantren Al Qomariah Galang. Pengembangan sumber daya manusia merupakan salah satu faktor penting dalam meningkatkan kualitas pendidikan di lembaga pesantren, sehingga diperlukan kepemimpinan yang efektif dan terarah dari kepala madrasah. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi yang melibatkan kepala madrasah, guru, serta tenaga kependidikan di Pondok Pesantren Al Qomariah Galang. Data yang diperoleh kemudian dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa manajemen kepemimpinan kepala madrasah dalam mengembangkan sumber daya manusia dilakukan melalui beberapa strategi, yaitu perencanaan program pengembangan kompetensi guru,

pelaksanaan pelatihan dan pembinaan secara berkelanjutan, pemberian motivasi, serta evaluasi kinerja secara berkala. Selain itu, kepala madrasah juga menerapkan pola kepemimpinan yang partisipatif dengan melibatkan seluruh unsur madrasah dalam pengambilan keputusan. Upaya tersebut berdampak pada meningkatnya profesionalitas guru dan tenaga kependidikan, serta terciptanya lingkungan kerja yang kondusif di madrasah. Dengan demikian, manajemen kepemimpinan kepala madrasah memiliki peran yang sangat penting dalam meningkatkan kualitas sumber daya manusia di Pondok Pesantren Al Qomariah Galang.

Kata kunci : Manajemen Kepemimpinan, Kepala Madrasah, Sumber Daya Manusia, Pondok Pesantren.

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Introduction

Education plays a fundamental role in shaping the quality of human resources and determining a nation's ability to respond to global challenges (Ainiyah et al., 2025; Ayumi & Nasution, 2025). In Indonesia, this mandate is explicitly outlined in Law Number 20 of 2003 concerning the National Education System, which emphasizes not only intellectual development but also character formation. However, achieving these goals remains a persistent challenge, particularly in Islamic educational institutions such as madrasahs and pesantren, where the balance between academic quality and character building must be effectively managed (Palallo et al., 2025).

One of the critical factors influencing the success of educational institutions is leadership. Transformational leadership, as proposed by Bass (1985), highlights the importance of influence, motivation, intellectual stimulation, and individualized consideration in driving organizational change. In the context of madrasahs, leadership extends beyond administrative duties to include moral and spiritual responsibilities. This dual role requires principals to not only manage institutional processes but also cultivate values and work culture that support educational quality. Nevertheless, in practice, leadership often tends to focus more on administrative compliance rather than strategic human resource development, limiting its impact on institutional improvement (Choir et al., 2021).

Human resource management (HRM) in education is another decisive element in ensuring institutional effectiveness. Emphasize that human resources are central assets that must be systematically developed through planning, recruitment, training, and evaluation, many educational institutions still struggle to implement these processes in an integrated and sustainable manner. This gap becomes more critical in the era of digitalization and the Industrial Revolution 4.0, where teachers are required to continuously adapt to technological advancements and evolving pedagogical demands. Without effective HRM supported by strong leadership,

efforts to improve educational quality tend to be fragmented and less impactful (Hidayat, 2020).

These challenges are evident at Pondok Pesantren Al Qomariah Galang, where initial field findings indicate several structural weaknesses in human resource management. The institution shows limitations in implementing continuous professional development programs, lacks a structured and transparent recruitment system, and has yet to fully adopt a performance-based evaluation and reward mechanism. These issues are not merely technical but reflect a broader problem in leadership strategy that has not optimally prioritized systematic human resource development. Consequently, these conditions may affect teacher motivation, professionalism, and ultimately the quality of the learning process (Hadiono & Khasanah, 2023; Rofiq et al., 2025).

Based on this context, it becomes essential to examine how leadership management is practiced in developing human resources at Pondok Pesantren Al Qomariah Galang. This study focuses on analyzing key aspects of HRM, including workforce planning, recruitment, professional development, performance evaluation, and compensation systems. By identifying both supporting and inhibiting factors, this research aims to provide a more grounded and analytically driven understanding of leadership effectiveness in Islamic educational institutions, as well as offer practical recommendations for improving the quality of human resource management and education outcomes.

Methods

This research was conducted at Pondok Pesantren Al Qomariyah, located on Jalan Protokol Dusun II, Kotangan, Galang Subdistrict, Deli Serdang Regency, North Sumatra Province. The selection of this site was based not only on its accessibility and openness to research but also on its relevance as an Islamic educational institution with distinctive leadership and human resource management practices. As a pesantren that integrates formal and non-formal education systems, it provides a complex organizational context that is suitable for examining leadership strategies in human resource development (Elia & Dkk, 2023).

