

Islamic Boarding School Caregiver Strategies for Human Resource Management Improvement

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Abstract

Purpose: This study aims to analyze the strategies implemented by caregivers of the Salafiyah Baitul Qirom Islamic Boarding School in improving human resource management quality, particularly in developing the competence and professionalism of teachers and administrators.

Methodology: This study employed a qualitative research approach. Data were collected through observation, in-depth interviews, and documentation. Informants were selected using purposive sampling, consisting of Islamic boarding school caregivers as primary informants, along with administrators, *ustadz/ustadzah*, and students involved in development programs as supporting informants.

Results: The findings reveal that caregivers implemented several strategies to strengthen human resources, including continuous teacher training, improvement of facilities and infrastructure, recruitment of external educators, educational study tours, religious pilgrimages, teacher accommodation support, and financial assistance for teachers pursuing undergraduate education.

Conclusions: The strategies applied demonstrate a comprehensive and sustainable approach to developing professional, competent, and character-based human resources while maintaining Islamic boarding school values and educational tradition.

Limitations: This study focuses on one Islamic boarding school, limiting the generalizability of findings to other educational institutions with different management systems and organizational contexts.

Contributions: This research contributes practical insights into human resource development strategies for Islamic boarding schools by highlighting the importance of competency development, institutional support, and sustainable management practices in strengthening educational quality and organizational effectiveness.

Keywords: *Human Resource Development, Islamic Boarding Schools, Strategy, Teacher Performance, Transformational Leadership*

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1. Introduction

Salafiyah Islamic boarding schools are widely known as Islamic boarding schools that only study religious knowledge. However, because religious knowledge alone is not enough to meet students' needs, many Salafiyah Islamic boarding schools have transformed by combining religious education with general education. This combination of religious and general learning certainly requires competent human resources in their fields. Therefore, as managers, they must understand the governance of educational institutions by preparing human resources. However, the facts show that Salafiyah Islamic boarding schools face various problems in human resource management. Salafiyah Islamic boarding schools are also part of Islamic educational institutions that have an important role in implementing strategies to shape the character, morals, and intellectual abilities of students ([Maskar, 2025](#)). In addition, Islamic boarding schools have teachers who apply knowledge of this world and the hereafter, teachers or *ustadz* have been equipped with competent knowledge in their fields, so that human resources in the management of Islamic boarding schools are able to provide knowledge to students ([Nawawi, Elistatia, & Hadiati, 2025](#)).

In addition, in the teaching of the Islamic boarding school environment, in addition to providing general educational knowledge, it is also required to maintain Islamic values that have become a symbol of salafiyah education, in addition, it must also be able to recognize the bureaucracy needed to meet the needs of the Islamic boarding school foundation ([Safitri & Rahmawati, 2026](#)). In the management of salafiyah Islamic boarding schools towards organizational success by improving the quality of human resources, namely educators ([Purnamasari, Presetyo, Syahrozi, & Nahampun, 2025](#)). The teachers or *ustadz* are the front guard who determine the success of educational management that produces students who make knowledge open and sensitive to changes in the times ([Faqihudin et al., 2026](#)). Therefore, in the management of human resources that will realize the achievement of professional, independent and competitive Islamic boarding school management ([Agustian, Mufidah, Setiawan, & Suklani, 2023](#)).

However, the facts show that Salafiyah Islamic boarding schools face various problems in human resource management ([Hantoro, Yamin, & Rosadi, 2024](#)). This is that the administrators of Salafiyah Islamic boarding schools and teachers should not be seen based on closeness, but the teachers are seen from their competence, education, discipline and superior consistency in the application of human resources for the progress and independence of Salafiyah Islamic boarding schools. It seems that the current conditions have not been implemented by the managers. As Islamic boarding school managers, improving human resources through providing guidance, training, evaluating teacher performance, and providing opportunities for the next generation of management, as well as the division of tasks is often not done systematically. This from the findings in the field causes some managers to not have adequate managerial, administrative, communication, and leadership skills so that it has an impact on the effectiveness of services and management of competitive Islamic boarding schools ([Lestari, Bandi, Sudaryono, & Kurniasih, 2026](#)). Ultimately, in the management of human resources in Islamic boarding schools, it was revealed that there was a weak teacher recruitment system due to various factors, lack of continuous training, minimal teacher performance evaluation, and low HR competency development planning ([Munawir & Suseno, 2024](#); [Nufuz, Mahendra, Faqih, & Setianingrum, 2025](#)).

On the other hand, Islamic boarding school administrators hold a central position as leaders and the highest policymakers in determining the direction of the institution's development ([Ramdhan, Soemekar, Khaerudin, & