

EDUCATION QUALITY MANAGEMENT BASED ON HUMAN RESOURCE REVITALIZATION AT MTs AL-MA'ARIF JEMAJA

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ABSTRACT

This study aims to analyze education quality management based on human resource (HR) revitalization at MTs Al-Ma'arif Jemaja, Anambas Islands Regency. The main problem addressed in this research is the low quality of education caused by limited teacher competence, inadequate facilities, weak institutional governance, and restricted funding in a remote island context. To address these issues, this study employs a descriptive qualitative approach with a case study design. Data were collected through in-depth interviews, observations, and documentation involving the principal, teachers, and foundation board members. The findings reveal that education quality is significantly influenced by the condition of human resources, particularly teachers' qualifications and professional development. In addition, structural challenges such as limited funding, inadequate infrastructure, and passive foundation management further hinder institutional performance. The study also finds that HR revitalization strategies such as recruiting qualified teachers, providing continuous training, diversifying funding sources, and strengthening foundation governance play a crucial role in improving education quality. These efforts enhance teacher competence, increase motivation, and support better institutional management. In conclusion, integrated and context-based HR revitalization is an effective approach to improving education quality, especially in remote and resource-limited madrasah environments, and can serve as a model for similar institutions facing comparable challenges.

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INTRODUCTION

Education is a fundamental pillar in building a nation's civilization, as it shapes not only intellectual capacity but also moral integrity and social responsibility. The quality of education serves as a critical indicator of a school's success in producing knowledgeable, ethical, and globally competitive generations. In the context of national development, educational quality is increasingly recognized as a key determinant in strengthening human resource competitiveness, particularly in developing countries facing globalization challenges (Nuryani, 2023; OECD, 2020).

High-quality education systems are characterized by effective learning processes, competent educators, relevant curricula, and strong institutional governance (Fullan, 2016). In this regard, education quality management becomes essential to ensure that all components ranging from curriculum implementation, teacher performance, infrastructure adequacy, to leadership effectiveness function in an integrated and sustainable manner (Ramli et al., 2023). Furthermore, quality management in education is not limited to academic achievement but also encompasses the development of character, values, and life skills, which are increasingly important in the 21st century (UNESCO, 2021). Therefore, improving education quality requires a systemic approach that integrates managerial, pedagogical, and human resource aspects in a coherent framework.

Despite its importance, many educational institutions, particularly in remote and island regions, continue to face significant challenges in maintaining and improving education quality. These challenges include limited access to qualified teachers, inadequate infrastructure, insufficient funding, and weak institutional management. Such conditions often lead to low student motivation, poor learning outcomes, and declining school competitiveness (Verayanti, 2025). Similar issues have been documented in various international contexts. For instance, studies in Sub-Saharan Africa highlight that teacher shortages and lack of professional development significantly hinder education quality (Bold et al., 2017). In rural areas of India, ineffective school leadership and poor resource allocation have been identified as key barriers to quality improvement (Azim Premji Foundation, 2019). Meanwhile, research in OECD countries emphasizes that continuous teacher training and strong school leadership are crucial strategies for improving educational outcomes (Schleicher, 2018). These comparative perspectives demonstrate that while challenges may vary in scale, the role of human resource management remains central in addressing education quality issues. Therefore, revitalizing human resources particularly teachers becomes an urgent and strategic priority for improving educational performance in disadvantaged regions.

However, previous studies on education quality management have largely focused on general institutional improvements, teacher competencies, or leadership effectiveness without specifically integrating a comprehensive human resource revitalization approach within the context of Islamic educational institutions, particularly madrasahs in remote island areas. While research by Fullan (2016) and Schleicher (2018) emphasizes systemic reform and teacher professionalism, limited attention has been given to how these approaches can be adapted to institutions with unique socio-cultural and geographical challenges. Madrasahs, for example, operate within a dual framework of religious and general education, which requires a more nuanced management strategy (Tan, 2014). Moreover, existing studies often overlook the specific conditions of small island regions, where access limitations and resource constraints significantly influence educational practices. This study introduces a novel perspective by focusing on human resource revitalization as a central strategy for quality management at MTs Al-Ma'arif Jemaja. The novelty lies in integrating teacher development, recruitment strategies, funding diversification, and foundation governance into a unified model tailored to the context of island-based madrasahs. This approach offers a contextualized solution that differs from previous generalized models, thereby addressing a critical research gap.

Based on the above considerations, this study aims to analyze and develop education quality management based on human resource revitalization at MTs Al-Ma'arif Jemaja in the Anambas Islands Regency. Specifically, the research seeks to: (1) examine the current condition of education quality and human resources in the institution; (2) identify key challenges in managing educational quality; and (3) formulate strategic efforts for human resource revitalization to improve institutional performance. The variables examined in this study include education quality management and human resource revitalization. Education quality management is measured through indicators such as curriculum effectiveness, teaching and learning processes, leadership practices, and institutional governance (Ramli et al., 2023; UNESCO, 2021). Meanwhile, human resource revitalization includes indicators such as teacher qualifications, professional development, recruitment systems, performance evaluation, and organizational support (Verayanti, 2025; Dessler, 2020). The scope of this research is limited to MTs Al-Ma'arif Jemaja as a case study, with a focus on internal institutional factors influencing education quality. By clearly defining these variables and boundaries, this study is expected to provide a comprehensive and applicable model for improving education quality in similar contexts, particularly in remote and island-based madrasahs.

