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Strategic Human Resource Management in the Development of Institutional Capabilities in Madrasahs

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Abstract. The development of institutional capabilities in madrasahs depends not only on the competence of educators, but also on the institution's ability to organise and utilise that competence through strategic human resource management. This study aims to analyse strategic HRM practices in supporting the development of institutional capabilities at MTs Ma'arif Sidomukti Gresik. The study employs a qualitative approach using a single-case study design. Data were collected through semi-structured interviews, non-participant observation and document analysis, and were subsequently analysed using the *explanation building* technique. The research findings reveal three main mechanisms: the alignment of educators with academic and religious requirements through planning and recruitment; the development of competencies based on learning needs and assignments through peer coaching and mentoring amongst teachers; and the recognition of contributions through the utilisation of performance evaluation results in the awarding of incentives. These three mechanisms demonstrate the alignment of teacher competence management with institutional needs, although the continuity of decision-making across practices has not yet been fully illustrated. This study concludes that the strategic value of HR management lies in the organisation and utilisation of educators' competencies in line with institutional needs. The study's contribution is an interpretative framework for the development of institutional capabilities through strategic HR management that integrates the *Ability, Motivation, and Opportunity* (AMO) and *Resource-Based View* (RBV) perspectives.

Keywords: Strategic Human Resource Management; Institutional Capabilities; Recruitment of Educators; Competency Development; Performance Appraisal.

Abstrak. *Pembentukan kapabilitas kelembagaan madrasah tidak hanya bergantung pada kompetensi pendidik, tetapi juga pada kemampuan lembaga mengorganisasikan dan memanfaatkan kompetensi tersebut melalui manajemen sumber daya manusia (SDM) strategis. Penelitian ini bertujuan menganalisis praktik manajemen SDM strategis dalam mendukung pembentukan kapabilitas kelembagaan di MTs Ma'arif Sidomukti Gresik. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus tunggal. Data dikumpulkan melalui wawancara semiterstruktur, observasi nonpartisipan, dan studi dokumentasi, kemudian dianalisis menggunakan teknik explanation building. Hasil penelitian menunjukkan tiga mekanisme utama, yaitu kesesuaian pendidik dengan kebutuhan akademik dan keagamaan melalui perencanaan dan rekrutmen, pengembangan kompetensi berdasarkan kebutuhan pembelajaran dan penugasan melalui pembinaan dan pendampingan antarguru, serta pengakuan kontribusi melalui pemanfaatan hasil evaluasi kinerja dalam pemberian penghargaan. Ketiga mekanisme tersebut memperlihatkan keselarasan pengelolaan kompetensi pendidik dengan kebutuhan kelembagaan, meskipun kesinambungan keputusan*

antarpraktik belum tergambarkan secara menyeluruh. Penelitian ini menyimpulkan bahwa nilai strategis manajemen SDM terletak pada pengorganisasian dan pemanfaatan kompetensi pendidik sesuai kebutuhan kelembagaan. Kontribusi penelitian berupa kerangka interpretatif pembentukan kapabilitas kelembagaan melalui manajemen SDM strategis yang mengintegrasikan perspektif Ability, Motivation, and Opportunity (AMO) dan Resource-Based View (RBV).

Kata Kunci: *Manajemen SDM Strategis; Kapabilitas Kelembagaan; Rekrutmen Pendidik; Pengembangan Kompetensi; Evaluasi Kinerja.*

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INTRODUCTION

Institutional capacity refers to an organisation's ability to coordinate and utilise resources to achieve its set objectives (Lin dkk., 2020). From the perspective of the *Resource-Based View* (RBV), the strategic value of resources lies not only in their ownership, but also in their utilisation to create value for the organisation (Barney dkk., 2021). Collins emphasised the importance of aligning human resources with organisational capabilities so that individual competencies can be utilised productively (Collins, 2021). In the context of madrasahs, educators' professional and religious competencies are resources that need to be managed in accordance with the institution's needs and objectives. Aziz and Marlina demonstrate that human resource planning, competency development and ongoing evaluation play a vital role in the management of the quality of Islamic education (Aziz & Marlina, 2025). The issue is not merely how madrasahs can secure competent educators, but rather how those competencies are organised and utilised in building institutional capacity through strategic human resource management.

