

HUMAN RESOURCE MANAGEMENT IN THE DEVELOPMENT OF ARABIC LANGUAGE LEARNING AT MADRASAH ALIYAH NEGERI 1 LANGKAT

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ABSTRACT

This study aims to analyze and describe the implementation of human resource management (HRM) for Arabic language teachers in supporting learning development at State Islamic Senior High School (MAN) 1 Langkat, focusing on planning, competency development, performance evaluation, and its contribution to learning quality. This study employed a qualitative approach with a descriptive-exploratory case study design. Data were collected through in-depth interviews with the principal, deputy principal for curriculum, and Arabic language teachers, participatory observations of learning activities and academic supervision, and documentation. Data were analyzed using the Miles and Huberman interactive model through data reduction, data presentation, and conclusion drawing and verification. Data trustworthiness was ensured through credibility, transferability, dependability, and confirmability criteria. The findings indicate that HRM for Arabic language teachers was implemented systematically through teacher needs identification, competency mapping, teaching assignment, and continuous competency development planning. Competency development was supported through Subject Teacher Conferences (MGMP), workshops, Independent Curriculum training, and academic supervision, followed by regular performance evaluation. These practices contributed to strengthening teacher professionalism, improving teaching performance, fostering more communicative and innovative Arabic language learning, and increasing student participation and learning outcomes. The study concludes that strategic HRM plays an important role in improving the quality of Arabic language learning by strengthening teacher competency.

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INTRODUCTION

Arabic holds a strategic position within the Islamic education system because it is the original language of the primary sources of Islam, namely the Qur'an and the Hadith. From a theological perspective, the use of Arabic as the language of divine revelation underscores the importance of mastering it for Muslims in order to understand religious texts authentically and comprehensively. From the perspective of language acquisition theory, Krashen's Input Hypothesis argues that language acquisition occurs most effectively when learners receive meaningful input that is appropriate to their level of competence (Krashen, 1982). This theory emphasizes the importance of designing Arabic language instruction that is systematic, contextual, and communicative so that learning extends beyond the mastery of grammatical structures to the functional use of the language in real-life contexts.

Beyond its religious significance, Arabic also possesses substantial global and academic value as one of the official international languages. Dell Hymes' concept of communicative competence asserts that language proficiency encompasses not only grammatical competence (linguistic competence) but also the ability to use language appropriately within specific social and cultural contexts (Hymes (Ed.), 1972). Accordingly, Arabic language instruction in Islamic schools (madrasahs) should be directed toward the comprehensive development of students' communicative competence. However, empirical evidence indicates that Arabic language teaching in many madrasahs continues to face structural and pedagogical challenges, including the dominance of teacher-centered approaches and the limited use of innovative instructional media, which consequently reduce students' motivation and learning achievement.

At the institutional level, MAN 1 Langkat is one of the leading Islamic senior high schools in Langkat Regency that has implemented various quality improvement programs, including teacher training, the enhancement of language-related extracurricular activities, and the integration of educational technology. Nevertheless, preliminary observations reveal persistent challenges in optimizing human resource management, particularly in planning the professional development of Arabic language teachers and conducting performance evaluations based on learning quality. Conceptually, Human Resource Management (HRM) in education refers to the process of planning, organizing, developing, and evaluating educational personnel to achieve instructional objectives effectively and efficiently. Dessler defines HRM as the policies and practices related to employee recruitment, training, performance appraisal, and competency development (Dessler, 2017). In educational institutions, teachers constitute strategic human resources because their quality directly influences teaching and learning outcomes (Mulyasa, 2012). HRM therefore encompasses human resource planning, professional development, supervision, and performance evaluation (Handoko, 2012), while Islamic education additionally emphasizes the integration of professional competence with moral and spiritual values (Qomar, 2007).

The development of Arabic language instruction is closely related to theories of language learning. Behaviorist theory emphasizes repetition and reinforcement in developing basic language skills (Skinner, 1938; Gagné, 1985), while cognitivist and constructivist perspectives emphasize information processing, active knowledge construction, and social interaction (Piaget, 1950; Bruner, 1960; Vygotsky, 1978). The communicative approach, based on Hymes' theory of communicative competence and further developed by Canale and Swain (1980), emphasizes the ability to use language appropriately and effectively in various social contexts. Therefore, Arabic language instruction should provide meaningful communicative activities and develop the four language skills: *istimā'* (listening), *kalām* (speaking), *qirā'ah* (reading), and *kitābah* (writing). These theoretical perspectives reinforce Krashen's (1982) emphasis on meaningful input and support the need for systematic, contextual, and communicative Arabic language instruction.

Teacher competence represents a fundamental factor in the quality of Arabic language instruction. Spencer (1993) defines competence as underlying characteristics associated with effective performance, while Shulman's (1986) concept of Pedagogical Content Knowledge (PCK) emphasizes the integration of subject-matter knowledge and pedagogical ability. In Arabic language instruction, teachers need not only mastery of Arabic subject matter but also the ability to design, implement, and evaluate interactive learning (Mulyasa, 2013). Academic supervision enables continuous instructional improvement (Starratt, 2007), while performance evaluation assesses lesson planning,

instructional implementation, teaching methods, and student learning outcomes (Jackson, 2011). In the context of Islamic education, teachers are also expected to demonstrate integrity, responsibility, and moral character, in addition to pedagogical, professional, social, and personal competencies.

Based on the theoretical framework and empirical evidence, it can be assumed that the effectiveness of Arabic language instruction is strongly influenced by the quality of human resource management within the madrasah. Human resource planning, teachers' professional development, and performance evaluation are presumed to interact in enhancing the pedagogical and professional competencies of Arabic language teachers. Human resource planning ensures appropriate teacher placement and staffing according to institutional needs (Mondy & Martocchio, 2020), while professional development strengthens teachers' competencies (Armstrong, 2020). Academic supervision supports the quality of instructional implementation, and continuous performance evaluation provides a basis for professional improvement (Starratt, 2007; Jackson, 2011). Thus, HRM functions as a driving system for instructional development, with teacher competency serving as an important mechanism linking HRM practices to instructional quality (Armstrong, 2018; Slavin, 2012; Richards & Rodgers, 2001).

The novelty of this study lies in its integrated approach, combining the concept of educational human resource management with the development of Arabic language instruction through teacher competency enhancement. In this perspective, teachers are viewed not merely as instructional implementers but as strategic human resources who are continuously developed through professional training, the Subject Teacher Consultation Forum (MGMP), academic supervision, and competency-based performance evaluation. This approach is particularly relevant to Arabic language education because effective instructional development requires the integration of linguistic knowledge and the four language skills to strengthen students' communicative competence (Al-Naqah, 1985), while also enabling access to Islamic primary sources (Arsyad, 2010).

Based on the foregoing discussion, this article seeks to address three research questions: (1) How is the human resource management planning for Arabic language teachers implemented to support the development of Arabic language instruction at MAN 1 Langkat? (2) How are teacher competency development and performance evaluation carried out to foster communicative and innovative Arabic language instruction? and (3) How does human resource management contribute to the development of Arabic language instruction at MAN 1 Langkat? This study is expected to provide theoretical contributions to the advancement of Islamic educational management scholarship as well as practical contributions for madrasahs, teachers, and educational policymakers in formulating more effective and strategic human resource management policies.

METHOD

This study employed a qualitative approach with a descriptive-exploratory case study design to examine human resource management in the development of Arabic language instruction at MAN 1 Langkat. The qualitative approach was selected to obtain an in-depth understanding of the phenomenon within its natural context (Creswell, 2014), while the case study design was used to investigate human resource management practices within a specific institutional setting (Yin, 2018).

The study was conducted at MAN 1 Langkat, purposively selected based on its implementation of teacher development programs, academic supervision, and educational technology integration. The participants consisted of the principal, vice principal for curriculum affairs, Arabic language teachers, and relevant supporting informants. The research was conducted over approximately two months, covering preparation, data collection, analysis, and reporting.

Data were collected through three complementary techniques: semi-structured in-depth interviews, participant observation, and document analysis. Interviews explored teacher planning, professional development, academic supervision, performance evaluation, and supporting and inhibiting factors. Observation focused on Arabic language instruction, academic supervision, and Subject Teacher Consultation Forum (*Musyawarah Guru Mata Pelajaran* [MGMP]) activities. Documents analyzed included teacher assignment decrees, school work plans, supervision records, teaching modules and lesson plans, student achievement records, and teacher training documents. The integration of these techniques enabled methodological triangulation and strengthened data credibility.

Data were analyzed using the interactive model of Miles and Huberman (2014), comprising data reduction, data display, and conclusion drawing and verification. Data were coded and categorized into themes related to human resource planning, professional development, academic supervision, performance evaluation, and instructional outcomes. Findings were verified through source and methodological triangulation, member checking, and scholarly discussion. Data trustworthiness was established based on credibility, transferability, dependability, and confirmability criteria (Lincoln & Guba, 1985), supported by triangulation, member checking, thick description, systematic documentation, and relevant participant quotations.

