


The Role of Policy in Building Human Resources (Case Study of the Ustadz Program of the Ustadz Boarding School Raudlatut Tholibin Batu Tunau)

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ABSTRACT

Human resource development in the education sector is a strategic effort to improve the quality and competitiveness of education. This study analyzes educational policies related to the development program for ustadz at Pondok Pesantren Raudlatut Tholibin, Batu Tunau Village, using a qualitative approach and case study method. The findings reveal that the ustadz development program—covering pedagogical training, enhancement of religious competence, and character building—significantly contributes to the quality of teaching and student character formation. The policy also strengthens the role of pesantren in producing excellent human resources grounded in Islamic values. Furthermore, the evaluation and implementation of the program are conducted in a more efficient and objective manner, promoting sustainable improvement. This study recommends strengthening education policies based on local needs and fostering synergy among the government, pesantren, and community in supporting educational human resource development.

Keywords: Education Policy, Human Resource Development, Islamic Boarding School, Ustadz, Religious Education

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INTRODUCTION

Islamic boarding schools are Islamic educational institutions that have a central role in shaping the character, morals, and spirituality of students. In the midst of the dynamics of social change and the challenges of globalization, Islamic boarding schools are required not only to maintain traditional values, but also to be able to adapt to the times, especially in terms of the quality of their human resources. One of the key elements in maintaining the relevance and sustainability of pesantren education is the development of human resources (HR), especially the ustadz who are the spearhead of the learning process and fostering students.

The urgency of human resource development in Islamic boarding schools is increasing in line with the need for educators who are not only qualified in the religious field, but also have pedagogic competence, leadership, and adaptive ability to technology and the challenges of the times (Mujab, 2018). This is in line with the opinion of Zamakhsyari Dhofier (2011) who emphasized that the quality of pesantren education is highly dependent on the quality of kiai and ustadz who educate students. Human Resources (HR) development in the education sector is the key to improving the quality of education in educational institutions, including in the context of Islamic boarding schools such as Raudlatut Tholibin. Various factors contribute to the effectiveness of good human resource development, which includes organized leadership, management, and training.

Effective leadership is very important in human resource management to improve the quality of education. Nurdiana highlighted that the role of leadership in human resource management in Islamic higher education institutions such as STAI Siliwangi Garut has a significant effect in improving the quality of education, which has a direct impact on the

formation of quality human resources Research by Suparjo shows that human resource development through education at various levels, including primary and secondary education, can contribute to creating an attitude of professionalism in work Thus, leadership and human resource development in Islamic educational institutions such as Islamic boarding schools also need to be optimized. (Stuart O'Neill, 2023) (Suparjo, 2022)

On the other hand, decision-making in personnel management, especially in human resource management, also has a great influence on the quality of educators. Susanto et al. show that good managerial decisions in human resource management can produce more qualified teachers, which has a positive impact on student learning outcomes It shows that the direct development of teachers and strong managerial support can lead to positive changes in the field, reinforcing the importance of continuous training for educators in Islamic boarding schools. (Susanto et al., 2024)

The optimization of human resources itself in Islamic boarding schools is highly dependent on attention to training and the development of working methods. Hikmah et al. emphasized the importance of a clear development strategy in increasing the effectiveness of human resources In addition, innovations in human resource development strategies must also be considered, including analyzing existing human resource needs and developing targeted training programs Kadir and Bedouin explained that formal education and quality training will affect employee performance in the education sector (Hikmah et al., 2024) (Maruahey & Hamizar, 2024) (Kadir & Badwi, 2023)

Through a comprehensive analysis, the importance of education in improving the quality of human resources can be illustrated by looking at investment in human capital through proper education. Susilawati observed that the "Merdeka Belajar" education policy can provide space for students to explore their potential more independently, which can also be adopted in human resource development policies in Islamic boarding schools (Susilawati, 2021)

In addition, competency-based HR development strategies also need to be implemented in Islamic boarding schools. Research by Mubarak and Anhar shows that integrating a holistic HR development approach can improve professional competencies that are directly related to the effectiveness of learning in schools (Mubarak & Anhar, 2024). This reflects the need for a holistic approach in human resource development in educational institutions, especially in special educational institutions such as Islamic boarding schools.

Furthermore, a report from the Directorate of Diniyah Education and Islamic Boarding Schools (2020) states that there are still many ustadz who have not received continuous training, both in terms of learning methodology and strengthening professional competence. In fact, increasing the capacity of ustadz is an important part of efforts to strengthen the role of pesantren as a superior generation printing institution based on Islamic and national values.

Therefore, the development of human resources in Islamic boarding schools is a strategic need to ensure the achievement of holistic Islamic education goals. Programs such as pedagogic training, character development, and strengthening national insight and digital literacy need to be implemented in a planned and sustainable manner to answer current and future educational challenges.