The development of institutional capabilities faces obstacles when human resource management practices are not aligned with the organisation's needs and objectives. Julhadi and Ritonga found discrepancies in the practices of human resource planning, recruitment and development within Islamic educational institutions, particularly in terms of aligning staff competencies with institutional needs (Julhadi & Mahyudin, 2023). Meanwhile,(Maigus, 2025) identifying reactive HR planning, recruitment that is not yet based on competencies and institutional values, and performance evaluation that tends to be purely administrative. These issues reflect a misalignment between HR management practices and the institution's mission, as well as a lack of integration across HR management functions. In the context of madrasahs, the planning and recruitment of educators, competence development, and performance evaluation and rewards need to be directed towards interrelated institutional needs. This issue highlights the importance of examining the interconnections between HRM practices in organising and utilising educators' competences to build institutional capabilities.

Previous research has examined strategic human resource management in Islamic educational institutions from various perspectives. Sunardi and Mujtaba highlight the importance of integrating planning, recruitment, placement, and the professional and spiritual development of educators in supporting the competitiveness of madrasahs (Sunardi & Mujtaba, 2025). Maigus emphasised the alignment of HR management practices with the organisation's mission and the

integration of management functions (Maigus, 2025), whereas (Azmi & Syahriyah, 2026) regarding the competencies, experience, commitment and Islamic values of educators as human capital that underpins the excellence of Islamic schools. These three studies highlight the importance of the quality of human resources, strategic alignment and integrated management. However, the mechanisms linking human resource management practices to the utilisation of individual competencies at the institutional level still require further investigation. This study offers a perspective that positions the alignment of educators with the institution's needs, the development of competencies based on assignments, and the recognition of contributions through performance evaluation and rewards as mechanisms that support the development of institutional capabilities in madrasahs.

MTs Ma'arif Sidomukti Gresik provides a relevant context for examining the development of institutional capabilities through strategic human resource management. The management of teaching staff at this madrasah encompasses recruitment that takes into account professional and religious competencies, the development of competencies based on learning needs and work assignments, and the awarding of incentives based on performance evaluation results. The existence of these three practices provides an opportunity to examine the alignment of teacher management with institutional needs. The issue that requires examination is not merely the implementation of each HRM function, but rather how teachers' competencies are managed, developed and utilised in a targeted manner to support the development of the madrasah's institutional capabilities.

Based on these issues, this study aims to analyse strategic HRM practices encompassing the planning and recruitment of educators, competence development, and performance evaluation and rewards in support of institutional capability building at MTs Ma'arif Sidomukti Gresik. The analysis focuses on the alignment of each practice with institutional needs, as well as its relevance to the organisation and utilisation of educators' competencies. This study is expected to produce an interpretative framework that enriches the conceptual understanding of institutional capability building through strategic HRM within the context of Islamic education.

METHODS

This research employs a qualitative approach using a single-case study design to gain an in-depth understanding of the phenomenon in a real-life context (Creswell & Poth, 2017; Yin, 2017). The research was conducted at MTs Ma'arif Sidomukti, Gresik, focusing on strategic human resource management practices, which encompass the planning and recruitment of teaching staff, competence development, and performance evaluation and rewards. A case study design was chosen to illustrate the alignment and interrelationships between human resource management practices in supporting the development of institutional capabilities.

Research informants were selected on a purposive basis, taking into account the suitability of their characteristics and experiences in relation to the research objectives (Campbell dkk., 2020). Informants included headteachers and teachers who possessed knowledge, experience and involvement in the processes of recruitment, competence development, performance appraisal and the awarding of incentives. The selection of informants was aimed at obtaining information from both policy-makers and those directly involved in the implementation of these processes.

Data were collected through semi-structured interviews, non-participant observation and a documentary study. The use of various sources of evidence in the case study enabled the researcher to gain a deeper understanding of the phenomenon under investigation (Yin, 2017). Interviews

were used to explore the basis for decision-making, implementation and follow-up in the management of educators. Observations focused on activities relating to human resources management practices, whilst a review of documentation was used to examine administrative evidence and records of recruitment, competence development, performance evaluation and rewards.