RESULT AND DISCUSSIONS

Overview of the Research Site

MAN 1 Langkat is a public Islamic senior high school (*Madrasah Aliyah Negeri*) established under the Decree of the Minister of Religious Affairs of the Republic of Indonesia No. 64 of 1990. It is located in Tanjung Pura District, Langkat Regency, North Sumatra, Indonesia. The school has achieved an A accreditation and has developed several flagship programs, including the MAN Plus Skills Program (*MAN Plus Keterampilan*) and the MAN Plus Research Program (*MAN Plus Riset*), while also implementing a digital-based learning evaluation system. The teaching staff at MAN 1 Langkat generally hold bachelor's degrees, with several teachers having completed master's degrees. They are supported by administrative personnel who facilitate educational administration and student services. The madrasah currently serves 769 active students and has consistently achieved outstanding academic, religious, and extracurricular accomplishments. Among its notable achievements are awards in the Arabic Language Olympiad and provincial-level Arabic speech competitions, reflecting the effectiveness of teacher development programs in preparing students for Arabic language competitions.

Human Resource Management Planning for Arabic Language Teachers

The findings indicate that human resource management planning for Arabic language teachers at MAN 1 Langkat has been implemented systematically and continuously through five interrelated stages. These stages include teacher needs analysis, competency mapping, teacher placement and workload distribution based on expertise, the development of professional competency enhancement programs, and the integration of human resource planning with instructional development strategies to support educational quality improvement. Teacher needs analysis is conducted at the beginning of each academic year by considering the number of students, the number of class groups, teaching hour allocations, and teachers' workloads through academic planning meetings involving the principal, the vice principal for curriculum affairs, and relevant teachers. This finding is consistent with the theory of human resource planning, which emphasizes that planning is a systematic process aimed at ensuring that an organization possesses the appropriate quantity and quality of human resources at the right time to achieve its organizational objectives (Mondy & Martocchio, 2020).

In addition to teacher needs analysis, the madrasah conducts comprehensive competency mapping covering pedagogical, professional, social, and personal competencies. This practice aligns with the view that human resource planning should emphasize the quality of human resources to enable organizations to achieve their objectives effectively and efficiently (Hasibuan, 2019). Teacher placement and workload distribution are implemented according to the principle of "the right person in the right place," whereby teachers are assigned based on their educational background and professional expertise (Hasibuan, 2019; Siagian, 2016). Teaching responsibilities are distributed proportionally to ensure an equitable workload among teachers. Appropriate placement based on professional competence enables teachers to develop instructional innovations, design effective learning media, and create more engaging classroom environments.

The professional development planning for Arabic language teachers is implemented through the Subject Teacher Consultation Forum (*Musyawarah Guru Mata Pelajaran [MGMP]*), workshops, educational seminars, and training programs on the implementation of the Independent Curriculum (*Kurikulum Merdeka*). These initiatives are designed to enhance teachers' capacity to develop innovative instructional strategies and effectively integrate educational technology into classroom practice. The most significant finding of this study is the strong integration

between human resource planning and instructional development. Arabic language teachers are not merely positioned as instructional implementers but are actively involved in developing Learning Outcomes (*Capaian Pembelajaran* [CP]), Learning Objective Pathways (*Alur Tujuan Pembelajaran* [ATP]), teaching modules, annual and semester instructional programs, and assessment instruments. These findings demonstrate that human resource planning at MAN 1 Langkat has been strategically directed toward supporting the achievement of more effective, communicative, and innovative Arabic language instruction.

Implementation of Teacher Competency Development and Performance Evaluation

The professional development of Arabic language teachers at MAN 1 Langkat is implemented continuously through participation in the Subject Teacher Consultation Forum (*Musyawarah Guru Mata Pelajaran* [MGMP]), workshops, educational seminars, and training programs on the implementation of the Independent Curriculum (*Kurikulum Merdeka*), organized by the Ministry of Religious Affairs as well as other educational institutions. These professional development activities are designed to enhance and update teachers' knowledge of instructional strategies, the integration of educational technology, the preparation of instructional materials, and the development of teaching methods that are responsive to students' learning needs. This finding indicates that the human resource management system implemented at the madrasah reflects the concept of human resource development (HRD), which emphasizes the continuous development of people as an organization's most valuable asset (Armstrong, 2020).

Alongside competency development, the madrasah conducts periodic teacher performance evaluations through academic supervision, classroom observations, assessments of instructional administration, and evaluations of students' learning outcomes. These evaluations are carried out by the principal and the vice principal for curriculum affairs. Teacher performance evaluation is not viewed merely as a process of assessing the accomplishment of assigned duties but also as an instrument for identifying teachers' professional development needs and enhancing their professionalism. The evaluation results subsequently serve as the basis for designing follow-up training and professional development programs (Kusumaningrum, 2025).

During the instructional process, Arabic language teachers implement a variety of communicative and innovative teaching strategies, including *muḥādathah* (Arabic conversation), group discussions, project-based learning, problem-based learning, and the integration of digital media into classroom instruction. These instructional approaches are intended not only to improve students' understanding of Arabic grammatical rules but also to strengthen their mastery of the four essential language skills: *istimā'* (listening), *kalām* (speaking), *qirā'ah* (reading), and *kitābah* (writing). As a result, the learning process becomes more interactive, participatory, and meaningful for students.

