



Navigating Human Resource Challenges in Madrasah: Implications for Islamic Education Policy Implementation

Mawardi*, Candra, Kumaidi

Institut Darul Ulum Sarolangun, Indonesia

Email : mawardimohamedamru@gmail.com

DOI: <https://doi.org/10.61987/jemr.v2i2.556>

ABSTRACT

Keywords:

Madrasa Human Resource Management, Islamic Education Policy, Teacher Competence

*Corresponding Author

This study aims to analyze managerial problems and structural barriers in the management of human resources (HR) in madrasas and their implications for the implementation of the latest Islamic Education policy. The study used a qualitative approach with a case study design. Data were collected through in-depth interviews with madrasah principals, vice principals, and teachers, observations of managerial practices and learning, and documentation studies related to HR management. Data analysis was carried out through the stages of data condensation, data presentation, and continuous verification of findings. The results show that HR management in madrasas is still dominated by an administrative and reactive orientation, exacerbated by a rigid bureaucratic structure and limited access to professional development. This condition results in a mismatch between the competencies of educators and Islamic Education policy standards and impacts the implementation of policies that are not uniform across learning levels. The implications of this study emphasize the importance of strengthening competency-based HR management, structural flexibility, and continuous professional development programs to improve the effectiveness of Islamic Education policies in madrasas.

Article History:

Received: June 2023; Revised: October 2023; Accepted: December 2023

Please cite this article in APA style as:

Mawardi, N., Nasimin, N., & Muhammad Amin, M. (2023). Navigating Human Resource Challenges in Madrasah: Implications for Islamic Education Policy Implementation. *Journal of Educational Management Research*, 2(2), 131-146.

INTRODUCTION

Human resource management (HR) in education is a strategic issue with broad implications for the quality of human development and the sustainability of the national education system. In the context of Muslim societies, madrasas play a crucial role not only as formal educational institutions but also as agents of transmission of Islamic values and character formation for the nation's next generation (Ibrahim, 2019; Maryati et al., 2023; Mujahid, 2021). Changes in Islamic education policy, which increasingly demand professionalism, pedagogical competence, and the integration of religious moderation, have

placed the management of HR in madrasas as a crucial issue requiring serious study. Various reports indicate that the quality of madrasa graduates is significantly influenced by the managerial capacity and competence of the teaching staff, which are systematically managed (Basalamah et al., 2023; Mutohar & Trisnantari, 2020; Ridlo & Yanti, 2023). Therefore, research into the problems of HR management in madrasas is crucial for the wider community, as it is directly related to the quality of Islamic education, the competitiveness of graduates, and public trust in madrasas as educational institutions relevant to the demands of the times.

Despite the strategic role of madrasas in the national education system, human resource management within madrasas still faces various structural and managerial challenges (Basri et al., 2022; El Widdah, 2022; Martani, 2023). Many madrasas face limitations in planning for teaching staff needs, developing sustainable competencies, and implementing standardized performance evaluation systems. Conversely, continually updated Islamic education policies require madrasas to adapt to national education standards, competency-based curricula, and more adaptive learning approaches (Putri & Hamami, 2023; Sulfiani et al., 2023; Syafaruddin & Lubis, 2022). Unprepared human resource management systems often create a gap between policy demands and the actual capacity of educators. This situation not only impacts the quality of learning but also creates inequalities in the implementation of Islamic education policies across madrasas (Kosim et al., 2023; Moeis, 2022). Therefore, the problematic management of human resources in madrasas is a real issue that requires in-depth study to identify the root causes and contextual solutions.

Field observations indicate that the implementation of Islamic education policies in madrasas often proceeds in a normative manner without adequate strengthening of human resource management. Empirical findings in various madrasas indicate that some educators do not fully meet the pedagogical, professional, and personality competency standards mandated in the latest policy (Sali & Marasigan, 2020; Zainuri et al., 2020). Furthermore, human resource management practices are still dominated by administrative approaches, such as assigning teaching positions based on short-term needs, without systematic competency analysis. Teacher training and professional development tend to be incidental and not integrated with the madrasah's institutional needs. Furthermore, madrasah organizational structures often face limitations in authority and policy support, making it difficult for principals to innovate in human resource management. This phenomenon demonstrates the gap between the ideals of Islamic education policies and the reality of their implementation at the educational unit level.

Several previous studies have discussed human resource management in

Islamic educational institutions, particularly in the context of improving teacher professionalism and the leadership of madrasah principals. These studies generally highlight the importance of ongoing training, academic supervision, and the role of transformational leadership in improving educator performance. Other research also emphasizes that the quality of human resource management contributes significantly to the quality of learning and the organizational climate of madrasahs (Darimus & Hanif, 2023). However, most studies still position Islamic education policy as a normative framework, without in-depth examination of how this policy is implemented through concrete human resource management systems. Furthermore, existing studies tend to focus on individual aspects of teachers, while the structural and managerial dimensions of madrasahs as educational organizations have not been comprehensively explored.

A limitation of previous research lies in the limited analysis of the relationship between managerial issues, structural barriers, and the simultaneous implementation of Islamic education policies (Arar et al., 2022; Rofiaty, 2019). Some studies view the issue of madrasah human resources as a technical issue, such as a lack of training or certification, without placing it within a broader policy governance framework. However, Islamic education policies require not only compliance with administrative standards but also a shift in the human resources management paradigm to become more strategic and adaptive (Amet, 2023; As' ad et al., 2022). This research gap highlights the need for research that specifically examines the issues of madrasah human resources management within the context of the implementation of the latest Islamic education policies. By integrating managerial and structural perspectives, this research is expected to provide a more comprehensive understanding of the inhibiting and supporting factors in aligning educator competencies with policy demands.

The novelty of this research lies in its analytical approach, which integrates studies of human resource management, madrasah organizational structure, and the implementation of Islamic education policies within a unified conceptual framework. This research not only describes the problem but also identifies systemic problematic patterns in madrasah human resource management. By positioning the latest Islamic education policy as the analytical starting point, this study offers a new perspective on how madrasahs respond to policy changes through human resource management practices. The urgency of this research is further strengthened given the increasingly complex demands for improving the quality of Islamic education in the era of educational transformation. Without a comprehensive understanding of human resource issues, efforts to reform Islamic education policies have the potential to be suboptimal and merely symbolic.

Based on the above description, this research aims to answer the question of how managerial problems and structural barriers in managing human resources in madrasas influence the implementation of Islamic education policies. The initial argument of this research is that the misalignment between policy demands and human resource management capacity is a major factor hindering the optimization of the role of madrasas. The management of human resources that is still administrative in nature, limited structural authority, and a lack of sustainable competency development strategies are the main causes of this gap. Through this study, the research is expected to provide theoretical contributions in the form of strengthening understanding of the implementation of Islamic education policies from a human resource management perspective, as well as practical contributions in the form of strategic recommendations for madrasah managers and policymakers in improving the effectiveness of human resource governance.

RESEACH METHODS

This research uses a qualitative approach with a case study design (Okoko et al., 2023). The qualitative approach was chosen because the research aims to deeply understand the problems of human resource management (HR) in madrasas in the implementation of Islamic education policies, which are complex, contextual, and cannot be measured quantitatively alone. The case study design was used to holistically explore the phenomenon in a real-world context, particularly related to managerial practices and structural barriers faced by madrasas. Through case studies, researchers can explore the meaning, experiences, and dynamics of policies as experienced directly by educational actors. This design selection allows researchers to gain a comprehensive understanding of the gap between Islamic education policies and HR management practices at the educational unit level.

This research was conducted at MTs Negeri 4 Sarolangun, a madrasa that has implemented the latest Islamic education policy and has a complete organizational structure, including the principal, teaching staff, and curriculum and personnel managers. The selection of the research location was based on several considerations, namely: (1) the madrasa actively implements Islamic education policies in accordance with applicable regulations, (2) there is a variety of backgrounds and competencies of teaching staff that allows for analysis of differences in human resource capacity, and (3) there are real challenges in human resource management that are relevant to the research focus. In addition, MTs Negeri 4 Sarolangun was chosen because of its openness to research activities and the availability of adequate data. With these characteristics, this location is considered representative to describe the problems of human resource

management in madrasas in the context of the actual and contextual implementation of Islamic education policies.

Data collection in this study was conducted through in-depth interviews, observations, and documentation studies (Kusumaputri et al., 2023). In-depth interviews were conducted semi-structured with key informants, such as madrasah principals, vice-principals, teachers, and administrative managers, to explore their experiences, perspectives, and human resource management strategies. Observations were conducted to observe managerial practices, work interactions, and the madrasah's work environment related to policy implementation. Documentation studies were used to examine policy documents, organizational structures, human resource development programs, and other relevant archives. The use of various data collection techniques aimed to obtain rich, in-depth, and complementary data (triangulation of sources and methods).

Data analysis was conducted interactively and continuously, referring to the stages of data condensation, data presentation, and data verification. Data condensation was carried out through a data reduction process, namely selecting, focusing, and simplifying data from interviews, observations, and documentation according to the research focus. Next, the reduced data was presented in the form of descriptive narratives, matrices, or thematic tables to facilitate understanding of patterns and relationships between categories. The final stage was data verification, namely drawing conclusions and checking the validity of findings through triangulation of sources, methods, and confirmation with informants (member checks). This process aims to ensure that the research findings have credibility and accurately reflect empirical conditions in the field.

RESULTS AND DISCUSSION

Results

Managerial Problems in Madrasah Human Resource Management

In this study, the managerial challenges in managing madrasa human resources are defined as the limited capacity of madrasa leaders to comprehensively implement management functions, from planning, organizing, implementing, and evaluating the development of teaching staff in accordance with the latest Islamic Education policy standards. In practice, these challenges are not only evident in weak technical managerial capabilities, but also in the lack of a strategic orientation for human resource management based on teacher competency needs analysis. Human resource planning tends to be pragmatic, adapting to existing conditions, without the support of clear competency mapping data. As a result, human resource development is more oriented towards meeting short-term administrative demands, such as filling teaching

hours and completing documents, rather than systematic efforts to improve the quality of learning and internalize Islamic Education values in accordance with the latest policy.

Interviews with Madrasah Principals revealed that human resource planning remains situational and reactive. The informant stated that teacher assignments and competency development "are more about following current conditions than planning based on policy standards." This statement indicates that Islamic Education policy is not yet fully understood as an operational reference in human resource management. Researchers interpret this condition as a weakness in the strategic planning function, which should be the basis for managerial decision-making. Reliance on factual conditions without long-term planning makes it difficult for madrasahs to align human resource capacity with dynamic, quality-oriented policy demands.

These findings were reinforced through interviews with the Deputy Principal of Madrasah for Curriculum, who explained that teacher performance evaluations still focus on administrative aspects. The informant stated that teacher assessments are "more often based on the completeness of learning materials and administrative reports." The researcher interpreted this finding as an indication that the evaluation function has not yet been directed toward assessing substantive teacher performance, such as learning effectiveness, mastery of pedagogical competencies, and integration of Islamic education values. Administrative evaluations tend not to provide meaningful feedback for continuous teacher quality improvement.

Observations of planning documents and human resource management practices indicate a lack of systematic teacher competency mapping. Thus, managerial challenges are reflected in weak competency-based planning and non-strategic evaluation. Data patterns indicate that madrasah human resource management remains administrative and reactive, not directed at aligning teacher competencies with Islamic education policies in a planned and sustainable manner.

Structural Barriers in the Implementation of Islamic Education Policy

Structural barriers in this research are understood as constraints stemming from bureaucratic systems, regulations, and institutional structures that limit madrasahs' flexibility in managing human resources. These barriers are not rooted solely in weak individual capacity, but rather in hierarchical and centralized educational governance mechanisms. This top-down policy structure leaves madrasahs with limited room to adapt Islamic education policies to local needs and characteristics. This condition impacts madrasahs' autonomy in designing contextual human resource development strategies that are responsive

to field challenges.

Interviews with Madrasah Principals revealed that policy implementation is often hampered by uniform regulations. Informants stated that "rules are determined from above, while conditions in madrasahs vary greatly." Researchers interpreted this statement as a tension between formal regulations and the structural realities of madrasahs. This mismatch makes it difficult to implement policies optimally because it does not fully consider the limited resources and context of madrasahs.

Structural barriers were also revealed through interviews with senior teachers who reported limited access to training and certification. Informants explained that opportunities for competency development were "unequal due to quota and budget constraints." Researchers interpreted this situation as a direct impact of an inequitable resource distribution system, which has led to competency disparities among teachers.

Observations of the administrative process for human resource development reveal lengthy and multi-layered bureaucratic procedures. Thus, structural barriers are reflected in rigid regulations and complex bureaucracy. Data patterns indicate that rigid institutional structures tend to hinder madrasah innovation and adaptation to dynamic Islamic education policies.

Mismatch of Teacher Competencies with the Latest Islamic Education Policy Standards

The mismatch in educator competency in this study is defined as a gap between teachers' pedagogical and professional abilities and understanding of Islamic education values and the competency standards set out in the latest Islamic education policy. In practice, this gap is evident in the variation in teachers' abilities to integrate Islamic values into learning, apply contextual approaches, and adapt learning strategies to policy directions that emphasize meaningful and character-based learning. This competency gap indicates that policy standards have not been fully internalized evenly among educators.

An interview with one teacher revealed that understanding of Islamic Education policy is not yet comprehensive. The informant stated that "policies change frequently, but detailed explanations to teachers are still limited." Researchers interpreted this situation as a weak policy socialization process, which has resulted in teachers' low preparedness to adapt their teaching practices to policy demands.

These findings were reinforced by interviews with other teachers, who revealed that competency improvement was largely done independently. Informants stated, "We learned to adapt ourselves, because not everyone received training." Researchers interpreted this as a form of individual

adaptation that wasn't standardized, resulting in uneven development of teacher competency.

Learning observations indicate significant differences in the application of Islamic Education approaches among teachers. Thus, competency mismatches arise as a consequence of unstructured human resource development. Data patterns indicate that teacher competency develops partially and individually, rather than through planned institutional mechanisms.

Limitations of Policy-Based Professional Development Programs

The limitations of professional development programs are interpreted as the suboptimal planning and implementation of teacher training that directly aligns competencies with the latest Islamic Education policies. Existing development programs tend to be general in nature and are not based on an analysis of specific teacher competency needs. As a result, the training teachers receive does not fully support the strengthening of pedagogical and professional competencies relevant to policy.

Interviews with the Deputy Principal of the Madrasah for Human Resources revealed that teacher training remains heavily reliant on external programs. The informant stated that "madrasahs rarely design training independently." The researcher interpreted this situation as limited autonomy for madrasahs in developing contextual and sustainable professional programs. From the teacher's perspective, the training they received was not fully applicable. The informant stated that the training material was "more theoretical and difficult to apply directly in the classroom." The researcher interpreted this as a gap between training design and the needs of practical learning.

Observations of teacher development program documents indicate a lack of competency-based training needs mapping. Thus, the limitations of professional development programs result in unfocused teacher competency development. Data patterns indicate that competency development is sporadic and not yet integrated with Islamic education policy.

The Impact of Human Resource Problems on the Implementation of Islamic Education Policy

The impact of human resource problems is interpreted as a tangible consequence of managerial, structural, and competency issues on the effectiveness of Islamic education policy implementation in madrasahs. This impact is reflected in inconsistent learning practices, differences in quality between classes, and the suboptimal achievement of policy objectives that emphasize strengthening Islamic values and learning quality.

Interviews with Madrasah Principals revealed that policy implementation is still being carried out in stages. The informant stated that "the policy is

conceptually understood, but its implementation is not yet uniform." Researchers interpreted this statement as an acknowledgement of limited human resource preparedness to support comprehensive policy implementation.

Interviews with teachers revealed that variations in competency directly impact differences in learning quality. Informants stated that "each teacher implements the program according to their own understanding." Researchers interpreted this situation as a lack of standardization in policy implementation at the classroom level.

Learning observations reveal significant differences in the application of Islamic education values and approaches. Thus, human resource issues directly impact policy effectiveness. Data patterns indicate that the success of policy implementation is largely determined by the readiness and alignment of madrasah human resources.

To provide a more structured overview of the overall research results, a summary of sub-findings is required, containing the core data and empirical significance of each focus of the study. This presentation aims to help readers understand the interrelationships between sub-findings comprehensively without having to explore the narrative descriptions separately. Therefore, the summary of sub-findings is presented in tabular form, containing the main sub-findings, key data sources, and the meanings interpreted by the researcher based on interviews and field observations.

Table 1. Analysis of Human Resource Issues Affecting Islamic Education Policy Implementation in Madrasahs

Sub-Findings	Key Data	Meaning of Findings
Managerial Problems in Madrasah Human Resource Management	Interview with the Principal and Deputy Curriculum Manager; Observation of HR planning and evaluation documents	Madrasah human resource management is still administratively and reactively oriented, not yet based on teacher competency analysis and not yet fully referring to the latest Islamic Education policy standards.
Structural Barriers in the Implementation of Islamic Education Policy	Interviews with Madrasah Principals and Senior Teachers; Observations on the bureaucratic flow of human resource development	Rigid bureaucratic structures, top-down regulations, and limited budgets and training quotas limit the flexibility of madrasahs in managing and developing the competence of teaching staff.
Mismatch of Educator Competencies with the Latest Policy Standards	Teacher Interview; Observation of classroom learning practices	There is a competency gap between teachers due to uneven understanding of policies and capacity development, so that the implementation of Islamic Education values and approaches is not uniform.
Limitations of Policy-	Interview with Deputy	Professional development programs

Based Professional Development Programs	HR and Teacher; Analysis of training program documents	have not been designed based on competency needs and policies, are sporadic, and depend on external programs without sustainable planning.
The Impact of Human Resource Problems on the Implementation of Islamic Education Policy	Interview with the Principal and Teachers; Observation of the Learning Process	Human resource problems have an impact on the inconsistency of policy implementation at the class level and the less than optimal achievement of the overall objectives of Islamic Education policy.

Table 1 shows that each sub-finding is interrelated and forms a complete picture of the challenges of managing madrasah human resources in implementing Islamic education policies. This summary emphasizes that managerial, structural, and competency issues do not exist in isolation but interact simultaneously and directly impact the effectiveness of policy implementation at the madrasah level.

Overall, the research results show a consistent pattern that the problems of human resource management in madrasahs are systemic and interconnected across sub-findings. Managerial limitations in human resource planning and evaluation overlap with structural barriers that limit madrasahs' flexibility in responding to the latest Islamic Education policies. This condition has implications for the competency mismatch of teaching staff, which is exacerbated by limited professional development programs that are not yet needs- and policy-based. This pattern results in the implementation of Islamic Education policies that are uneven and suboptimal at the learning level. Thus, the data indicate that the success of policy implementation is highly dependent on the alignment between human resource management, institutional structures, and the planned and sustainable strengthening of teacher competencies.

Discussion

The discussion of the results of this study indicates that managerial challenges in managing human resources in madrasahs reflect the limited capacity of leaders to carry out strategic planning, organizing, implementing, and evaluating functions, as found at MTs Negeri 4 Sarolangun. This finding aligns with previous research emphasizing the importance of competency-based planning and transformational leadership to improve the effectiveness of human resource management in Islamic educational institutions (Abbas et al., 2023; Ghazali et al., 2023; Nafi'a & Gumiandari, 2022). However, unlike the literature, which largely focuses on normative theories of leadership and human resource management, this study emphasizes the context of practice, which remains reactive and administrative, where human resource development is directed

more toward meeting short-term administrative needs than toward continuously improving the quality of learning. The theoretical implications emphasize that the human resource management model in madrasas needs to broaden its perspective from merely administrative to strategic and competency-based analysis. The practical implications require madrasa principals to design teacher development plans that are structured, systematic, and integrated with the latest Islamic education policies.

Structural barriers to the implementation of Islamic Education policies are the focus of the second discussion. This study found that top-down regulations, lengthy bureaucratic procedures, and limited budgets and training quotas limit the flexibility of madrasahs in adapting policies to local conditions. This finding is consistent with the literature showing that rigid bureaucracy and limited madrasah autonomy can hinder innovation and adaptation in Islamic educational institutions (Dian et al., 2023; Fındıklı, 2022; Rizapoor & Zafari, 2023). Differences emerge in the local context, where this study emphasizes the direct impact on teacher competency development and the gap in policy implementation between classes. Theoretically, this emphasizes the importance of integrating institutional perspectives in Islamic education management studies. Practically, madrasahs need greater policy space and resource support so that human resource development programs can be designed adaptively and relevant to real needs on the ground.

The mismatch between educator competencies and the latest policy standards is another crucial finding. This study reveals gaps in pedagogical and professional competencies, as well as the integration of Islamic Education values among teachers. This finding aligns with previous research that identified variations in teacher quality and low effectiveness of policy socialization as factors hindering implementation (Ackah-Jnr & Uдах, 2021; De Voto et al., 2021; Richards et al., 2019). However, this study adds empirical evidence that competency development is often carried out independently and partially, resulting in uneven learning quality. The theoretical implications point to the need for a needs-based and standardized teacher competency development model, while the practical implications emphasize the need for mentoring programs, academic supervision, and ongoing training to ensure teacher readiness to consistently implement Islamic Education policies.