Data analysis using the *explanation building* technique, which emphasises the formulation and refinement of explanations based on the gradual examination of empirical evidence (Yin, 2017). The data was organised according to institutional needs, the basis for decision-making, implementation and follow-up for each HR management practice. Explanations regarding the interrelationships between practices were formulated and verified by comparing evidence from interviews, observations and documentation, whilst taking into account discrepancies in the information and possible alternative explanations. The analysis is aimed at interpreting the utilisation of educators' competencies in supporting the development of institutional capabilities.

The validity of the data is verified through triangulation by comparing various sources of evidence relating to the same phenomenon (Yin, 2017). The analysis was carried out by comparing statements from informants, as well as the results of interviews, observations and documentation. Discrepancies in the information were investigated to clarify the context of decision-making and the implementation of human resource management. Research ethics encompassed obtaining institutional authorisation, informant consent, and the protection of identity and the confidentiality of personnel information.

RESEARCH FINDINGS AND DISCUSSION

Results

Planning and Recruitment of Educators Based on Institutional Needs

Planning for teaching staff requirements at MTs Ma'arif Sidomukti Gresik is carried out based on the number of classes and the allocation of teaching hours for each subject. The results of this needs assessment form the basis for determining the qualifications of prospective teachers. Recruitment takes into account not only the suitability of educational background, but also teaching ability and religious competence, as teachers bear responsibility for both the academic curriculum and the implementation of the madrasah's Islamic activities. The head of the madrasah explained:

> *"Before appointing a teacher, we examine the number of classes and the allocation of teaching hours for each subject. From this, we identify the areas that still require additional staff. Candidates under consideration must have a suitable educational background. We then assess their teaching ability and religious competence, as teachers are also involved in the madrasah's Islamic activities."*

These considerations are applied through a selection process that includes an administrative review, a teaching demonstration, a Qur'an recitation test, a demonstration of religious practice, and an interview. A statement from a teacher who has undergone the selection process confirms that teaching ability and readiness to lead religious activities form part of the assessment of prospective teachers. Documentation of the verification of prospective teachers' documents, as one of the recruitment stages, is presented below:



Figure 1. Verification of Prospective Teachers' Documents at MTs Ma'arif Sidomukti, Gresik

The research findings indicate that the planning and recruitment of teachers are geared towards meeting two institutional needs: the delivery of teaching in accordance with academic disciplines and the implementation of religious activities. These two needs are reflected in the admission criteria and selection mechanisms for prospective teachers. This approach makes the alignment of prospective teachers' qualifications and competences with the needs of the madrasah the basis for recruitment decisions.

Development of Educators' Competencies Based on Learning Needs and Assignments

The development of teachers' competencies at MTs Ma'arif Sidomukti Gresik is carried out through joint professional development and specialised mentoring based on job requirements. Joint professional development includes Subject Teachers' Working Groups (MGMP), digital media training, curriculum workshops and religious studies. Meanwhile, teachers assigned special tasks, such as tahfiz coaching and Olympiad preparation, receive mentoring tailored to the requirements of their assignments. The selection of development materials takes into account the challenges teachers face in the classroom, as explained by the head of the madrasah:

> *"We identify development needs based on teaching practices and the challenges raised by teachers. For example, some teachers are already able to create presentation materials but still struggle to design resources that actively engage pupils. That need is a key factor in selecting digital media training. Thus, the training content is tailored to the specific challenges that need to be addressed."*

Competency development based on specific assignments is also evident in the mentoring of teachers coaching the maths Olympiad. Difficulties in determining the appropriate level of questions for students' abilities are addressed through mentoring by more experienced teachers. A maths Olympiad coach explained:

> *"When I was assigned to coach the maths Olympiad, I found it difficult to determine the appropriate level of questions for the pupils' abilities. I then received mentoring from a more experienced teacher to select questions and organise the stages of discussion. I used the outcomes of that mentoring to prepare exercises in stages, starting from mastering concepts through to more complex questions."*

This experience demonstrates the interconnection between the need for assignments, mentoring, and the utilisation of the outcomes of competence development in the preparation of student coaching. Documentation of the implementation of workshops and digital media training for educators is presented in Figure 2.



