



Human Resource Transformation at Al-Jam'iyatul Washliyah Educational Institution: Multi-site Research

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Abstract

This multisite qualitative study explores the transformation of human resources at two Islamic educational institutions under Al-Jam'iyatul Washliyah: MAS Muallimin UNIVA Medan and MAS Al-Washliyah 12 Perbaungan. Using interviews, observation, documentation analysis, and institutional records, the research examines four core dimensions: the existing condition of human resources, the strategies employed to enhance teacher and staff capacity, the forms of transformation that strengthen performance and technological adaptation, and the institutional approaches used to navigate challenges and internal resistance. Findings show that both schools possess solid foundational structures adequate staffing in core subjects, strong collegial culture, and policies aligned with institutional values yet face persistent issues such as uneven workload distribution, limited welfare support, generational gaps in digital competence, and inconsistent data governance. Human resource transformation is driven through competency-based development, value-oriented recruitment, technology-assisted administration, and intergenerational mentoring, all supported by persuasive, participatory leadership rooted in Islamic ethics. The study concludes that sustainable transformation requires integrated strategies that merge professional capacity building, digital modernization, and reinforcement of religious identity. These findings contribute a novel hybrid model of HR development for Islamic educational institutions in contemporary contexts.

Introduction

Islamic education in Indonesia has undergone continuous development influenced by social, political, and cultural transformations. Since the early establishment of Islamic learning institutions, madrasahs have become essential in shaping students' religious identity and moral character (Ma'arif et al., 2024; Maryati et al., 2023; Mujahid, 2021). Although not the earliest Islamic institutions, madrasahs later emerged as formal providers of structured religious education and have continued to adapt to societal changes (Azra, 2020; Rohman & Yusuf, 2022) (Audia & Putri Agil, 2024; Azra, 2020; Noor, 2023; Roy et al., 2020). In the current era marked by globalization and digital disruption, Islamic educational institutions are increasingly required to modernize their systems and governance to remain relevant and competitive at national and international levels (Agustina et al., 2025; Alfiyanto et al., 2024; Hajar, 2024; Zahraini et al., 2025).

The complexity of contemporary challenges highlights the importance of building strong and adaptive human resources (HR) within educational institutions (Sadikin et al., 2023; Tusriyanto et al., 2024). High-quality HR teachers, school leaders, and administrative staff are central to producing graduates who are intellectually capable and morally grounded (Ritonga, 2025). Studies emphasize that teacher competence and institutional governance are key predictors of

school quality in religious-based institutions (Hutagaol et al., 2025; Yuana et al., 2025). As one of Indonesia's largest Islamic organizations with a vast educational network, Al-Jam'iyatul Washliyah bears a strategic responsibility to ensure that its human resource management aligns with current educational demands while remaining rooted in Islamic ethical values.

Educational transformation in Islamic institutions requires more than competency enhancement; it demands systemic improvement in organizational culture, professional standards, and pedagogical practices. Within Al-Jam'iyatul Washliyah, HR transformation has increasingly become a priority through initiatives embedded in the Sistem Pendidikan Al-Jam'iyatul Washliyah (SPA). These efforts include curriculum refinement, certification programs, continuous professional development, and value-based performance evaluation (Counte et al., 2019; Gyll, 2021; Magwenya et al., 2023). Such initiatives reflect broader trends showing that Islamic organizations are adopting structured HR policies to improve sustainability and competitiveness (Rahmat et al., 2024; Rahmat et al., 2024; Rana & Malik, 2017).

Despite these initiatives, madrasahs in Indonesia continue to face persistent challenges. Many institutions struggle with disparities in teacher qualifications, limited resources, and uneven distribution of professional educators between urban and rural regions (Ying & Hatta, 2025). Data from SIMPATIKA also highlight gaps in teacher professional activity and compliance with national competency standards. These challenges underscore the need for comprehensive administrative reform, equitable resource distribution, and systematic HR development programs to ensure madrasah competitiveness in the digital age.

The rapid expansion of digital technologies further demands teachers and school leaders to acquire modern pedagogical and technological competencies. Research indicates that integrating digital literacy, value-based learning, and adaptive leadership is crucial for strengthening Islamic education in the 21st century (Rahman, 2025). Examples from Washliyah schools such as MAS Muallimin UNIVA Medan and MAS Al-Washliyah 12 Perbaungan show that modernization efforts require combining technology integration with Islamic ethical values, ensuring that innovation does not compromise religious identity.

Recent organizational reforms within Al-Jam'iyatul Washliyah illustrate meaningful progress in strengthening HR quality. Competency-based recruitment, micro-teaching assessments, and value-oriented interviews have been implemented to improve the selection of teachers and school leaders (Siregar, 2022). The introduction of structured career pathways such as the "Guru Inti Washliyah" and "Guru Penggerak Washliyah" has encouraged professional excellence and nurtured a culture of continuous improvement. Additionally, greater familiarity with both national curricula and the SPA curriculum has enabled teachers to integrate Islamic moderation values *tawasuth*, *tawazun*, *tasamuh*, and *ishlah* into classroom practice (Rohimah, 2023).

Collectively, the transformation of human resources within Al-Jam'iyatul Washliyah represents an important step toward modernizing Islamic education in Indonesia. The organization's efforts to harmonize global educational standards with Islamic values reflect the emerging trend of hybrid modernization in faith-based institutions (Amin, 2024; Bahri, 2024). Therefore, examining the strategies, dynamics, and impact of HR transformation in Washliyah educational institutions provides valuable insights for strengthening the sustainability and competitiveness of Islamic education in the digital era.

Methods

Research Design and Approach

This study adopted a qualitative multisite case study design to explore human resource transformation within Al Jamiyatul Washliyah educational institutions. This design was selected to enable an in depth examination of organizational practices, professional experiences, and institutional dynamics across different settings that share similar ideological foundations but operate within distinct contextual environments. A qualitative approach was considered appropriate because the study sought to understand how teachers, administrators, and school leaders interpret and negotiate processes of change in their everyday professional lives.