METHOD

This research aims to explore educational policies on the development of Human Resources (HR) in the education sector through a case study on the Ustadz Development Program at the Raudlatut Tholibin Islamic Boarding School. In this framework, the research approach used is qualitative with a descriptive approach. This research method was chosen to explore and understand in depth the phenomenon of human resource development and how the program is implemented in Islamic boarding schools.

Research Design

The design of this study adopts a qualitative descriptive method, in which the researcher seeks to understand and describe the dynamics that occur in the Ustadz Development Program. This study uses data collection techniques that involve:

Observation

The researcher conducted direct observation of training and development activities that took place in Islamic boarding schools to get an overview of the context and implementation. Through observation, researchers can record interactions between teachers, students, and the learning process that occurs in the field.

Interview

In-depth interviews were conducted with the management of the boarding school, ustadz, and students to get their views and experiences related to the development programs implemented. The interview process is designed semi-structured to explore various aspects relevant to this education policy, including their challenges and expectations.

Documentation

Data collection is also carried out through documentation, which includes a review of the curriculum, training reports, and teaching materials used during the program. This aims to understand how the educational material is integrated into the ustadz development program.

Data Analysis

Data collected from observations, interviews, and documentation will be analyzed using thematic analysis techniques. Through this approach, researchers will identify themes that emerge from the information collected, and relate them to relevant educational theories. This analysis aims to describe the potential, challenges, and impacts of human resource development policies implemented in Islamic boarding schools.

Data Validity and Reliability

To ensure the validity and reliability of the data, this research will involve triangulating the data, i.e. by comparing information obtained from various sources (observations, interviews, and documentation). In addition, the researcher will also involve members (member checking) by asking the participation of several informants to review the results of the analysis. This aims to ensure that the resulting interpretations reflect the informant's reality and subjective experience.

Research Ethics

Throughout the research process, the researcher will maintain research ethics by providing a clear explanation of the objectives and benefits of the research to all informants. Informed consent will also be obtained before conducting the interview, as well as maintaining the confidentiality of the informant's identity. All data collected will be treated with appropriate ethics so as not to harm any party.

With this approach, the research is expected to provide a comprehensive overview of educational policies on human resource development at the Raudlatut Tholibin Islamic Boarding School, as well as the impact of the ustadz development program on the quality of education in the educational institution.

FINDINGS AND DISCUSSION

Findings

The Central Role of Human Resources in Improving the Quality of Islamic Boarding School Education

Islamic boarding schools are Islamic educational institutions that play a strategic role in fostering a generation of believers, morals, and knowledgeable nations. The quality of pesantren education is highly determined by the quality of its human resources, especially ustadz as the main implementer of the educational process. Therefore, human resource development, especially increasing the capacity and professionalism of ustadz, is a vital aspect in ensuring the success of the pesantren education system.

The Importance of Ustadz's Professionalism and Functional Competence

The ustadz development program needs to include improving professional competence, both in pedagogic aspects and scientific substance. Communication skills, such as public speaking, have been proven to increase the effectiveness of teaching and student participation in the learning process (Prihadi, 2021). At the Raudlatut Tholibin Islamic Boarding School, the need for ustadz who are able to deliver material in an interesting and interactive manner is urgent.

Challenges of Digitalization and the Need for Technology Adaptation in the Digital Era

Human resource development cannot be separated from the ability to adapt to technology. The integration of technology in the ustadz training process can broaden horizons and enrich learning methods. Melisawati and Jamilus (2024) emphasized the importance of educators' readiness to face global challenges through digital innovation, including in the context of pesantren education.

Character Education as a Pillar of Strengthening Ustadz Ethics

In addition to the aspect of professionalism, the formation of character and ethics of ustadz is also a priority in human resource development. Moral education and habituation of positive values applied by ustadz will directly affect the character development of students (Yakin, 2023). Therefore, the training program must include both moral and spiritual dimensions.

Work Motivation and Satisfaction as Factors Driving Performance of HR Theory

stating that work motivation has a great influence on individual performance. In the context of Islamic boarding schools, the motivation and job satisfaction of ustadz will determine their level of dedication and enthusiasm in teaching. Dharmawan (2020) shows a positive correlation between work motivation and improving the quality of human resources in education.

The Need for Effective Management and Program Evaluation Management

Good human resources include planning, implementing, and evaluating training programs on an ongoing basis. Hasibuan and Aisyah (2023) emphasized that continuous training and career development are very important to maintain the quality of teachers. Without systematic management, the ustadz development program will not achieve maximum results.