Figure 2. Workshop on Competence Development and Digital Media Training for Educators.

The research findings reveal two patterns of competence development: collaborative professional development based on learning needs, and specialised mentoring based on specific assignments. Collaborative professional development is aimed at meeting teachers' general competence needs, whilst specialised mentoring enables teachers to draw on each other's professional experience to help resolve work-related issues. The interrelationship between needs, forms of professional development, and the application of the outcomes of mentoring is a characteristic of teacher competence development that is oriented towards institutional needs.

Performance Appraisal and Contribution-Based Rewards for Educators

The performance evaluation of teachers at MTs Ma'arif Sidomukti Gresik is carried out through the Teacher Performance Assessment (PKG) and academic supervision. The assessment covers teaching practice, discipline and teachers' additional responsibilities. The results of the evaluation are used as a source of information when considering the awarding of recognition for teachers' contributions. The headteacher explained:

> *"In the termly evaluation, we examine the delivery of lessons, discipline and teachers' additional responsibilities. The assessment results are discussed with the deputy headteacher to determine the recipients of awards. We review records of task performance so that the reasons for awarding recognition can be explained. For example, how a teacher conducts lessons whilst simultaneously fulfilling the mentoring responsibilities assigned to them."*

The awarding of recognition takes into account the delivery of teaching duties and educators' contributions to student guidance. For one of the award recipients, these considerations included teaching discipline and consistency in carrying out guidance duties. The evaluation results were discussed by the headteacher and deputy headteacher before the award recipients were finalised. Documentation of the evaluation process and the awarding of recognition is presented in the following image:



Figure 3. Performance Appraisal and Awarding of Awards to Educators

For educators, awards are not merely of material value; they are also seen as a sign of the institution's appreciation for their contributions. One of the award-winning educators explained, *"For me, the award shows that our work is being recognised. It gives a sense of being valued, as the madrasah acknowledges the effort we put into carrying out our duties."*

The research findings indicate a correlation between performance evaluation and the awarding of recognition through the use of information regarding educators' performance of their duties. Evaluation serves as the basis for determining which contributions receive recognition, whilst the award itself serves as both a follow-up to the assessment and the institution's acknowledgement of the educators' contributions to the delivery of education.

Overall, the research findings reveal three patterns of strategic human resource management at MTs Ma'arif Sidomukti Gresik: matching educators to institutional needs through planning and recruitment; developing competencies based on learning requirements and assignments; and recognising educators' contributions through performance evaluation and awards. These three patterns share a common orientation: meeting institutional needs through the management of educators' competencies. Planning and recruitment form the basis for selecting educators in line with the madrasah's needs; competency development provides support for the performance of duties through mentoring and the sharing of professional experience amongst teachers; whilst performance evaluation provides information as the basis for awarding incentives. Although the continuity of decision-making across these practices has not yet been fully mapped out, these three approaches demonstrate the madrasah's efforts to organise and utilise educators' competencies as the basis for building institutional capacity.

Discussion

Planning and recruitment of teaching staff based on institutional needs demonstrate that human resource management is not only directed towards meeting staffing requirements, but also towards providing teachers who are suited to the nature and responsibilities of madrasah education. From the perspective of *Ability, Motivation, and Opportunity* (AMO), recruitment and selection are human resource management practices geared towards ensuring that individuals possess the capabilities required by the job (Bos-Nehles dkk., 2023). In the context of madrasahs, these abilities relate not only to academic qualifications and teaching skills, but also to religious competence. This

consideration demonstrates a harmony between learning requirements, the nature of the institution, and the criteria for the recruitment of teaching staff.