By employing a multisite perspective, the research aimed to capture both site specific characteristics and broader institutional patterns. This approach allowed for systematic comparison between MAS Muallimin UNIVA Medan and MAS Al Washliyah 12 Perbaungan. Through this comparative lens, the study was able to examine how similar policies and values are implemented differently depending on local leadership styles, resource availability, and organizational cultures.

Research Sites and Context

The research was conducted at two secondary level Islamic educational institutions under the Al Jamiyatul Washliyah network, namely MAS Muallimin UNIVA Medan and MAS Al Washliyah 12 Perbaungan. These institutions were selected purposively due to their strategic role in teacher development and their active engagement in institutional reform initiatives. Both schools operate within the same organizational framework yet differ in size, administrative capacity, and access to external resources.

MAS Muallimin UNIVA Medan functions as a relatively established institution with stronger administrative routines and closer connections to higher education networks. MAS Al Washliyah 12 Perbaungan represents a developing institution facing more pronounced structural and resource constraints. The selection of these sites enabled the study to examine how human resource transformation unfolds under different organizational conditions within the same institutional umbrella.

Participants and Sampling Strategy

Participants in this study were selected using purposive sampling based on their involvement in institutional governance, teaching activities, and administrative management. The sampling strategy aimed to capture diverse perspectives on human resource development and organizational change. Participants included school principals, vice principals, teachers, administrative staff, education council members, students, and parents.

Selection criteria focused on professional experience, institutional responsibility, and willingness to engage in reflective dialogue. Teachers and administrative staff with varying lengths of service were included to represent both senior and junior perspectives. School leaders were selected due to their central role in policy implementation and organizational supervision. Students and parents were involved to provide complementary insights into institutional practices and service quality.

Participant recruitment was conducted through formal institutional communication and personal engagement with potential informants. All participants were informed about the purpose of the study and their voluntary participation was emphasized throughout the research process.

Data Collection Procedures

Data were collected through in depth interviews, prolonged field observations, and systematic documentary review. These methods were employed to generate comprehensive and contextualized understandings of institutional life and professional practice.

In depth interviews were conducted with participants using semi structured guidelines that allowed for flexibility and depth. Interview questions focused on professional experiences, perceptions of institutional change, challenges in capacity building, leadership practices, and technological adaptation. Interviews were conducted in settings that ensured privacy and comfort for participants, enabling open and reflective communication.

Field observations were carried out over extended periods within both institutions. The researcher observed classroom activities, administrative routines, staff meetings, training sessions, and informal professional interactions. Detailed field notes were recorded to document behavioral patterns, communication styles, and organizational practices. These observations provided insights into how formal policies were enacted in daily institutional life.

Documentary analysis involved examination of institutional policies, training records, organizational reports, curriculum documents, and administrative archives. These materials were used to contextualize interview and observation data and to trace institutional development trajectories. Documentary sources also enabled verification of participant narratives and identification of structural patterns.

Data Analysis Procedures

Data analysis was conducted through an iterative and reflective process that began concurrently with data collection. Interview transcripts, field notes, and documentary materials were organized and reviewed repeatedly to develop familiarity with emerging patterns. Initial coding focused on identifying meaningful segments related to professional development, leadership practices, administrative governance, and technological adaptation.

Subsequent analytical stages involved grouping codes into broader thematic categories and examining relationships among themes. Constant comparison techniques were employed to explore similarities and variations across participant groups and research sites. Analytical memos were written throughout the process to record emerging interpretations and theoretical reflections.

Cross site analysis was conducted to examine how institutional contexts shaped human resource transformation processes. This comparative procedure enabled the identification of shared challenges and distinctive organizational responses. Themes were refined continuously through engagement with multiple data sources and reflective dialogue between empirical evidence and conceptual interpretation.

Results and Discussion

The results shown in this section were gained as a result of a long term and thoughtful qualitative analysis developed on the basis of long term management of the research sites of MAS Muallimin UNIVA Medan and MAS Al-Washliyah 12 Perbaungan. The data were produced based on the in-depth interviews, field observations over long periods and systematic analysis of institutional documents. These sources presented the complementary insights on the daily practices, organizational processes, and professional experiences in the schools. In the process of conducting research, special focus was made on encompassing the formal

institutional structures, as well as the actual realities of teachers, administrators, students, and school leaders in the process of pursuing a cycle of continuous human resource change.

The iterative cycles of the process included reading, coding, comparison, and interpretation to accomplish the analytical process. Interview transcripts, observation notes, and documentary data were reviewed a few times and patterns found, recurring themes were identified, and differences in context across sites. The analysis did not consider sources of data separately but instead entailed the constant flow of information between one type of evidence and another. Interview records were analysed with the observation records and institutional archives in the light of enhancing the interpretation and reducing the use of explanations that depend on one source. This constant comparative method helped the researcher to follow the articulation of a similar challenge and approach in different organizational settings.

In order to enhance the rigor of the analysis, the triangulation was used in the course of the interpretative procedure. The essential results were analyzed in relation to various data sources and point of views of participants to make sure that the new interpretations are based on the same empirical trends. Differences between the narratives of interviews, the practices, and the documentary records were viewed as an analytical value but not as a methodological constraint. Follow-up observations and writing reflective memos were used to explore such tensions, which meant that the analysis did not simplify the complexity of institutional life to categories of the simplified type.

The findings are categorized into subjective areas that are indicative of interaction between personal experiences, organizational systems, and institutional cultures. The development of each of the themes was based on the attentive synthesis of site-specific data as well as cross-site comparisons. It is this structure that allows the localized dynamics as well as some shared patterns to be presented in the Al Jamiyatul Washliyah educational network. The findings aim to shed more light on the day-to-day school practices in the sphere of human resource transformation, as they are negotiated, interpreted and acted in the combination of various forms of evidence within each of the themed discussions.