The limitations of policy-based professional development programs are also a key finding. The research revealed that teacher training in madrasas still relies on external programs, is general in nature, and lacks applicability to classroom learning practices. This is consistent with literature highlighting the lack of connection between training design and teachers' practical needs (Bragg et al., 2021; McElearney et al., 2019; Theelen et al., 2019). The discrepancy arises

in the local context, where madrasas lack the capacity to design relevant, independent training, resulting in ineffective professional development programs in improving pedagogical competence and integrating Islamic education values. The theoretical implications emphasize the need for a contextual, needs-based professional development framework, while the practical implications require madrasas to initiate internal training programs, map teacher competency needs, and continuously evaluate program effectiveness.

The impact of human resource issues on the implementation of Islamic education policies is the focus of the final discussion. This study found that asynchronous human resource management, structural barriers, and mismatched teacher competencies resulted in uneven and suboptimal policy implementation, creating differences in learning quality between classes. These findings align with the literature on the influence of human resources on the effectiveness of education policy implementation (Muhdi, 2019), but this study emphasizes the direct empirical impact at the classroom level, demonstrating that teacher perceptions and abilities are key determinants of implementation success. The theoretical implications reinforce the understanding that the effectiveness of Islamic education policies must be seen through the integration of human resource management and institutional structures, while the practical implications emphasize the need for collaborative strategies between madrasah principals, teachers, and policymakers to align teacher competencies with policy standards and improve learning quality.

Overall, the findings indicate that the problems of human resource management in madrasas are systemic and interconnected, with weak management, structural barriers, competency gaps, and limited professional development programs all influencing the effectiveness of Islamic education policy implementation. These findings emphasize the need for a strategic managerial approach, institutional flexibility, and the need for planned and sustainable strengthening of teacher competencies. The theoretical implications of this study add to the literature on the integration of human resource management and Islamic education policy, while its practical implications provide guidance for madrasas in designing effective human resource management strategies to improve education quality, policy alignment, and equitable learning across all classes.

CONCLUSION

The most important finding of this study demonstrates that the problems of human resource management in madrasas are systemic and interconnected between managerial, structural, and teacher competency aspects. The main

lesson learned is that the implementation of Islamic Education policies cannot be effective without the support of strategic, flexible, and teacher competency-based human resource management. The administrative nature of human resource management, coupled with a rigid bureaucratic structure, results in partial teacher competency development and inconsistencies in policy implementation in the classroom. Therefore, human resource readiness is a key factor in the success of Islamic Education policies in madrasas.

The strength of this paper lies in its scholarly contribution, integrating the perspectives of human resource management, institutional structure, and the implementation of Islamic education policy into a single, coherent analysis. However, this study is limited by the limited scope of the case study locations, making the findings difficult to generalize broadly. Future research is recommended to expand the context of the locations, compare madrasahs across madrasahs, and examine innovative and adaptive models of madrasah human resource management to the dynamics of Islamic education policy.

REFERENCES

- Abbas, M., Rehman, R. U., & Arif, M. (2023). Developing administration competencies of educational managers in services teachers-training program QAED Punjab: A case study. *Global Social Sciences Review*, 8(2), 635–647. [https://doi.org/10.31703/gssr.2023\(VIII-II\).56](https://doi.org/10.31703/gssr.2023(VIII-II).56)
- Ackah-Jnr, F. R., & Udah, H. (2021). Implementing inclusive education in early childhood settings: The interplay and impact of exclusion, teacher qualities and professional development in Ghana. *Journal of Educational Research and Practice*, 11(1), 112–125. <https://doi.org/10.5590/JERAP.2021.11.1.08>
- Amet, A. (2023). Transformation of islamic educational institutions in realizing quality human resources in the global era. *Enrichment: Journal of Management*, 12(6), 4919–4926.
- Arar, K., Sawalhi, R., & Yilmaz, M. (2022). The research on Islamic-based educational leadership since 1990: An international review of empirical evidence and a future research agenda. *Religions*, 13(1), 42. <https://doi.org/10.3390/rel13010042>
- As' ad, A. ad, Firmansyah, F., & Arfan, A. (2022). A New Paradigm on Human Resources Management in State Islamic University. *Al-Ishlah: Jurnal Pendidikan*, 14(1), 71–84. <https://doi.org/10.35445/alishlah.v14i1.1513>
- Basalamah, S., Semmaila, B., & Bunyamin, A. (2023). The Role Of Madrasa Superintendents In Improving The Education Quality Of Baubau 1 Public