These findings are consistent with (Faisal dkk., 2026; Sunardi & Mujtaba, 2025), which indicates that needs-based planning and selective recruitment based on pedagogical and religious competencies are an important part of teacher management. The similarity between the two studies lies in the prioritisation of academic and religious requirements as the basis for selection, whilst this study emphasises the translation of institutional needs into criteria for teacher recruitment. The relevance of an individual's suitability for the organisation is also demonstrated by (Miller & Youngs, 2021; Ubaidillah & Ismawati, 2026), meskipun penelitian mereka lebih berfokus pada hubungan kolegial dan keberlanjutan pekerjaan guru. Dalam konteks penelitian ini, kesesuaian pendidik dipertimbangkan sejak proses penerimaan melalui penilaian kemampuan yang dibutuhkan untuk menjalankan tanggung jawab akademik dan keagamaan.

From the perspective of strategic, resource-based human resource management, simply having a competent workforce is not enough to deliver benefits to an organisation without the ability to organise and utilise that workforce productively (Collins, 2021; Darim, 2020). Recruitment based on institutional needs can be understood as an initial mechanism in the development of institutional capabilities, as it provides human resources that are suited to the demands of delivering education. However, this suitability still requires the development and utilisation of competencies through subsequent human resources management practices, so that individual capabilities can support the fulfilment of institutional functions.

Competence Development and the Application of Educators' Knowledge

Competency development based on learning needs and assignments highlights the importance of aligning teacher training with the demands of the job. Aziz and Marlina demonstrate that the development of pedagogical and technological competencies is a key component of strategic human resource management in Islamic educational institutions (Adisaputro & Solechan, 2025; Aziz & Marlina, 2025). Sintasari found that the needs for the development of educators' competences were identified through supervision and working meetings, and were subsequently addressed through training, workshops and evaluations (Sintasari, 2024). This study expands on this explanation by highlighting two forms of competence development: collaborative coaching based on learning needs and specialised mentoring based on specific assignments. The differences between these forms of coaching demonstrate that the strategic value of competence development lies not only in the delivery of the programme, but also in its relevance to the practical challenges faced by educators. This is consistent with the argument that (Sims & Fletcher-Wood, 2021) on the importance of understanding professional development in terms of the process of acquiring skills, rather than merely the characteristics of training programmes.

Mentoring based on specific assignments also demonstrates the utilisation of professional knowledge through collegial relationships. Findings regarding the mentoring of Olympiad coaches indicate that the experience of more competent educators can be utilised to assist other educators in resolving work-related issues. These findings are consistent with the report (Oecd, 2020) which indicates that collaborative learning is one of the characteristics of professional development that teachers perceive as beneficial to their teaching practice. From the AMO perspective, (Bos-Nehles dkk., 2023) explains that the utilisation of individual ability is linked to opportunities and organisational conditions that support its application. Peer support amongst teachers in this study can be understood as a form of institutional support that bridges the gap between the need for competence development and the opportunity to utilise professional knowledge.

From the perspective of strategic, resource-based human resource management, (Collins, 2021; Ubaidillah & Hresnawanza, 2025) emphasises the importance of an organisation's ability to manage and utilise human resources productively. The findings of this study show that educators' knowledge is not only used for the purposes of carrying out individual tasks, but can also be utilised through mentoring to support the work of other educators. This practice forms one of the foundations for building institutional capacity through the sharing of professional knowledge and experience amongst teachers. However, the sustainable development of institutional capacity requires the organisation of knowledge exchange as part of systematic institutional practice. This aspect of sustainability is not yet fully reflected in the findings of this study.

Performance Appraisal and Recognition of Educators' Contributions

The use of performance evaluation results as the basis for awarding incentives demonstrates that the assessment of educators serves a purpose that goes beyond mere institutional administration. From the perspective of Ability, Motivation, and Opportunity (AMO), performance evaluation and incentives are human resource management practices that can be directed towards supporting individual motivation (Bos-Nehles dkk., 2023). The strategic value of these two practices lies in the link between information on the performance of duties and decisions regarding the management of teaching staff. In the context of this study, evaluation results are used to assess teaching staff's contribution to learning and the fulfilment of additional responsibilities. This link demonstrates that performance data forms the basis for decision-making in human resources management.