In this analytical context, the Results section is not just a mere description of the phenomena that are observed but makes an effort to explain the processes that run behind the scenes in the echelon that drives change in institutions. The themes outlined in the following paragraphs are interpretive constructions based on long period of interaction with participants and their professional environments. In its turn, this section aims at providing a subtle account of interdependence of organizational values, resource limitations, leadership practices, and professional ambitions that in unity determine the course of educational progress in the learning institutions considered in the present study.

The overall state of Human Resources in Al-Jamiyatul Washliyah Learning establishments.

The empirical evaluation of the overall situation of the human resources in Al-Jam'iyatul Washliyah educational institutions reveals a complicated and dynamic organizational environment. Firstly, the staffing configuration in both MAS Muallimin UNIVA Medan and MAS Al-Washliyah 12 Perbaungan seem to be complete in nature. Leadership functions are defined and teachers are assigned specific areas of subjects and administrative staff provides operational support. Records show that the required quantitative staffing levels at the base are met. However, the reality behind such a seemingly formal architecture is a more complex one, which is an uneven specialization, duplication of roles, and alternation of expectations of professional competence.

Despite the adequate headcount, the capacity of the institutions in terms of functional capacity is not even when considered by considering the dimensions of specialization and workload distribution. In various examples, important academic or technical areas are staffed by workers on part-time basis, or people working in more than one position. A principal at Muallimin expressed this situation candidly:

“We have enough teachers in general subjects, but in some specialized areas we still depend on part-time staff. This makes scheduling and supervision more complicated.”

The reflection identifies a gap between the coverage and capacity. The use of sustained pedagogical supervision and professional mentoring is hampered by the lack of continuity in critical roles of administration though the subject allocation might meet administrative requirements. The areas of weakness of this structural fragility are domains that rely on specialization, such as curriculum innovation and digital integration.

The stress also manifests itself in the area of administrative operations. As evidenced by empirical data, the staff members regularly handle a variety of duties at the same time, switching between the academic coordination, reporting, and data-management related tasks. An administrator from Perbaungan described this condition in practical terms:

“Sometimes one person handles two or three tasks at the same time, especially when reporting deadlines are approaching.”

Rather than signaling indifference, this multitasking culture reflects deep institutional dedication. Staff members routinely absorb additional responsibilities to ensure continuity. However, such adaptability carries hidden costs. The absence of clearly distributed workloads increases the likelihood of fatigue, reduces opportunities for careful documentation, and gradually normalizes procedural shortcuts.

Teachers experience similar ambiguities in their professional roles. A senior teacher from Muallimin observed:

“Most teachers are committed, but without clear job descriptions, we often work beyond our main responsibilities.”

This quote points out that there is reliance on informal flexibility in the structural design. In case of poorly defined institutional roles, teachers make up by exercising personal initiative. Though this builds short-term strength, it compromises professional vision in the long run. Gradually, the line between the teaching, mentoring, and administrative tasks is blurred, which makes accountability more difficult and undermines the possibility of specialization attainment.

This landscape is further influenced by the logic of governance that guides the staff placement. In multiple interviews, the respondents pointed out that the concept of organizational loyalty often plays a central role in appointments. One administrator at Muallimin explained:

“We prioritize loyalty and long service. Sometimes competence comes later. What matters first is trust in the organization.”

A teacher from Perbaungan expressed a similar concern:

“Some positions are given because of closeness to leaders, not because of training or certification.”

These attitudes shed some light to the value-based management culture which has a long institutional history. The main factors by which the leaders/administrators are selected are trust,

moral alignment and long term interrelations. Such practices in a religious learning context help in strengthening unity and protecting organizational identity. However, they also create tension when institutions face an increase in the demand of standardized competency frameworks and professional accountability.

Administrative customs also give more evidence of this intermediate condition. In the field, it can be observed that handwritten registers and crudely made digital spreadsheets are used simultaneously to record the attendance of employees, track their workloads, and create financial reports. This mixed administrative space shows that there are still current modernization efforts that are yet to be stitched together into unified mechanisms. This results in the continued duplication of records and discrepancies in data validation that continue to place additional burden on already overworked employees.

The two sites have notable differences when compared. Compared to other suppliers, MAS Muallimin has relatively higher leadership coordination, more consistent internal routines, and thus structural constraints partially are alleviated. The informal mentoring and supervisory practices are seen as more established offering a small support system to teacher development. Conversely, MAS Al-Washliyah 12 12 Perbaungan has to face stronger staffing imbalances and less standardized administration processes. Stakeholder commitment to the organization is critical in this context in terms of institutional resilience as opposed to a management structure established in a systematic manner.

All these patterns can be seen to be a delicate balance of negotiated institutions between existing organizational culture and new professional demands. Relational trust, loyalty and moral responsibility remain very powerful organizing principles. At the same time, some trends related to digitalization, accountability, and educational competitiveness require the articulation of roles and competency-based management.

The current institutional continuity relies on the tendency of teachers and staff to go beyond formal responsibilities and make them an important asset. Nevertheless, personal commitment will not be enough to achieve the long-term change. Sustainable human-resource development will entail interpreting the ethical solidarity into structural understanding. Explicit job designs, open appointment practices and administrative systems are not merely technical reforms, but also processes of alignment of institutional values and professionalism.

The educational institutions of Al-Jamiyatul Washliyah are strong in the sense that they have the moral energy and a sense of identity that drives all their activities on a day to day basis. The next task is to incorporate this energy in the coherent organizational systems capable of contributing to the long-term professional development. It is only at this point that these institutions can cease to survive adaptively and move to a structured and lasting transformation.