This study employed a qualitative approach using a case study design. The case study method was deliberately chosen over other qualitative approaches such as phenomenology and ethnography. While phenomenology focuses on individuals' lived experiences and ethnography emphasizes cultural immersion over an extended period, this research aims to explore a bounded system, namely, leadership management practices within a specific institution, in a comprehensive and contextual manner. Therefore, the case study design is considered more appropriate as it allows for an in-depth analysis of processes, interactions, and organizational dynamics within Pondok Pesantren Al Qomariyah Galang.

The data used in this study consisted of primary and secondary data. Primary data were obtained through in-depth interviews and direct observation, while

secondary data were collected from institutional documents, archives, books, and relevant scientific literature. Informants were selected using a purposive sampling strategy, with criteria based on their roles, involvement, and knowledge related to leadership and human resource management within the pesantren. The selected informants included the head of the pesantren, the madrasah principal, the head of administration, and teachers actively involved in educational management. To enrich the data and capture diverse perspectives, the sampling process was also supported by a limited snowball technique, particularly when identifying additional informants considered to have relevant insights (Yusri, 2020).

Data collection techniques included observation, semi-structured interviews, and documentation. Observation was conducted to examine leadership practices and daily management activities in their natural setting. Semi-structured interviews were used to allow flexibility in exploring informants' perspectives while maintaining focus on the research objectives. Documentation complemented the data through institutional records such as organizational structures, policy documents, and teacher development programs. Data collection was carried out continuously until data saturation was achieved, indicated by the absence of new themes or significant information emerging from subsequent interviews (Yusri, 2020).

Data analysis was conducted using the interactive model of Miles and Huberman, which involves data reduction, data display, and conclusion drawing. This process was carried out iteratively throughout the research to ensure that emerging patterns and themes were continuously refined. To ensure the trustworthiness of the findings, this study applied credibility, transferability, dependability, and confirmability criteria. Credibility was enhanced through triangulation of data sources and techniques, as well as member checking with selected informants. Transferability was addressed by providing a detailed description of the research context, enabling readers to assess the applicability of findings in similar settings. Dependability and confirmability were ensured through systematic documentation of the research process and maintaining an audit trail (Sihotang, 2023).

Results And Discussion

Results

The leadership management of the madrasah principal plays a crucial role in the development of human resources at Pondok Pesantren Al Qomariah Galang. The findings show that the principal not only performs administrative functions but also acts as a driving force in improving teacher quality through structured management processes. These processes include planning, organizing, training, supervision, and compensation, which conceptually align with human resource management functions as proposed by Dessler. However, the empirical data indicate that the implementation of these processes is not yet fully integrated into a strategic system.

Teachers remain the central factor in educational success, as they are directly involved in the learning process and character development of students. Therefore, leadership management is expected to ensure that all HR programs are implemented effectively and oriented toward competence improvement (Habibah et al., 2025).

Human resource planning at Pondok Pesantren Al Qomariah is conducted through an annual evaluation of teacher needs. This process reflects the initial stage of human resource management as emphasized by Dessler, particularly workforce planning. Based on an interview with Muallimah Aisyah on February 9, 2026, planning begins with identifying actual institutional needs to avoid random recruitment. The criteria for prospective teachers include at least a bachelor's degree, relevant academic background, teaching experience, and commitment to institutional values. This indicates that planning is not merely administrative but involves selective considerations. However, further analysis shows that the planning process has not yet incorporated systematic competency mapping or long-term projections, which limits its strategic impact (Yanti et al., 2024).

The recruitment process involves multiple stakeholders within the pesantren and is carried out based on identified needs. According to Muallim Ichanul Arifin (February 12, 2026), recruitment is conducted through informal channels such as WhatsApp announcements or direct applications. This practice reflects flexibility but also indicates a lack of standardized recruitment mechanisms as suggested in formal HR management theory. While candidates are selected based on educational background and institutional fit, the absence of structured testing or competency-based assessment shows that recruitment has not fully aligned with Dessler's framework. Additionally, the existence of a service program for students serves as an alternative strategy for preparing future educators, although it remains informal and not yet institutionalized as part of a long-term HR development system (Rachmayanti & Gufron, 2019).