Awards, which educators perceive as recognition of their contributions, demonstrate that institutional appreciation is not merely of material value, but is also linked to an individual's psychological experience. Ryan and Deci explain that support for psychological needs namely competence, autonomy and relatedness plays a role in shaping the quality of motivation (Ryan & Deci, 2020). From this perspective, recognition of educators' contributions has the potential to foster a positive work experience. However, (Bos-Nehles dkk., 2023; Mintawati, 2024) emphasises the importance of distinguishing between HR management practices designed to support motivation and motivation that is genuinely inherent in individuals. The findings of this study highlight the significance of awards as a form of institutional recognition, but do not yet indicate any change in educators' motivation or performance following the receipt of such awards.

The link between evaluation and recognition provides an additional perspective on the research (Maigus, 2025; Ridho dkk., 2023), which found that performance appraisal in Islamic schools still tends to be administrative in nature and has not yet been optimally integrated with other human resource management functions. In contrast to this situation, this study reveals the use of performance information in determining the awarding of incentives. These findings indicate that alignment between human resource management functions can be achieved through the use of appraisal results as the basis for follow-up actions in teacher management. In the context of institutional capability building, this practice reflects the madrasah's ability to link performance information to HR management decisions. However, this linkage still needs to be developed into a more systematic and sustainable mechanism for managing teaching staff.

Building Institutional Capabilities through Strategic Human Resource Management

A synthesis of the three research findings shows that strategic HR management in madrasahs shares a common orientation, namely the management of educators' competencies based on institutional needs. The suitability of educators through recruitment, the development of competencies based on job requirements, and the recognition of contributions through performance evaluation and rewards each fulfil distinct functions in HR management (Ainiyah

dkk., 2025). The strategic value of these three practices lies not only in their implementation, but also in the alignment of decision-making with the needs of madrasah education.

The Ability, Motivation, and Opportunity (AMO) framework provides a basis for understanding the function of each of these practices. Recruitment and competence development are practices aimed at providing and developing ability; performance appraisal and rewards are geared towards supporting motivation; whilst peer support provides opportunities to utilise professional knowledge. Bos-Nehles et al. emphasise the importance of distinguishing between HR management practices that support the AMO framework and the actual circumstances of individuals, whilst also taking into account the relationship between the individual and organisational levels. (Bos-Nehles dkk., 2023). This perspective helps to explain that the existence of various HR management practices does not, in itself, result in capacity at the institutional level.

From the perspective of the Resource-Based View (RBV), the utilisation of resources is a key aspect of organisational value creation (Barney dkk., 2021). Collins reinforces this argument by emphasising the importance of aligning human resources with the organisation's capabilities, thereby enabling their productive utilization (Collins, 2021). In the context of this study, aligning admission criteria with the needs of madrasahs, drawing on teachers' professional experience, and utilising performance data in decision-making are practices that can support the organisation of educators' competencies at the institutional level. The integration of the AMO and RBV perspectives forms the basis for the development of an interpretative framework for institutional capability building, as presented in Figure 4.

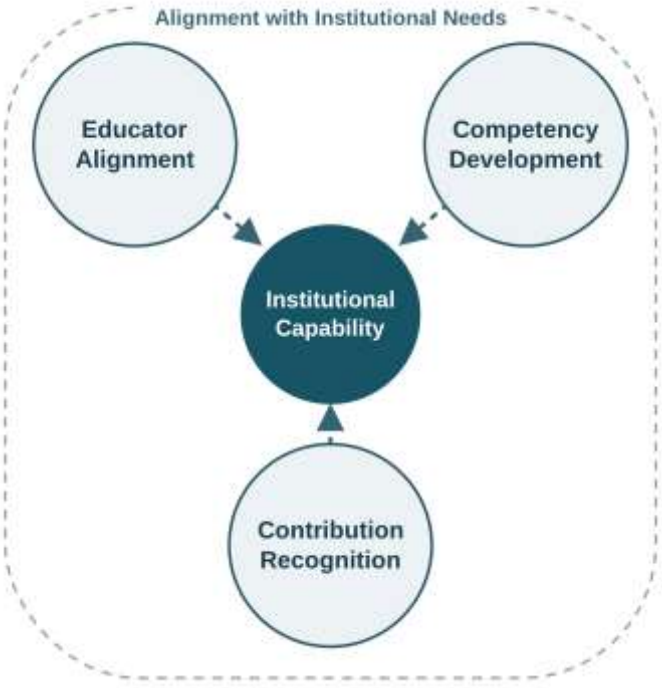


Figure 4. An Interpretive Framework for Building Institutional Capability through Strategic Human Resource Management