METHOD

This study employed a descriptive qualitative approach aimed at gaining an in-depth understanding of the phenomenon of education quality management based on human resource (HR) revitalization within its real-life context at MTs Al-Ma'arif Jemaja. This approach was selected because it allows researchers to explore complex social phenomena holistically, naturally, and contextually without manipulating variables (Sugiyono & Lestari, 2021). The research design used was a case study, focusing on a single educational institution as the primary unit of analysis. A case study design enables a detailed exploration of institutional dynamics, including policies, managerial practices, and interactions among educational stakeholders (Yin, 2018). Through this design, the study seeks to comprehensively examine how HR revitalization strategies are implemented to improve education quality. Additionally, this approach is suitable for capturing contextual factors such as geographical conditions of island regions, limited resources, and the unique characteristics of madrasah institutions, all of which influence the implementation of education quality management.

The subjects of this study consisted of 10 participants, including one principal, six teachers, and three foundation board members. The selection of participants was conducted using purposive sampling, where individuals were chosen based on their knowledge, experience, and direct involvement in education quality management and human resource practices at MTs Al-Ma'arif Jemaja (Creswell, 2016). The principal was selected as the key informant due to their strategic role in policy-making and institutional leadership. Teachers were included to represent the implementation of policies at the instructional level, while foundation board members were involved to provide insights into institutional governance and structural support. The characteristics of participants varied in terms of educational background, teaching experience, length of service, and involvement in HR development programs. This variation was intended to generate rich and diverse data reflecting the actual conditions of the institution. The number of participants was determined based on the principle of data saturation, meaning data collection was stopped when no new significant information emerged.

The research instruments included interview guidelines, observation sheets, and documentation checklists. The interview instrument was designed as semi-structured to allow flexibility in exploring in-depth information regarding management strategies and HR revitalization practices. The development of the instrument was based on theoretical frameworks of education quality management and human resource management (Dessler, 2020; Ramli et al., 2023). Content validity was ensured through expert judgment involving two experts in educational management. Reliability was maintained through consistency in questioning and the application of data triangulation techniques. Observations were conducted directly within the school environment to capture classroom interactions, teaching practices, and managerial processes. Documentation involved collecting institutional records such as student data, teacher profiles, curriculum documents, and administrative policies. The research procedure consisted of several stages: preparation (instrument development), data collection (interviews, observations, documentation), and data verification through triangulation of sources and methods (Miles et al., 2014).

Data analysis in this study followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three main stages: data reduction, data display, and conclusion drawing. In the data reduction phase, raw data collected from the field were selected, focused, and simplified by categorizing relevant information according to the research objectives. The data display stage involved organizing the data into descriptive narratives, matrices, or tables to facilitate understanding of patterns and relationships among variables. Finally, conclusions were drawn continuously throughout the research process by interpreting the meaning of the data and linking findings with relevant theories. To ensure the trustworthiness of the data, this study employed triangulation of sources and methods, as well as member checking with participants to verify the accuracy of the information obtained. Through this rigorous analytical process, the study aims to provide a valid, comprehensive, and in-depth understanding of how HR revitalization contributes to improving education quality at MTs Al-Ma'arif Jemaja.

RESULTS AND DISCUSSION

Limited Human Resources

The findings reveal that one of the most critical factors influencing HR revitalization at MTs Al-Ma'arif Jemaja is the limitation in human resources, particularly teachers' qualifications and competencies. Most teachers do not possess relevant educational backgrounds in teaching, which directly affects their pedagogical mastery. As a result, teaching practices are predominantly conventional, relying heavily on lecture-based methods with minimal student engagement. Interviews indicated that many teachers had never participated in professional development programs such as pedagogical or digital training. This situation is further exacerbated by the increasing demands of the digital era, where students require interactive, technology-integrated, and student-centered learning approaches. Consequently, the learning process becomes less effective, leading to stagnant education quality. This condition occurs due to limited access to training opportunities, lack of institutional support, and geographical isolation that restricts exposure to professional development initiatives.

These findings are consistent with previous studies emphasizing the importance of teacher quality in improving educational outcomes. Darling-Hammond (2017) highlights that teachers' pedagogical competence significantly influences student achievement and engagement. Similarly, OECD (2020) reports that continuous professional development is a key determinant of effective teaching practices in high-performing education systems. In developing regions, teacher shortages and lack of training have been identified as major barriers to education quality (Bold et al., 2017). The similarity lies in the central role of teacher competence as a driver of educational quality. However, this study differs by highlighting the compounded impact of geographical isolation in island areas, which further limits access to training and professional networks. This contextual factor strengthens the argument that HR revitalization strategies must be tailored to local conditions, particularly in remote madrasah settings.