Implementation of TQM in the Islamic Boarding School Education System

Total Quality Management (TQM) in education emphasizes the importance of quality-oriented planning and evaluation. Sari (2021) shows that the application of TQM principles in human resource management has been proven to improve the quality of education as a whole. This supports the importance of quality management-based human resource development strategies in the pesantren environment.

The Specific Context of the Raudlatut Tholibin Islamic Boarding School

Based on observations and interviews at the Raudlatut Tholibin Islamic Boarding School, it was found that the policy of developing ustadz human resources has been directed at improving competence, active involvement, and impact on the quality of learning. However, challenges such as resistance to new methods and time constraints are still obstacles. Therefore, a more structured, long-term, and continuous evaluation education policy is needed.

Discussion

Education Policy Approach

Educational policies regarding the development of Human Resources (HR), especially in the context of Islamic boarding schools, are very relevant because the ability and quality of ustadz greatly determine the effectiveness of education in the institution. The Raudlatut Tholibin Islamic Boarding School in Batu Tunau Village is an interesting example in observing how this policy is implemented and its impact on educational development.

Ustadz Training and Development Policy

One of the main points in the human resource development policy in Islamic boarding schools is the training and development of ustadz. Research by Sholeh shows that training is

an effective strategy to improve the abilities and skills of employees in the Islamic education sector. At the Raudlatut Tholibin Islamic Boarding School, training is carried out internally and externally, inviting experts to provide new perspectives and more innovative teaching techniques. The implementation of this training aims to transform teaching methods that are more contextual and relevant to the needs of students. (Sholeh, 2023).

The leadership of the kiai also plays a central role in supporting this training policy. Halili emphasized that the visionary leadership and strong commitment of the kiai are essential for the development of Islamic educational institutions, as they are a source of ideas and energy for innovation. The active involvement of kiai in the ustadz development program is expected to encourage enthusiasm and motivation to innovate among educators. (Halifax, 2023)

Influence on Learning Quality

The results of ustadz development at the Raudlatut Tholibin Islamic Boarding School can be seen in improving the quality of learning. The ustadz development program not only focuses on improving pedagogical skills, but also pays attention to strengthening the character of teachers as role models and mentors for students. As expressed by Effendi, the quality of human resources is directly related to the productivity and success of educational institutions in achieving goals. Therefore, the success of this program is measured not only by changes in teaching methods, but also by its impact on student learning outcomes. (Effendi, 2021)

Challenges in Policy Implementation

However, in the implementation of this program, there are challenges that need to be overcome. One of them is the resistance to change from some ustadz who are already comfortable with traditional teaching methods. Research by Nurtjahjawilasa et al. shows that the success of policy implementation often depends on acceptance and support from all stakeholders. This shows that the success of education policy does not only depend on the strategies formulated, but also on changes in organizational culture in the pesantren environment. (Nurtjahjawilasa et al., 2015)

Increasing Institutional Independence

From the management side, Nurasikin et al. stated the importance of financial management in moving towards the independence of Islamic boarding schools. The ustadz development program must also include managerial and financial training, helping the administrators and ustadz to manage resources more effectively. With improvements in managerial aspects, it is hoped that Islamic boarding schools can operate more efficiently and independently. (Nurasikin et al., 2022)

Recommendations for Future Policies

Based on the results of this analysis, it is recommended that the Raudlatut Tholibin Islamic Boarding School continue to develop policies that not only focus on technical training, but also pay attention to managerial aspects and institutional independence. An emphasis on the involvement of all elements in management and decision-making can create an environment that is more conducive to educational development. Involving students in the education policy process can also be a strategy to get constructive feedback and encourage innovation from below.

Through this comprehensive and inclusive approach, it is hoped that the development of human resources at the Raudlatut Tholibin Islamic Boarding School can improve the quality of education in a sustainable manner and relevant to the development of existing knowledge and technology.

Impact of Education Policy

Based on the results of research on education policies on human resource development in the context of the Raudlatut Tholibin Islamic Boarding School, this policy has shown a positive impact on the quality of education and the performance of ustadz in the Islamic boarding school environment. Through the training and development strategies launched, ustadz can improve teaching competence and independence in education management, including:

Improving the Quality of Ustadz and the Learning Process

The ustadz development program at the Raudlatut Tholibin Islamic Boarding School shows that investment in human resource development has a positive effect on the quality of learning offered to students. The research of Fathurrahman et al. turns out to support this statement by showing that the development of human resources in education can improve the technical skills of educators as well as their managerial abilities, which are important for the sustainability of educational institutions. This is in line with the theory of human resource development which states that good teaching quality comes from mastery of methodologies and experience in the field. (Fathurrahman et al., 2024) (moghaddam et al., 2023)

A More Positive Learning Environment

Education policies that support the professional development of ustadz also contribute to the creation of a more positive learning environment for students. The increase in the involvement of ustadz in educational and learning activities not only increases the academic results of students, but also positively affects the attitude and behavior of students. The program can enhance collaboration among education administrators and encourage ongoing training and evaluation that facilitates further development.