The framework in Figure 4 identifies the suitability of educators, competence development and recognition of contributions as the three mechanisms underpinning the development of institutional capabilities. All three share the same orientation, namely the alignment of educator management with organisational needs. The framework provides a conceptual explanation of how HR management practices can support the utilisation of individual competencies for the delivery of education. However, the continuity of decisions across practices has not been fully illustrated;

consequently, the relationships presented are the result of an interpretation of the findings, rather than an empirically validated causal model.

The contribution of this research lies in its explanation of the development of institutional capabilities through the management of educators' competencies oriented towards the needs of madrasahs. This study complements research on strategic HRM in Islamic education by positioning the suitability of educators, competency development, and recognition of contributions as mechanisms that support the utilisation of human resources at the institutional level. In practical terms, madrasahs need to strengthen the continuity of decision-making between recruitment, competence development and follow-up on performance evaluations so that the management of educators does not stop at the separate implementation of personnel functions.

CONCLUSION

Strategic human resource management at MTs Ma'arif Sidomukti Gresik demonstrates three mechanisms that support the development of institutional capabilities: the alignment of educators with academic and religious requirements through planning and recruitment; the development of competencies based on learning needs and work assignments; and the recognition of contributions through the use of performance evaluation results in the awarding of incentives. These three mechanisms demonstrate that the strategic value of HR management lies in the alignment between the management of educators' competencies and institutional needs. Although the continuity of decisions across practices has not been fully illustrated, these findings provide a basis for understanding the organisation and utilisation of educators' competencies at the institutional level.

This research contributes an interpretative framework that positions the suitability of educators, competence development, and recognition of contributions as mechanisms supporting the formation of institutional capabilities through the AMO and RBV perspectives. In practical terms, the research findings emphasise the importance of aligning recruitment criteria with the madrasah's needs, developing competencies based on job requirements, and utilising evaluation results as a basis for continuous follow-up in teacher management.

This study is limited to a single madrasah and has not yet provided comprehensive evidence regarding the continuity of decisions across HR management practices or the sustainability of the utilisation of educators' competencies at the institutional level. The interpretative framework developed has also not yet been empirically validated. Further research is recommended to employ a multi-site or longitudinal study design to deepen and examine the interrelationships between HRM practices in the process of building institutional capabilities across various madrasah contexts.

Statement on the Use of Artificial Intelligence (AI)

The authors used artificial intelligence (AI)-based tools to assist with language editing, particularly in correcting grammar, clarifying sentence structure, and ensuring coherence between paragraphs. Each editing suggestion was reviewed by the authors to ensure that the meaning of the manuscript was preserved. The entire process of research, data analysis and interpretation, as well as the formulation of conclusions, was carried out by the authors. The authors are responsible for the accuracy and integrity of the final manuscript.

Statement of Author Contributions

Ubaidillah formulated the research questions, coordinated the conduct of the study, and prepared the initial draft of the manuscript. Ahmad Afghor Fahruddin contributed to the design of the case study and the conduct of the interviews. Ach. Lotfi Gozali assisted with the field

observations and organised the research documents for analysis. Atika Rahmahdani contributed to data coding and the identification of patterns from the results of interviews, observations and document reviews. Minhatul Ahadiyah reviewed the literature on strategic human resource management and linked it to the research findings in the discussion. Aida Rizqi Amelia edited the manuscript and checked the consistency of the conclusions with the research findings. All authors reviewed and approved the final manuscript for publication.

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Declaration of Conflict of Interest

The authors declare that they have no financial or non-financial interests that could influence the conduct of the research, the reporting of the findings, or the publication of this article.

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