Data from interviews with teachers and administrative staff further confirm that planning is supported by administrative data. Muallimah Herlina (February 10, 2026) emphasized that teacher numbers and workloads are always reviewed before recruitment decisions are made. Similarly, Muallim Iswandi Batubara (February 9, 2026) explained that task allocation meetings are conducted to ensure all subjects are covered. From an administrative perspective, Muallim Dedi Nurwanda stated that data on teaching hours and staffing are systematically documented. This indicates that planning practices are relatively structured at the operational level, although they have not yet evolved into a comprehensive data-driven management system.

Observational data show that the pesantren employs eighteen teachers, most of whom hold undergraduate degrees. Several teachers are alumni of Islamic

institutions such as Ma'had Musthafawiyah and Ma'had Darul Ikhlas, indicating a relatively strong academic background. However, the absence of civil servant status among teachers suggests that employment conditions are fully dependent on institutional policies. This has implications for job security and motivation, which are important components in human resource management. Additionally, the practice of assigning teachers across multiple units reflects organizational flexibility but may also increase workload and reduce focus on professional development.

The organizing function is implemented through structured task distribution based on competence, educational background, and experience. According to Muallimah Aisyah (February 10, 2026), responsibilities are clearly communicated through meetings. This reflects elements of coordination and role clarity, which are essential in organizational management. However, from an analytical perspective, the organizing process is still largely based on practical considerations rather than formal job descriptions or competency frameworks, which may limit its effectiveness in supporting long-term institutional goals.

Training and development programs are conducted through both internal and external activities. According to Qodir (2020), training is essential for improving work ability through experience and feedback. Empirical findings show that training is conducted approximately three times a year, covering topics such as lesson planning, instructional methods, and curriculum updates. Teachers also participate in external programs supported by the institution. This reflects an effort to implement professional development; however, the frequency and scope of training indicate that it is still program-based rather than part of a continuous development system. In relation to transformational leadership theory, particularly intellectual stimulation (Bass, 1985), these efforts show initial attempts to encourage teacher development, although they have not yet reached an optimal level.

Supervision and performance evaluation are conducted through administrative monitoring and monthly evaluation meetings. Teachers are required to prepare lesson plans, teaching journals, and student assessments, which are reviewed periodically. Attendance is also monitored daily. While this reflects the existence of a control mechanism, further analysis indicates that performance evaluation is still focused on administrative compliance rather than comprehensive performance appraisal. There is no clear use of performance indicators, feedback systems, or competency-based assessment, which limits its effectiveness as a tool for professional development.

The compensation system is adjusted to the financial capacity of the institution. Teachers receive monthly salaries based on qualifications, experience, and responsibilities, along with additional incentives for extra duties. Other benefits include holiday allowances, health support, and meal provisions, as well as non-

financial rewards such as training opportunities and housing facilities. Although these components reflect basic compensation practices, the absence of a structured and performance-based reward system indicates that compensation has not yet functioned as a strategic motivator, as emphasized in human resource management theory (Yusuf et al., 2021).

The impact of leadership management can be observed in several aspects of institutional performance. Teachers demonstrate increased creativity in applying various teaching methods, such as lectures, discussions, talaqqi, and sorogan. Administrative discipline has also improved, particularly in terms of documentation and attendance. These findings reflect elements of inspirational motivation within transformational leadership (Bass, 1985). However, the impact remains limited due to several inhibiting factors, including budget constraints, resistance to change, and increased workload. These challenges indicate that while leadership management has begun to influence institutional improvement, its effectiveness is still constrained by structural and organizational limitations.

Discussion

Management is commonly understood as a systematic process aimed at achieving organizational goals through the effective use of resources (Purnomo et al., 2025). However, the findings of this study demonstrate that management practices at Pondok Pesantren Al Qomariyah Galang do not fully operate as an integrated system. Referring to the management framework proposed by George R. Terry, which includes planning, organizing, directing, and controlling (Herianto & Arifin, 2024), The empirical data reveal that these functions are implemented only partially. Planning, for instance, is not based on a systematic needs assessment but tends to be reactive and short-term. This indicates a gap between theoretical expectations and actual practice, where management is still oriented toward operational needs rather than long-term development (Shifa et al., 2025).

In terms of leadership, the role of the madrasah principal aligns conceptually with the view that leadership involves influencing and directing others toward organizational goals (Baihaki, 2020). The principal is also expected to function as an educator, manager, and motivator within the institution (Afi et al., 2023). However, the findings show that leadership practices at Pondok Pesantren Al Qomariyah Galang remain predominantly administrative. Strategic initiatives, such as structured teacher development programs, are still limited. This suggests that while leadership roles are formally fulfilled, their transformative function has not been optimally implemented (Ivan et al., 2024).