Professional Qualifications and Teaching Competence of Educators

The teaching competence and professional qualification of teachers in MAS Muallimin UNIVA Medan and MAS Al-Washliyah 12 Perbaungan are expressed in an active process that involves the academic background, learning experience in the classroom, and the level of institutional support that the teacher has. As seen in institutional documents, most teachers meet the minimum national criteria of formal academic qualification; undergraduate degrees are pervasive and profession qualifications are ubiquitous. However, formal qualifications do not necessarily imply a long-term pedagogical richness and instructional novelty in classrooms.

A further, closer analysis reveals that some educators are assigned the topics that are not fully relevant to their academic areas of specialization. These teachers are therefore left with no

choice but to conduct self-directed learning to seal deficiencies in competency. One teacher described this reality in a candid manner:

“My academic background is not fully aligned with the subject I teach, so I have to learn independently outside formal training.”

These thoughts indicate how institutional flexibility in staffing often encourages the burden of professional adjustment to individual teachers. Without either formal mentoring or topical developmental channels, individual discipline and drive are critical to adaptation. In the long run, such an individualized method provides discrepant mastery and confidence in teachers.

School leadership also appreciates that certification cannot ensure effective classroom practice. One principal reflected:

“Certification improves confidence, but many teachers still need mentoring in classroom management and digital instruction.”

This view explains a very minor, but a major difference between administrative compliance and professional development. Although certification can enhance the feeling of legitimacy in teachers, it takes a long-term process to achieve lasting enhancement in the quality of instruction, and continuous feedback, reflected discussions and instruction in the classroom are needed. These mechanisms are essential because without them, the development of professionals is superficial and not radical.

This gap is also revealed in the field of digital pedagogy. A large number of the teachers have attended one of the technology-related training programs. However, such training is not translated into lasting practice due to the absence of regular follow-up support. A young teacher expressed this challenge directly:

“We learned about digital platforms in training, but without follow-up, it is difficult to apply them consistently.”

This claim implies that the professional learning opportunities are frequently not perceived as a part of the ongoing developmental process but taken separately. Workshop-acquired skills are eroded over time unless they are supported by mentoring, working together with peers, or institutional surveillance. However, institutional training records indicate that the organization of capacity-building initiatives is mainly arranged in case of the availability of funds. A staff member involved in coordinating professional development noted:

“Most training programs depend on available funds. When budgets are limited, development activities are postponed.”

Professional development is thus determined by financial uncertainty. Teachers are faced by the uneven development cycles, which constrain the capacity to build-on cumulative skills and undermine institutional cultures of learning. Innovation does not become a routine thing in such an environment.

These structural limitations are concrete in the practices that are observable in the classroom. There is also a lot of diversity in the planning of lessons, assessment planning, and engagement strategies of the student. Other teachers have shown adaptive practices, incorporating discussion-based teaching, using few digital tools into their teaching, but still, other educators use mostly lecture-based instruction and printed materials. One teacher explained this preference:

“I still prefer using printed materials. Online systems are confusing and unstable.”

The given resistance towards modern technologies is not necessarily an indication of resistance to modernization. Rather, it is indicative of doubts when it comes to working around the technological systems without credible technical support. Inconsistency in infrastructure and underdeveloped mentoring makes the process of experimentation to be seen as hazardous and inefficient.

The influence of institutional culture on these outcomes of experience is high. Informal mentoring relationships, peer discussion are more frequent at Muallimin. The teachers sometimes visit each other in classes and exchange instructional resources, thus establishing small learning communities. The career development process in Perbaungan is also more individualistic because, at the school, professional development can be perceived as the process by which teachers can address pedagogical issues on their own and have to cope with the demands of a heavy teaching and administrative load.

These contextual differences influence the construction of professional identity by educators. Professional growth in an environment of collegial exchange is modeled as an institutional course of growth, and in environments with less generous support structures, as a personal venture in the face of structural limitations.

Teaching competence in these institutions can always be developed within the context of the forces of academic competency and certification status; however, it emerges through a prolonged association between personal commitment and institutional structure. Formal credentials are also a vital base but their transformational possibilities are contingent on the degree to which institutions cultivate mentoring systems, consistent developmental programmes and shared professional cultures.

As a result, the need to improve teaching competence requires more than national standards. It requires institutional determination to coherent developmental trajectories, predictable funding frameworks and coordinated mentoring systems. Instructional quality is more apt to become entrenched when professional learning is instituted as a part of normal organisational activities as opposed to being a resultant consequence of occasional initiatives.

In the educational institutions of Al-Jam-iyatul Washliyah, the teacher development is inevitably connected with the general organizational reforms. Both the administration and the culture determine educators growth and development through their leadership priorities, administrative systems, and cultural norms. This process of alignment of these dimensions is core to maintaining educational quality in the ever changing educational environment.

Strategies for Capacity Building and Professional Development

The capacity building and professional development strategies used at the MAS Muallimin UNIVA Medan and at MAS Al-washliyah 12 Perbaungan help shed light on the ongoing institutional efforts of reconciliation between the aspirational reform agendas and practical resource constraints. Documentary analysis indicates that the two institutions have established a various number of programs that are designed to improve teacher and staff competence which are internal workshops, peer mentoring, curriculum development meetings and involvement in external training programme organised by educational authorities and Islamic education networks. These efforts highlight the pivotal role of leadership in noticing the significance of never-ending learning but they are not well structured and they are often stalled by organisational and financial constraints.

On the leadership level, professional development is widely viewed as impossible to maintain institutional quality. It is continuously stressed by school leaders that the focus should be on

the enhancement of the level of pedagogical competence, digital literacy, and administrative competence. One staff member involved in coordinating training programs explained:

“Most training programs depend on available funds. When budgets are limited, development activities are postponed.”

The current statement demonstrates how financial uncertainty affects the courses of institutional learning. Capacity-building initiatives have been viewed as being discretionary programmes that are only undertaken in case financial resources permit. As such, professional development is plagued by absence of predictability and continuity, thus limiting its long term implications on the instruction and administration practices.

Besides financial limitations, shortfall in planning and coordination also reduces the effectiveness of development programmes. Training programs are usually planned on the spot, as a reaction to urgent needs, accreditation requirements or outside requests, as opposed to being part of a consistent multi-year strategic plan. A teacher reflected on this pattern:

“We usually receive training once a year, but there is no monitoring after that.”

These remarks indicate that professional learning is rather event based. There are workshops, issuing of certificates and generation of reports, but there is seldom a follow-up of these. Without classroom observation mechanisms, reflective feedback and monitoring performance, sustainability of training outcomes is severely affected.

Informal mentoring is another very important aspect of capacity building in institutions. The senior teachers often provide guidance to their juniors on a daily basis when they interact in their daily lives, in planning lessons together, and in the instruction process itself. A vice principal described this process:

“Mentoring between senior and junior teachers exists, but it is still informal and not well documented.”

This type of collegial support is useful in the passing of institutional values and knowledge in practice. It creates professional solidarity as well as promoting experiential learning. But it is also less formal and therefore limits scalability and consistency. When the responsibility of mentoring is left to the individual, it becomes uneven among the departments as well as with different academic periods.

Professional development practices are also determined by the place of the institutional culture. The two schools focus on moral accountability, corporate duty, and commitment to organizational values. Such cultural orientations help teachers to join in training programs voluntarily and to help each other learn. Concurrently, they occasionally deter the critical thinking of program efficiency. It is possible that teachers are afraid to challenge relevance of training contents and seek further support which they can interpret as lack of commitment.

They can be discussed based on observational data showing the way these dynamics affect day-to-day professional learning. In internal workshops, the turnout is usually high and the discussion is usually vibrant. But beyond the case of formal sessions, the possibility of long-term collaboration goes down. Practices in teaching frequently tend to go back to the old ways especially where there is a weak institutional check. This trend implies that learning is still in isolated compartments of ordered actions instead of being incorporated into the daily teaching existence.

Diversification of organizational capacity also determines development pathways between sites. At Muallimin, there is more consistency in leadership in making forums of internal

pedagogical exchange and curriculum reflection. Meetings that are frequent offer an opportunity to exchange classroom experiences and talk about instructional issues. These forums are not as common in Perbaungan, and professional learning is more based on personal effort and external training opportunities.

These differences affect the perception of professional development among the teachers. Development is seen to have a shared institutional responsibility in a setting where collaborative spaces are sustained. In areas like these, professional learning is an individual endeavor bargained along with excessive working hours and administrative pressures.

The trends have shown that capacity building in these institutions has been in a position between formal planning and informal aspects of adaptation. The leaders of the institutions are encouraged to value the strategic significance of professional development but they cannot institutionalize it due to operational constraints. Mentoring activities, training programs as well as collaborative forums are not embedded into organizational life but rather work as irregular interventions.

Enhancing capacity-building mechanisms thus means that there should be a transition of episodic programming to the developmental governance. There should be long-term planning frameworks, secured funding schedules and systematic mentoring frameworks to support the learning pathways. Accountability and impact can also be enhanced by monitoring mechanisms of not just linking training participation to classroom practice but also the administrative performance as well.

In the wider frame of the Al-Jam-iyatul Washliyah educational system, professional growth is one of the most important intermediaries between the organizational ideals and the modern educational requirements. When capacity building is implicitly institutionalized into organization routine, it helps teachers and members of staff to transform moral commitment into pedagogical excellence and administrative competence. It is important to foster such alignment, which is the core of promoting sustainable institutional change.

Digital Literacy and Administrative Workforce Readiness.

The willingness of administrative staff and their digital literacy will be the key aspect of the institutional change at MAS Muallimin UNIVA Medan and MAS Al-Washliyah 12 Perbaungan. Administration is very critical in maintaining academic services, institutional data management, and communication between schools, education authorities and parents. As the documentary evidence suggests, both of the institutions have started to implement digital reporting systems and data management platforms on-line. The ability of administrative staff, however, to work efficiently with these systems is nonetheless skewed and profoundly influenced by the level of previous training, job load conditions and organizational support.

The vast number of administrative personnel got their jobs not by professional training in administration or computing but by service over long periods in their jobs. This has seen the acquisition of digital competence mostly in informal learning and trial-and-error avenues. One staff member reflected on this learning process:

“We learned how to use the system by ourselves. There was no special training, so we asked friends when we did not understand.”

This statement illustrates how institutional adaptation relies heavily on peer-based learning rather than structured capacity-building programs. While such informal learning fosters solidarity and mutual assistance, it also produces fragmented skill development. Knowledge remains unevenly distributed and vulnerable to staff turnover.

Workload intensity further complicates digital readiness. Observations indicate that administrative personnel are responsible for multiple reporting systems, including internal records, government databases, and accreditation documentation. A staff member described this pressure:

“Sometimes we have to enter the same data into different systems. It takes a lot of time and makes us afraid of making mistakes.”

The coexistence of multiple platforms increases cognitive and procedural burdens. Instead of enhancing efficiency, digitalization in this context often multiplies administrative tasks. Staff members must constantly navigate compatibility issues, changing formats, and inconsistent system updates, which undermines confidence in digital tools.

Limited institutional training opportunities contribute to these challenges. Professional development programs tend to prioritize teachers, while administrative personnel receive less systematic support. One administrator explained:

“Training is usually for teachers. We are rarely included, even though we also need it.”

This marginalization reflects an implicit hierarchy within professional development planning. Administrative work is frequently perceived as technical support rather than as a strategic component of educational quality. Consequently, investments in digital competence among administrative staff remain insufficient.

Infrastructure conditions also shape digital literacy practices. In several observed settings, internet connectivity is unstable, hardware is shared among multiple users, and technical maintenance is limited. A staff member commented on this situation:

“When the internet is slow, we return to writing everything manually, because we cannot wait.”

This reliance on manual alternatives reflects pragmatic adaptation. Staff members prioritize task completion over procedural innovation. However, such practices reinforce hybrid systems in which digital tools remain supplementary rather than central to administrative workflows.