Challenges Faced

Although there are many benefits, the implementation of this program is not free from challenges. Some ustadz show resistance to the new methods applied, especially for those who are already used to traditional approaches. Therefore, it is important for this policy to continue to prioritize effective and collaborative communication among all stakeholders within the institution. Research shows that organizational support and the involvement of all stakeholders in the development process are essential to achieving success. (Tabatadze & Dundua, 2023) (moghaddam et al., 2023)

Implementation and Effectiveness of Education Policy

The implementation of policies that can be proposed includes the need for continuous training both in technical and managerial terms, as well as full support from pesantren leaders in the implementation of human resource development. In addition, the involvement of students in the decision-making process related to education policy can provide new perspectives and increase their motivation to learn. Based on the analysis of the Human Resources (HR) development policy in the Ustadz Development Program at the Raudlatut Tholibin Islamic Boarding School, it was found that there are significant opportunities to improve the implementation and effectiveness of education policies in the future, including the following: (Lubis et al., 2023)

Strengthening Training and Sustainable Development Programs

A continuous training program is needed for ustadz which includes the development of pedagogical and managerial skills, as well as the use of technology in the educational process. Melisawati and Jamilus (2024) highlight the importance of the right development strategy to create a superior generation in education Melisawati & Jamilus (2024). In addition, the development of learning communities both inside and outside Islamic boarding schools can increase collaboration and innovation in teaching methods.

Integration of Technology in Education

Given the shift to the digital era, it is imperative for Islamic boarding schools to integrate information and communication technology (ICT) in their educational programs. Research by Nisa and Nainggolan (2024) shows that technology can increase the capacity of human resources and open up wider access to education and training (Nisa & Nainggolan, 2024). Training on the use of technology in the educational process will help ustadz to apply various teaching methods that are more interesting and effective.

Building a Quality Culture in HR Management

Based on the principles of Human Resource Management put forward by Mu'Tafi (2020), it is important to build an organizational culture that supports continuous and quality-oriented human resource development. Encouraging ustadz to be actively involved in

planning and decision-making can create a greater sense of ownership and responsibility for educational outcomes in Islamic boarding schools (Mu'tafi, 2020).

Increased Parental and Community Involvement

Involving parents of students and the community in supporting educational programs at Islamic boarding schools can increase resources and emotional support for ustadz and students. This strategy can include community activities, educational seminars, and consultation with parents in developing learning programs that are relevant to the needs of students. Research by Febrianti and Kholili (2024) shows the importance of parental involvement in improving the quality of education (Febrianti & Kholili, 2024).

Effective Monitoring and Evaluation

It is important to implement a comprehensive monitoring and evaluation system to evaluate the effectiveness of human resource development programs in an ongoing manner. (Gulo et al., 2024) argue that systematic evaluation can help identify weaknesses in human resource development and provide guidance for improvement (Gulo et al., 2024). The results of the evaluation should be used as a basis for program improvement and subsequent policy formulation.

Focus on Character Development

In addition to the academic aspect, the development of the character of the ustadz as an educator must also be a concern. (Nurmadiyah et al., 2022) explain the importance of character in HR management, especially the values instilled from the Qur'an and hadith (Nurmadiyah et al., 2022). The training program must emphasize the integration of character values in each learning session to educate students who are not only intelligent but also well-behaved.

Improving Qualifications Through Formal Education

There is a need for efforts to support ustadz in improving their educational qualifications, both through formal and non-formal programs. This will improve the competence of ustadz and encourage them to be more effective in teaching (Tanjung et al., 2021).

Overall, the education policy on human resource development at the Raudlatut Tholibin Islamic Boarding School proves that increasing the competence of ustadz is an important step in improving the quality of education. In the future, this program needs to be strengthened and adjusted to the development of educational needs in order to provide significant benefits for students and educational institutions as a whole. By implementing the suggestions above, it is hoped that the Raudlatut Tholibin Islamic Boarding School can be more optimal in developing Human Resources (HR) and improving the quality of education in the institution, so that it is able to produce a quality generation and is ready to face future challenges.

CONCLUSIONS

The development of ustadz human resources at the Raudlatut Tholibin Islamic Boarding School is a strategic step to improve the quality of education. Training programs that include pedagogic competence, character, and technological adaptation have been proven to have a positive impact on the quality of learning and learning outcomes of students. Although still facing implementation challenges, strengthening sustainable and collaborative policies is needed so that human resource development runs more effectively and competitively.

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