From a human resource management perspective, the study highlights a clear inconsistency between theory and practice. According to Malayu S.P. Hasibuan, human resource development should be carried out through planned and

continuous education and training (Hrp et al., 2025). Similarly, Gary Dessler emphasizes the importance of integrating recruitment, training, performance appraisal, and compensation into a unified system (Efendi et al., 2024). In contrast, the findings indicate that recruitment processes in the pesantren are still informal and not based on clear competency standards. In addition, performance evaluation is not directly linked to reward mechanisms, reducing its effectiveness in improving teacher motivation. This shows that HR management has not yet functioned as a strategic system within the institution (Rahma M. Naser, 2022).

The inhibiting factors identified in this study are not only technical but also structural and cultural. Structurally, limited financial resources restrict the implementation of continuous professional development programs, as reflected in the irregular training schedules. Culturally, decision-making tends to rely on centralized authority rather than systematic evaluation, which affects the effectiveness of management practices (Sumardi et al., 2025). These conditions indicate that organizational culture significantly influences how management is implemented and may limit the adoption of more modern and adaptive approaches.

The negative impacts of these limitations are evident in the lack of sustainability in teacher development programs and the suboptimal level of teacher professionalism. This finding suggests that the challenges in HR management are not merely due to the absence of formal systems but are closely related to the institution's ability to implement them effectively. In this context, the findings extend existing perspectives by showing that successful HR management requires not only proper system design but also contextual adaptation (Siden, 2020).

Theoretically, this study contributes by emphasizing that human resource management in Islamic educational institutions, particularly pesantren, requires a contextual and adaptive approach. Universal management models cannot be applied directly without considering institutional culture and structural constraints. Therefore, leadership plays a crucial role in translating management concepts into practices that are relevant to the pesantren environment. This highlights the need for a hybrid approach that integrates modern management principles with local institutional values (K. Azizah, 2022). Therefore, human resource development is a crucial factor in improving educational quality and organizational performance.

Madrasah Principal Leadership Management in Developing Human Resources in Madrasah

Human Resource Management (HRM) is the process of systematically managing and utilizing human potential to optimally contribute to achieving organizational goals. In the context of education, human resource management plays a strategic role because people are the primary factor driving the entire educational process. Human resource management recognizes the importance of an

organization's workforce and its utilization across various functions and activities to ensure that human resources are utilized effectively and honestly for the benefit of each individual, the organization, and society (Alkattani & Ramdanu, 2023).

In this regard, the madrasah principal or school head plays a central role as the leader of the educational institution. He or she is responsible for ensuring that all HRM management programs, from planning and organizing to training and compensation, are implemented effectively and efficiently, and oriented toward improving teacher competency (Evta et al., 2024).

1. Planning

Based on research findings, human resource planning at the Al Qomariah Islamic Boarding School is conducted through an evaluation at the beginning of the academic year. The leadership, along with the principal, reviews teacher needs based on the number of teaching staff, teaching load, and subject areas where teachers are lacking. This process is supported by administrative data from the administration department, ensuring that decisions are planned and needs-based (Ivan et al., 2024).

In the recruitment process, the Islamic boarding school establishes clear criteria, such as a minimum qualification of a bachelor's degree related to the field of study taught, and consideration of experience and commitment to institutional regulations. Furthermore, the distribution of teachers' workloads is proportional to prevent overload (M. Azizah et al., 2025). This demonstrates that human resource planning is carried out systematically, taking into account both quality and effectiveness (Hakim & Agustini, 2022).

2. Organization

The organization at Al Qomariah Islamic Boarding School demonstrates a clear and structured division of tasks. The principal assigns teachers and staff based on their educational background, experience, and competencies so that each individual can perform optimally. Task assignments are usually determined through a meeting at the beginning of the semester; if changes occur, a follow-up meeting is held (Lasmi et al., 2021).

If a new program is introduced, the principal forms a work team to ensure that responsibility is not concentrated in one person. Furthermore, the administration department has specific responsibilities for managing administration, student data, and finances. Regular coordination between the principal and the administration department supports the smooth operation of the institution. This demonstrates open communication and good coordination within the organization (Rahmi Aulia et al., 2024).