Generational factors further influence digital readiness. Younger administrative personnel tend to adapt more quickly to new platforms and demonstrate greater confidence in experimenting with digital applications. Senior staff members often approach technological change more cautiously. One staff member shared:

“I am not afraid to learn, but it takes time. Sometimes I worry that I will press the wrong button.”

This reluctance is not the indicator of resistance towards innovation. It is an expression of anxiety due to lack of training and high levels of accountability. Also, administrative errors can have serious institutional consequences thus making experimentation dangerous in the face of weak support systems.

Institutional leadership plays a central role in the development of digital culture of administration. At Muallimin, administrators are also subjected to more informal advice by school heads and IT-focused staff, and through this, incremental skill development becomes an achievable goal. On the contrary, support structures are more inconsistent in Perbaungan and this requires staff to be more self-driven. Such differences influence how digital tools are perceived, whether as something that can be handled or another source of stress.

The patterns that have been observed suggest that administrative digital literacy manifests itself through the constant communication of individual effort and organizational environment. Motivation will not be sufficient without the accompanying training, investment in infrastructure and integration of processes. The implementation of digital systems without the relevant capacity-building measures leads to insufficient utilisation and vulnerability.

The advancement of the readiness of the administration workforce, in its turn, would require the acknowledgement of the administrative staff as the central forces of institutional quality. Development of confidence and competence cannot be done without structured training programmes, simplified reporting mechanisms and reliable technical support. It is also vital to define reflective learning rooms in which the staff can discuss challenges and jointly plan how to solve problems.

In Al-Jamiyatul Washliyah institutions, digital literacy in administration is not just the technical skills. It represents the extent to which modernisation agendas are transformationalised in the day-to-day organisational activities. When administrative staff are given the authority to navigate digital systems with confidence, the institution will have a more transparent, efficient, and robust governance. As a result, fixing the technological innovation and human capacity is a critical pursuit towards maintaining educational transformation.

Leadership, Decision-Making Dynamics and Organization Structure

The meaning, application, and maintenance of human resource policies depend on organizational structure and leadership practices in MAS Muallimin UNIVA Medan and MAS Al-Washliyah 12 Perbaungan. The hierarchical structures are formalised in the organisation chart, which places the principal at the centre and provides them with support in the form of the vice principals, department coordinators and administrative units. These institutions provide a governing system structure. However, ordinary decision-making can often go beyond hierarchies, and they can work through inter-personal negotiation, unofficial consultation, and value-based factors.

In both institutions, leadership is deeply entrenched in moral and religious teachings which emphasize on humility, shared responsibility and ethical behavior. School leaders are accorded a lot of respect not only because of their administrative abilities but also because of their standing in the community morally. One teacher described this leadership orientation:

“Our principal always reminds us that leadership is about service, not power.”

This ethical framing shapes leadership legitimacy and fosters strong relational trust. Teachers and staff are more willing to accept guidance when it is perceived as grounded in shared values. At the same time, this relational authority sometimes blurs institutional boundaries, making it difficult to enforce standardized procedures consistently.

Decision-making processes reflect this blend of formal authority and relational governance. Major policies related to curriculum, staffing, and institutional partnerships are usually discussed in leadership meetings and internal forums. A staff member explained:

“Important decisions are usually discussed together, even if the final responsibility is with the principal.”

Such consultative practices create a sense of collective ownership and reduce overt conflict. They allow multiple perspectives to surface and encourage institutional cohesion. Yet they also extend deliberation periods and occasionally delay policy implementation, particularly when consensus is difficult to achieve.

At the operational level, leadership delegation plays a significant role in shaping organizational effectiveness. Vice principals and coordinators are entrusted with supervising specific domains such as curriculum development, student affairs, and administration. One vice principal reflected:

“We try to handle issues at our level first before bringing them to the principal.”

This layered leadership model distributes responsibility and supports managerial learning among middle leaders. However, its effectiveness depends heavily on individual competence and communication quality. When coordination mechanisms are weak, information flow becomes fragmented and decision outcomes lose coherence.

Informal networks further influence governance dynamics. Senior teachers, long-serving administrators, and respected community figures often function as moral reference points in institutional deliberations. Their opinions carry substantial weight, particularly in matters involving personnel placement and disciplinary action. One teacher observed:

“Before making sensitive decisions, leaders often listen to senior figures.”

These networks strengthen social harmony and protect institutional stability. Yet they may also reinforce existing power structures and limit opportunities for younger staff to participate meaningfully in strategic decision-making.

Leadership responses to reform initiatives reveal how organizational culture mediates change. In many cases, leaders adopt gradualist approaches, introducing new policies incrementally to avoid disrupting institutional balance. A principal explained:

“If changes are too sudden, people become anxious. We prefer step-by-step adjustment.”

The wary approach exhibits an increased sensitivity towards the staff preparedness and emotional health. Although it allows the process to be adapted more easily, it can slow down the innovation process in the cases when the external factors require quick change.

Comparison of the two sites explains how varying leadership styles influence institutional courses. Leadership coordination seems more systematic at Muallimin, with more frequent meetings and more well-defined supervisory structures. The channels of communication are fairly in place thus making policy implementation more regular. In Perbaungan, on the other hand, leadership practices are more based on personal initiative and informal coordination, which have more volatile implementation results.

Such differences highlight the importance of middle-level leadership ability. The presence of effective managerial skills among the vice principals and coordinators will mean that the organizational structure is an enabling structure. On the contrary, in case of limited such capacity, formal hierarchies are kept to a minimum and day to day work relies on personal agreements.

The organization design and leadership in these institutions, therefore, operates in a hybrid form of governance. Formal administrative systems are in coexistence with relational authority and moral leadership, which is a structure that maintains institutional identity and internal cohesion. Although this structure fosters cohesion, it also creates conflicts in cases where institutions need to achieve standard performance standards and accountability requirements.