- Middle School And Alsyaih Abdul Wahid Madrasah Tsanawiyah, Baubau City, Southeast Sulawesi. *Revista de Gestão Social e Ambiental*, 17(7), 1–15. <https://doi.org/10.24857/rgsa.v17n7-015>
- Basri, B., Ridwan, M., Maudin, M., & Asykur, M. (2022). Madrasah Strategic Management in Improving The Quality of Human Resources. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(2), 408–420. <https://doi.org/10.33650/al-tanzim.v6i2.3425>
- Bragg, L. A., Walsh, C., & Heyeres, M. (2021). Successful design and delivery of online professional development for teachers: A systematic review of the literature. *Computers & Education*, 166, 104158. <https://doi.org/10.1016/j.compedu.2021.104158>
- Darimus, D., & Hanif, M. D. (2023). Optimizing educational quality in private madrasahs: The influence of human resource management, organizational culture, and community participation in Pekanbaru City. *POTENSIA: Jurnal Kependidikan Islam*, 9(1), 94–105. <https://doi.org/10.24014/potensia.v9i1.24238>
- De Voto, C., Olson, J. D., & Gottlieb, J. J. (2021). Examining diverse perspectives of edTPA policy implementation across states: The good, the bad, and the ugly. *Journal of Teacher Education*, 72(1), 42–55. <https://doi.org/10.1177/0022487120909390>
- Dian, D., Ahmad, C. F., & Aرسال, F. R. (2023). Implication And Application MBKM™ s Curriculum In Education (Madrasah And Universities). *At-Ta'dib*, 18(1), 106–122. <https://doi.org/10.21111/attadib.v18i1.9910>
- El Widdah, M. (2022). Madrasah Management Strategy as the Education Base for Religious Cadre. *International Journal of Learning, Teaching and Educational Research*, 21(11), 227–242. <https://doi.org/10.26803/ijlter.21.11.13>
- Fındıklı, B. (2022). *Historical Institutions, Ideological Contestation, and International Pressures for Reform: Exploring Higher Education Governance in Turkey*.
- Ghazali, M. T. Bin, Abd Ghani, M., Rahman, S. A. A., Afthanorhan, W. M. A. B. W., Fauzi, M. A., & Wider, W. (2023). Validation of a scale for the measurement of employee competency in relation to succession planning amongst administrators in higher education institutions. *International Journal of Professional Business Review: Int. J. Prof. Bus. Rev.*, 8(4), 5. <https://doi.org/10.26668/businessreview/2023.v8i4.1233>
- Ibrahim, B. (2019). Madrasah transformation into modern educational institutions during the new order. *Istawa: Jurnal Pendidikan Islam*, 4(2), 196–216. <https://doi.org/10.24269/ijpi.v4i2.2006>
- Kosim, M., Muqoddam, F., Mubarak, F., & Laila, N. Q. (2023). The dynamics of Islamic education policies in Indonesia. *Cogent Education*, 10(1), 2172930. <https://doi.org/10.1080/2331186X.2023.2172930>