Lack of Funds and Facilities

Another significant finding is the limited availability of financial resources and educational facilities, which directly affects both teacher performance and student learning experiences. MTs Al-Ma'arif Jemaja relies heavily on student fees and limited government assistance, resulting in inadequate infrastructure such as classrooms, laboratories, libraries, and technological tools. Teachers often receive very low salaries, with some working on a voluntary basis, which reduces motivation and professional commitment. Students also face limited access to learning resources, making it difficult for them to compete with peers in urban schools. This condition arises from a narrow funding base, lack of diversified income sources, and insufficient institutional capacity to attract external support or partnerships.

This finding aligns with global research indicating that financial constraints and inadequate facilities are major determinants of education quality. According to UNESCO (2021), equitable access to resources is essential for ensuring inclusive and quality education. Hanushek and Woessmann (2015) also argue that while teacher quality is crucial, adequate learning environments and resources significantly enhance educational effectiveness. In many developing countries, schools with limited funding struggle to provide basic educational services, leading to disparities in learning outcomes (World Bank, 2018). The similarity with previous studies lies in the recognition of funding as a structural factor influencing education quality. However, this study adds a specific perspective by illustrating how financial limitations in island regions not only affect infrastructure but also teacher welfare, thereby creating a dual challenge that requires integrated solutions.

Weak Foundation Role

The study also found that the role of the foundation overseeing MTs Al-Ma'arif Jemaja has been relatively weak and passive. The foundation rarely conducts regular meetings, monitoring, or evaluation of school performance, resulting in limited strategic direction and innovation. This lack of active governance hinders the development of long-term planning, fundraising initiatives, and institutional networking. Consequently, the madrasah struggles to improve its competitiveness and attractiveness to the community. The weak role of the foundation can be attributed to limited managerial capacity, lack of accountability mechanisms, and insufficient awareness of its strategic role in supporting educational quality.

This finding is supported by research emphasizing the importance of leadership and governance in educational institutions. Leithwood et al. (2020) argue that effective leadership significantly influences school improvement and student outcomes. Similarly, Bush (2018) highlights that strong governance structures are essential for ensuring

accountability, strategic planning, and resource mobilization in schools. The similarity lies in the recognition that institutional leadership plays a central role in driving educational quality. However, this study differs by focusing on the role of foundations in madrasah contexts, which is less explored in international literature. The findings suggest that strengthening foundation management is not only necessary but also strategic for improving education quality in faith-based institutions, particularly in resource-limited settings.

HR Revitalization Strategies

In response to the challenges identified, MTs Al-Ma'arif Jemaja has implemented several HR revitalization strategies, including the recruitment of qualified teachers, continuous professional development, diversification of funding sources, and strengthening foundation management. The school introduced stricter recruitment criteria based on academic qualifications, teaching experience, and pedagogical competence, as well as partnerships with Islamic universities to attract qualified educators. Training programs focusing on active learning, digital tools, and assessment strategies have enhanced teachers' skills, creativity, and motivation. Additionally, the school has diversified funding sources through community donations, alumni contributions, and partnerships with religious organizations, enabling improvements in facilities and teacher incentives. The foundation has also adopted a more active and transparent role, conducting regular meetings and developing strategic plans. These strategies demonstrate a comprehensive approach to HR revitalization, addressing both human and structural aspects of education quality.

These findings are in line with previous studies highlighting the effectiveness of integrated HR management strategies in improving educational performance. Nugraha et al. (2024) emphasize that proper recruitment based on competence significantly enhances teacher professionalism. Hendrik Dewantara et al. (2024) also found that continuous training improves teaching quality and teacher motivation. Furthermore, Dessler (2020) underscores the importance of strategic HR management, including recruitment, training, and performance evaluation, in organizational success. The similarity lies in the recognition that HR revitalization is a key driver of institutional improvement. However, this study contributes a novel perspective by integrating these strategies within the specific context of a remote madrasah, demonstrating how localized and adaptive approaches can effectively address complex educational challenges.

CONCLUSION

This study concludes that education quality management at MTs Al-Ma'arif Jemaja is strongly influenced by the condition and management of its human resources. The findings indicate that limitations in teacher qualifications, inadequate funding and facilities, and weak institutional governance particularly the passive role of the foundation are the main factors contributing to the low quality of education. These conditions highlight that education quality is not solely determined by instructional processes but is closely interconnected with broader managerial and structural aspects within the institution.

Furthermore, the study demonstrates that human resource revitalization serves as a strategic and effective approach to improving education quality in this context. Through targeted efforts such as recruiting qualified teachers, implementing continuous professional development, diversifying funding sources, and strengthening foundation management, MTs Al-Ma'arif Jemaja has begun to address its core challenges. These strategies not only enhance teacher competence and motivation but also improve institutional capacity and sustainability.

In essence, this research affirms that integrated and context-based human resource revitalization can significantly contribute to improving education quality, particularly in remote and resource-limited madrasah settings. Therefore, strengthening human resources, supported by effective governance and sustainable funding, is essential for transforming educational institutions into competitive and high-quality learning environments.

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