The dynamics of decision making within the Al -Jam-iyatul Washliyah schools are characterized by a constant balancing act between ethical responsibility, organizational stability and managerial efficiency. Leaders operate in conflicting demands in religious groups,

government, and internal stakeholders. How they can aggregate these demands into cohesive institutional policies finally decides the course of human-resource change.

The boosted effectiveness of governance will require investments in the leadership development, better delegation processes, and more open decision-making processes. With participatory leadership and professional management practices coupled with alignment of the organization structures, institutions are more likely to maintain reforms and at the same time maintain their moral foundation.

Difficulties in effecting Human Resource Transformation.

Human-resource change of MAS Muallimin UNIVA Medan and MAS Al-Washliyah 12 Perbaungan is practiced in a complicated institutional setting influenced by the established traditions, available resources, and altering external demands. Despite the fact that school leaders and staff members constantly demonstrate the intention to improve the organization, the transformation of reform agendas into practice is still a challenging task. Changing efforts are often created in daily practices, unofficial tradeoffs, and ad hoc adaptations instead of complete structural re-architecture.

One of the long term threats relates to resource limitation. The obstacles to accessing training programs, technological infrastructure, and welfare incentives among the teachers and staff are financial constraints. A school leader reflected on this issue:

“We have many plans for development, but our budget is limited. We must prioritize basic needs first.”

Such state of affairs forces institutions to make challenging strategic decisions. Professional development and digital systems have become habitual categories of investment that are constantly postponed in favor of exigencies of operations and gradually this habitual prioritization becomes more and more limiting to the extent of reform and institutional inertia is undermined.

Another important challenge is the workload intensity. Teachers and administrators are also supposed to execute both instructional roles and reporting roles, professional development roles and community roles. One teacher described this pressure:

“Sometimes we are asked to attend training, prepare reports, and teach at the same time. It becomes overwhelming.”

The resulting overlaps in demand may limit the ability of the staff to undertake in-depth work with reform initiatives, making professional development both a constraint on their transformational capacity and not an enabling resource.

The institutional level of capacity of managing change continues to be disproportionate. Regardless of the efforts by the leadership to embrace reform, monitoring mechanisms and systematic planning is at its immaturity. A staff member involved in administrative coordination noted:

“We start many programs, but sometimes we do not evaluate them properly.”

Without regular assessment and feedback systems, institutions find it difficult to know which projects are working and which projects need modification; the reforms process thus stands a chance of being uncoordinated and do not have a significant cumulative effect.

Implementation dynamics are also influenced by cultural aspects. Strong traditions that emphasize loyalty, peaceful coexistence and adherence to seniority promote stability of

institutions; they also discourage raising concerns and healthy debate on the effectiveness of policies. One teacher explained:

“We do not want to offend senior colleagues, even when we think something can be improved.”

Such unwillingness to interfere with established habits limits the possibilities of shared learning. A careful approach is carried out under innovation, which is usually restricted by a sense of maintaining human relations.

The technological change is another source of complexity. The use of digital systems is becoming a part of the administrative and instructional processes, but the infrastructure reliability and technical services are still unreliable. An administrator commented:

“When the system is down, we cannot continue our work. We have to wait or return to manual methods.”

This kind of interruption erodes the belief in digital reform and extends reliance on conventional practices; hybrid systems continue to exist thus reducing the expected efficiency improvements of technology uptake.

Institutional preparedness also has a difference aspect that affects the implementation outcomes. In Muallimin, it is more coordinated leadership and higher access to internal support structures, which makes the reform practices more consistent; employees are better guided and informally mentored. At Perbaungan, the pressure of the heavy workload and low administrative capacity hinders implementation and increases the degree of individual initiative.

All of these contextual differences show that it is not just the policy design that defines transformation but organizational ecology as well. Reform relates with given routines, power relations, and resource arrangements; there is no consistent implementation across locations despite common institutional affiliation.

There are also emotional and psychological aspects which can affect the reform paths. The uncertainty about the criteria used in the evaluation, future career and competence in technology creates anxiety on some of the staff. A teacher shared:

“Sometimes we worry whether we can meet new standards, especially when support is limited.”

These issues influence the readiness of the organizational members to take a risk and to be wholly involved in innovation. When reform can be viewed as risky, then employees will either choose to take a position of cautious compliance as opposed to active participation.

The cumulative effect of such challenges proves that human resource transformation is not the purely technical effort and rather, it is an ongoing organizational learning process. The advancement is conditional on constant bargaining between aspiration and feasibility, authority and participation and innovativeness and stability.

As a result, institutional strategies are required to improve the capacity of implementation. Constant funding schemes, rationalization of workloads, participatory assessment systems, and continued mentoring are essential in keeping reforms on track. It is also important to develop a culture of valuing reflective conversation and constructive criticism and loyalty and peace.

Within the framework of Al-Jam-iyatul Washliyah institutions, governance of the issues related to implementation needs the coordination of structural reform initiatives with the real

experience of personnel. With transformation initiatives taking both professional realities and affective aspects into consideration, there is higher probability that it gets institutionalized in the day-to-day practice, as opposed to being an aspirational policy statement.

The general condition of human resources (HR) in Al-Jam'iyatul Washliyah shows a solid foundation adequate teacher numbers in core subjects, strong collegial culture, and formalized management instruments (Strategic Plan, Operational Standards, program development) yet it remains constrained by several structural and operational knots that require deliberate managerial unravelling (Constantinides, 2025; Darling-Hammond, 2017). Empirical evidence from MAS Muallimin UNIVA Medan and MAS Al-Washliyah 12 Perbaungan confirms this mixed picture: Muallimin benefits from a relatively organized administrative team and a hybrid teacher composition (graduates from Middle Eastern institutions and domestic universities), whereas Perbaungan demonstrates stronger communal spirit but shortage in vocational and deep-religious subject teachers, causing overload for some staff (observations, interviews, document review). These field findings (see institutional documents and observation notes) underline that quantity alone does not guarantee quality; distribution of expertise, precise workload allocation, and fidelity of administrative data are equally decisive. As Senge suggests, the seeds of a "learning organization" exist in the collegial practices observed (shared calendars, meeting rituals), but translating these seeds into sustained classroom improvement requires stronger instructional supervision and reflective forums (Muhaimin, 2015; Senge, 1990).