3. Human Resource Training and Development

Teacher competency development is a key focus of the principal's leadership. At Al Qomariah Islamic Boarding School, training activities are conducted through

outreach activities held several times a year, typically at the beginning, middle, and end of the semester. These activities feature speakers from the madrasah supervisor or representatives from the Ministry of Religious Affairs (Winbaktianur, 2019).

Furthermore, teachers are allowed to participate in training outside of the Islamic boarding school, both online and offline, with support from the institution. Human resource development is also carried out through administrative obligations such as developing learning materials, teaching journals, and conducting assessments. The program aims to continuously improve teacher professionalism, although participation is not yet fully equitable across all teachers (Ramadhani & Ibrahim, 2024).

4. Supervision and Evaluation

Supervision and evaluation at Al Qomariah Islamic Boarding School are conducted systematically. The principal uses administrative documents as the primary control tool, such as teacher work reports, learning journals, and learning materials stored in archives. This system facilitates the process of monitoring and checking teacher performance (Afi et al., 2023).

In addition, teachers are required to complete learning journals and maintain daily attendance records to monitor the learning process and work discipline (M. Azizah & Usman, 2023; Harun & Masrufa, 2023). Performance evaluations are conducted through monthly meetings, which serve as a forum for discussing challenges and finding joint solutions. Thus, the monitoring system assesses not only work results but also the processes carried out by educators (Jadidah et al., 2025).

5. Compensation

The compensation system at Al Qomariah Islamic Boarding School is adjusted to the institution's financial capacity. Teachers receive a regular monthly base salary based on an initial agreement that takes into account educational background, length of service, and responsibilities (Lovinska et al., 2025).

In addition to the base salary, there is an additional honorarium for teachers who take on additional duties, such as class teachers, activity instructors, or exam proctors. The institution also provides holiday allowances and several other welfare benefits. In addition to financial compensation, teachers also receive non-financial benefits such as opportunities to participate in training and workshops, as well as accommodation for teachers residing at Islamic boarding schools. This demonstrates the institution's efforts to improve the welfare and loyalty of its teaching staff (Suryani, 2020).

The Impact of the Principal's Leadership Management on Human Resource Development at Al Qomariah Islamic Boarding School

The implementation of the principal's leadership management in human resource development has an impact on the quality of education at Al Qomariah Islamic Boarding School. This impact is seen in the increase in teacher

professionalism, the variety of learning methods, and the work culture within the Islamic boarding school (Ibrahim et al., 2023).

1. Positive Impact

a. Improved Teacher Quality

Teacher quality can be measured by their mastery of competencies. Competencies encompass knowledge, skills, and attitudes that support professionalism in carrying out their duties. The government has established teacher competency standards that encompass four main aspects: pedagogical, personality, professional, and social competencies. These four aspects form the basis for developing teachers capable of achieving national education goals (Herianto & Arifin, 2024).

Teachers are a key factor in educational success. Improved teacher competency is measured through pedagogical, professional, social, and personality abilities. After participating in various training programs, such as seminars and workshops, teachers at the Al Qomariah Islamic Boarding School have demonstrated improvements in material mastery, learning management, and administrative accuracy. This has also led to increased discipline and professionalism among educators (Nurlia et al., 2026).

b. Varied Learning Methods

Learning at the Al Qomariah Islamic Boarding School encompasses not only formal learning but also non-formal learning, such as studying the yellow books, using various methods. Studying the yellow books, or obligatory books, at the Islamic boarding school aims to develop students into true experts in religious and social sciences, as well as imbued with noble character. Seminars and workshops broaden their knowledge and skills in creating engaging and non-monotonous learning methods, creating enjoyable learning experiences that contribute to achieving educational goals (Lovinska et al., 2025).

Learning activities at the Al Qomariah Islamic Boarding School are not limited to formal learning but also include studying the yellow books. Teachers employ various learning methods, such as lectures, discussions, questions and answers, group work, simulations, and unique Islamic boarding school methods such as muhadasah, imla', muthala'ah, and mahfudzah. This variation of methods makes learning more interesting and helps students understand the material better (Kurniawanto, 2025).

c. Increased Motivation and Responsibility

Human resource development programs also increase teacher motivation and responsibility in carrying out their duties. Teachers become more disciplined and more serious in implementing learning. This condition also increases students' motivation to learn and encourages the overall development of the institution's quality (Maulana et al., 2024).