The Contribution of Human Resource Management to Instructional Development

The findings of this study indicate that human resource management makes four major contributions to the development of Arabic language instruction at MAN 1 Langkat. First, it contributes to enhancing teachers' professionalism, as reflected in their improved ability to develop instructional materials in accordance with the Independent Curriculum (*Kurikulum Merdeka*) and in the transformation of their teaching practices toward more creative approaches through the use of diverse instructional methods and learning media. Second, it contributes to the creation of more communicative and innovative learning environments. This is evidenced by a paradigm shift from teacher-centered learning to student-centered learning through the implementation of *muḥādathah* (Arabic conversation), group discussions, classroom presentations, and the integration of digital learning media. These findings are consistent with the principles of Communicative Language Teaching (CLT), which emphasize that successful language instruction is reflected in learners' ability to use the target language for meaningful communication (Rifa'i, 2021).

Third, human resource management contributes to improving teacher performance, as demonstrated by greater responsibility, discipline, and preparedness in carrying out instructional duties as a result of continuous academic supervision and systematic performance evaluation. Fourth, it contributes to enhancing students' learning outcomes and learning experiences, as indicated by increased student engagement and the creation of a more active, effective, and enjoyable learning environment. These findings reinforce the theoretical framework suggesting that human resource management functions as a strategic variable that indirectly influences the development of Arabic language instruction through the enhancement of teachers' competencies as a mediating variable (Slavin, 2012).

Overall, the findings of this study can be synthesized into a human resource management model for Arabic language instructional development. The model begins with human resource planning, including needs analysis, competency mapping, teacher placement, and professional development planning. It is followed by continuous competency development through the Subject Teacher Consultation Forum (*Musyawah Guru Mata Pelajaran* [MGMP]), workshops, and professional training, and is strengthened through performance evaluation based on academic supervision and constructive feedback. The integration of these three stages enhances teachers' pedagogical, professional, social, and personal competencies, which ultimately leads to improvements in the quality of Arabic language instruction. These improvements are reflected in enhanced teacher performance, greater student participation, stronger Arabic communication skills among students, and overall improvements in learning outcomes.

This study has several limitations that should be acknowledged. First, because the research was conducted at only one institution, the findings are context-specific and cannot be readily generalized to other madrasahs with different leadership styles, organizational cultures, and resource capacities. Second, the study focused primarily on human resource planning, competency development, performance evaluation, and their contributions to instructional development. Other important dimensions of human resource management, such as recruitment, reward systems, career development, job satisfaction, and teacher talent management, were not examined in depth. Finally, the qualitative approach employed in this study did not quantitatively measure the effect of human resource management on students' learning outcomes. Therefore, future research employing quantitative or mixed-methods approaches is recommended to provide stronger empirical evidence and improve the generalizability of the findings.

CONCLUSION

Based on the findings and discussion, this study yields three main conclusions. First, the human resource management planning for Arabic language teachers at MAN 1 Langkat has been implemented systematically through a series of interrelated stages, including teacher needs analysis, competency mapping, the placement of teachers according to their areas of expertise, and the development of continuous professional competency enhancement programs. This planning serves as the foundation for supporting more effective, communicative, innovative, and student-oriented Arabic language instruction in line with the principles of the Independent Curriculum (*Kurikulum Merdeka*).

Second, teacher competency development is implemented through the Subject Teacher Consultation Forum (*Musyawah Guru Mata Pelajaran* [MGMP]), workshops, educational seminars, and training programs on the implementation of the Independent Curriculum. These initiatives are complemented by regular performance evaluations through academic supervision, instructional monitoring, and continuous professional guidance. Such implementation has contributed to improving the quality of Arabic language instruction by making it more communicative, participatory, and learner-centered.

Third, human resource management makes a significant contribution to the development of Arabic language instruction. This contribution is reflected in enhanced teacher professionalism, improved capacity to design innovative learning experiences, higher-quality classroom interactions, and increased student engagement and learning outcomes.

Overall, the findings demonstrate that human resource management, when implemented systematically, continuously, and with a strong emphasis on teacher competency development, plays a pivotal role in improving the quality of Arabic language instruction in madrasahs. For school principals and educational policymakers, these findings underscore the importance of strengthening well-planned teacher professional development programs, implementing consistent academic supervision, and optimizing the integration of educational technology into the teaching and learning process. Future studies are recommended to broaden the scope of research by involving multiple madrasahs, examining additional dimensions of human resource management—such as recruitment, reward systems, and talent management—and employing quantitative or mixed-methods approaches to measure more objectively and comprehensively the impact of human resource management on students' learning outcomes.

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