Teacher professional competence and pedagogical innovation emerge as central bottlenecks and opportunities simultaneously. Documentation and classroom observations reveal that while many teachers meet statutory qualifications, pedagogical practices often remain teacher-centred and underutilize digital affordances an issue well documented in other studies of faith-based schools (Darling-Hammond, 2017; Farastika, 2022). The case sites have begun addressing gaps through workshops, MGMPs, and mentoring schemes, but these interventions are irregular and not fully aligned with rigorous impact evaluation. To accelerate transfer from training to practice, the research sites would benefit from coaching, lesson-study cycles, and sequenced professional learning that tie training to classroom artefacts and student outcomes (Isabirye, 2025; Mills & Harrison, 2020). The documented mentoring model pairing senior teachers (strong in turāth and classroom ethos) with younger, digitally literate teachers represents an instructive hybrid strategy that embodies "double-loop" learning and leverages existing institutional strengths.

Administrative readiness and digital/data governance constitute a second structural axis that conditions transformation. Field data indicate a mixed, hybrid administration (manual and digital) that produces redundancies, data inconsistency (notably with external registries such as Dapodik), and unclear job descriptions for administrative roles. This aligns with broader findings on bureaucratic frictions in school digitalisation (Kusmiyati et al., 2023; Noor, 2023). Practically, the institutions should prioritize three low-cost, high-yield moves: (1) standardize job descriptions and introduce a clear operator-data role; (2) adopt a minimal, staged information system for attendance, schedules, and inventories tied to periodic data-quality checks; (3) institute regular data audits as part of a PDSA cycle so that planning (budgeting, grants, accreditation) is evidence-based (Mintzberg; Deming; institutional document matrix). These measures reduce administrative load on teachers (a point Drucker would emphasize for knowledge workers) and free time for pedagogical tasks.

Leadership, decision-making and problem-solving dynamics at both sites reflect an interplay between hierarchical authority and emergent distributed leadership practices. Principals

maintain strong directive roles useful for coordination yet participatory mechanisms (deliberation, teacher forums, inclusive planning) are actively used to build buy-in and manage resistance, as shown in interviews and observations. This hybrid leadership approach resonates with transformational and distributed leadership literatures (Rasyidin, 2015; Siddik et al., 2013) and with Harahap's change model (unfreezing–change–refreezing) employed through persuasion, training, and routine evaluation in the field. However, to institutionalize innovation more consistently across multisite contexts, leadership capacity building must focus on instructional leadership (regular classroom supervision with pedagogical feedback), coalition building with *Majelis Pendidikan*, and creating small wins to sustain momentum (Kotter, 1996). Empirical records suggest these steps are already nascent (supervision reports, RKAS items) but require scaling and standardization across the Washliyah network.

Finally, synthesizing strategy and novelty: the Washliyah transformation model is multidimensional combining value-based recruitment, hybrid mentoring (*turāth* to pedagogical modernity), staged digitalisation, and pragmatic welfare measures and this integrative stance constitutes the study's key novelty. The research highlights three leverage points to accelerate impact: (a) data accuracy and governance (so policy decisions and external funding align with reality), (b) teacher welfare and workload rationalization (insurance pooling, targeted incentives, administrative streamlining), and (c) sustained, evidence-based professional development that links training to observable classroom changes (Kirkpatrick/Guskey logic). These recommendations map onto the resource-based view (investing in human capital yields institutional advantage) and are grounded in your field evidence (training reports, evaluation sheets, interview quotes) that show both promise and constraint. If Washliyah consolidates these levers while preserving moral purpose and the “hidden curriculum” of manners and role models described by Al-Attas and Ja'far the institutions can achieve a sustainable synthesis of tradition and modernity that produces graduates both ethically rooted and professionally prepared.

Conclusion

this multisite study of human resource transformation at Al-Jam'iyatul Washliyah examining MAS Muallimin UNIVA Medan and MAS Al-Washliyah 12 Perbaungan reveals a resilient institutional base characterized by adequate staffing in core subjects, a strong collegial culture, and established internal policies (Strategic Plan, Operational Standards). However, the transformation agenda is impeded by uneven distribution of competencies, intermittent professional development, hybrid (manual and digital) administrative practices, and welfare constraints for contract teachers. Empirical evidence from interviews, observation, and documentation shows that these factors produce variability in classroom innovation and administrative efficiency across sites: while Muallimin benefits from clearer administrative routines and a productive hybrid of traditional religious expertise and modern pedagogical skills, Perbaungan faces staffing imbalances in vocational and deep-religious subjects and generational gaps in digital readiness. Leadership commitment exists, yet its translation into sustained instructional supervision and cross-site coherence remains limited.

Taken together, the findings imply that achieving durable HR transformation requires an integrated, pragmatic strategy that aligns institutional identity with modern management practices. Priority actions are: (1) strengthen data governance and digital workflows to ensure evidence-based planning and reduce administrative burden; (2) implement phased welfare and workload reforms (collective basic insurance, targeted incentives, administrative rationalization) to protect and retain talent; and (3) institutionalize sustained, impact-oriented professional development anchored in mentoring, lesson study, and monitoring of classroom

outcomes and scale instructional leadership training across the Washliyah network. By orchestrating these levers within a harmonized multisite framework that preserves the organization's moral purpose and "hidden curriculum," Al-Jam'iyatul Washliyah can reasonably expect to enhance teacher performance, accelerate technology adoption, and strengthen institutional competitiveness while maintaining its religious identity.

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