2. Negative Impacts

a. Funding Burden

Implementing human resource development programs requires sufficient financial support. Budget constraints often pose a challenge for institutions in conducting training and competency-building activities. Therefore, Islamic boarding schools need to seek additional funding sources through collaboration with the government, social institutions, or donors (Ivan et al., 2024).

b. Resistance to Change

Resistance is an action in which an entity or group rejects or opposes something, or is a form of social opposition or negative attitude in response to orders, regulations, political policies, and so on. In another context, resistance is defined as resistance (either tacit or overt) to policies announced or issued by a particular party (Rahma M. Naser, 2022).

Not all teachers readily accept new policies implemented by an institution. Some teachers demonstrate resistance to change, especially regarding new policies or changes to work systems. This condition can slow down the implementation of development programs if it is not balanced with good communication and socialization (Uliyah et al., 2025).

c. Increased Responsibility

Improved educational quality standards also increase teachers' workload. Teachers are required to develop learning materials, participate in training, and carry out more comprehensive administration. Without support and a balanced division of tasks, this situation can create work pressure for teachers (Uliyah et al., 2025).

Supporting and Inhibiting Factors of Leadership in Improving Human Resources Quality at Al Qomariah Islamic Boarding School

The success or failure of a program is inseparable from supporting and inhibiting factors. In carrying out their role as Islamic boarding school leaders, it is necessary to consider both supporting and inhibiting factors to ensure the achievement of program objectives. Supporting factors are those that support, encourage, and encourage participation in supporting a program. Inhibiting factors are those that hinder a program from running smoothly (Kasum, 2025).

The success of human resources development is inseparable from the supporting and inhibiting factors that influence program implementation. Supporting factors in developing human resources at Al Qomariah Islamic Boarding School include good teamwork between leaders, teachers, and staff, which creates open communication and a conducive work environment. Furthermore, the availability of adequate facilities and infrastructure and government policy support also strengthen the implementation of human resource development programs.

Regular evaluations conducted by institutions help identify deficiencies and continuously improve performance quality (Kurniawanto, 2025).

Meanwhile, inhibiting factors include limited teacher time, especially for teachers with responsibilities, and uneven participation in training activities. Limited funding also hinders the implementation of human resource development programs. To address these issues, madrasah principals strive to strengthen communication through regular meetings, motivate teachers, organize training activities, and organize flexible activity schedules to ensure the development program continues to run smoothly (Alfiannor Fathoni, 2023).

Conclusion

The leadership management of the madrasah principal plays a crucial role in developing human resources at the Al Qomariah Galang Islamic Boarding School. The madrasah principal not only performs administrative functions but also serves as the primary driver in designing, implementing, and evaluating various teacher and education staff development programs. Through directed leadership, the madrasah principal is able to coordinate educational activities and build a work environment that supports the improvement of the quality of educators within the pesantren. In terms of management, the madrasah principal has carried out the planning, implementation, and evaluation functions of human resource development. Planning is carried out through identifying needs and assigning tasks, while implementation is realized through routine coaching, training, academic supervision, and providing motivation to teachers. Evaluation is carried out through performance monitoring, coordination meetings, and follow-up on any deficiencies identified during program implementation.

The implementation of this leadership management has had a positive impact on improving teacher discipline, work responsibility, and awareness of the need to improve professional competence. Furthermore, communication and collaboration among educators have become more open and conducive. However, improvements in human resource quality have not been fully equitable due to limitations in the implementation of ongoing training programs and a reward system that is not fully performance-based. The success of human resource development in madrasahs is also influenced by various supporting and inhibiting factors. Supporting factors include the commitment of the madrasah principal, cooperation among educators, and a pesantren culture that upholds the values of responsibility and exemplary behavior. Meanwhile, inhibiting factors include budget limitations, a recruitment system that is not yet fully competency-based, and a lack of structured professional development programs. Therefore, strengthening human resource management

more systematically and sustainably is essential to improve the quality of education in madrasahs.

Suggestion

Madrasah principals are expected to strengthen the human resource development planning system in a more measurable and sustainable manner. Training and development programs should be developed based on an analysis of actual teacher needs and equipped with clear success indicators so that program implementation can be objectively evaluated. Furthermore, the teacher recruitment and placement system needs to be improved to be more competency-based, ensuring the quality of educators from the outset.

Furthermore, madrasahs need to establish a more transparent performance evaluation and reward system to increase teacher motivation. Recognizing good performance can foster a spirit of professionalism in educators. Madrasahs are also advised to collaborate with various educational and training institutions to expand access to teacher professional development, thereby ensuring sustainable human resource quality improvement.

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