- Kusumaputri, E. S., Muslimah, H. L., & Hayati, E. I. (2023). The case study of Islamic-education leadership model: What we can learn from the dynamics of principals' leadership in Indonesian excellence Islamic boarding-schools. *Jurnal Psikologi*, 50(1), 18–44. <https://doi.org/10.22146/jpsi.78892>
- Martani, E. (2023). Improving the quality of madrasah education through madrasah resource management. *Dawuh Guru: Jurnal Pendidikan MI/SD*, 3(1), 25–38. <https://doi.org/10.35878/guru.v3i1.481>
- Maryati, S., Lestari, L., Idi, A., & Samiha, Y. T. (2023). Madrasah as an institution of Islamic education and social change. *Jurnal Konseling Pendidikan Islam*, 4(2), 317–326. <https://doi.org/10.32806/jkpi.v4i2.11>
- McElearney, A., Murphy, C., & Radcliffe, D. (2019). Identifying teacher needs and preferences in accessing professional learning and support. *Professional Development in Education*, 45(3), 433–455. <https://doi.org/10.1080/19415257.2018.1557241>
- Moeis, F. R. (2022). Unraveling the myth of madrasah formal education quality in Indonesia: a labor quality approach. *Educational Research for Policy and Practice*, 21(2), 177–200. <https://doi.org/10.1007/s10671-021-09298-6>
- Muhdi, M. (2019). Framework for implementation of education policy in the perspective of education management in Indonesia. *Universal Journal of Educational Research*, 7(12), 2717–2728. <https://doi.org/10.13189/ujer.2019.071220>
- Mujahid, I. (2021). Islamic orthodoxy-based character education: creating moderate Muslim in a modern pesantren in Indonesia. *Indonesian Journal of Islam and Muslim Societies*, 11(2), 185–212. <https://doi.org/10.18326/ijims.v11i2.185-212>
- Mutohar, P. M., & Trisnantari, H. E. (2020). The Effectiveness Of Madrasah: Analysis Of Managerial Skills, Learning Supervision, School Culture, And Teachers' performance. *MOJEM: Malaysian Online Journal of Educational Management*, 8(3), 21–47. <https://doi.org/10.22452/mojem.vol8no3.2>
- Nafi'a, I., & Gumiandari, S. (2022). Staffing And The Psychology Of Leadership Power In Islamic Higher Education In Enhancing Human Resource Performance Management. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(03).
- Okoko, J. M., Tunison, S., & Walker, K. D. (2023). Varieties of qualitative research methods. *Saskatoon, Saskatoon: Springer Texts in Education*. <https://doi.org/10.1007/978-3-031-04394-9>
- Putri, L. A., & Hamami, T. (2023). The Islamic Religious Education Curriculum Towards Globalization of Education: A Study on the Dynamics and Implications of Curriculum Changes. *Muslim Education Review*, 2(2), 249–274. <https://doi.org/10.56529/mer.v2i2.199>

- Richards, K. A. R., Pennington, C. G., & Sinelnikov, O. A. (2019). Teacher socialization in physical education: A scoping review of literature. *Kinesiology Review*, 8(2), 86–99. <https://doi.org/10.1123/kr.2018-0003>
- Ridlo, M. H., & Yanti, L. S. (2023). Investigating The Holistic Management In Increasing Graduates' competence In Madrasa Based On Pesantren. *PEDAGOGIK: Jurnal Pendidikan*, 10(2), 226–239. <https://doi.org/10.33650/pjp.v10i2.7170>
- Rizapoor, H., & Zafari, M. A. (2023). Cross-cultural learning and adaptation: enhancing madrasah management in afghanistan through insights from indonesian madrasah. *Al-Banjari: Jurnal Ilmiah Ilmu-Ilmu Keislaman*, 22(1), 106–124. <https://doi.org/10.18592/albanjari.v22i1.10875>
- Rofiaty, R. (2019). The relational model of entrepreneurship and knowledge management toward innovation, strategy implementation and improving Islamic boarding school performance. *Journal of Modelling in Management*, 14(3), 662–685. <https://doi.org/10.1108/JM2-05-2018-0068>
- Sali, A. H. A., & Marasigan, A. C. (2020). Madrasah Education Program implementation in the Philippines: an exploratory case study. *International Journal of Comparative Education and Development*, 22(3), 201–217. <https://doi.org/10.1108/IJCED-06-2019-0034>
- Sulfiani, S., Jannana, N. S., & Sentosa, S. (2023). Enhancing Islamic Educational Quality through Output-Based Quality Assurance: A Literature Review Perspective. *HEUTAGOGIA: Journal of Islamic Education*, 3(2), 155–168. <https://doi.org/10.14421/hjie.2023.32-02>
- Syafaruddin, S., & Lubis, R. (2022). Evaluation of Teacher Leadership Training Model Based on Competency From The Qur'an at Al Ittihadiyah Madrasah in North Sumatera. *Edukasi Islami: Jurnal Pendidikan Islam*, 10(001). <https://doi.org/10.30868/ei.v10i01.1466>
- Theelen, H., Van den Beemt, A., & den Brok, P. (2019). Classroom simulations in teacher education to support preservice teachers' interpersonal competence: A systematic literature review. *Computers & Education*, 129, 14–26. <https://doi.org/10.1016/j.compedu.2018.10.015>
- Zainuri, A., Huda, M., & Maselena, A. (2020). An Empirical Research of Madrasah Ibtidaiyyah (Islamic State Elementary School) in Indonesia. *International Journal of Psychosocial Rehabilitation*, 24(1), 72–90. <https://doi.org/10.37200/IJPR/V24I1/PR200108>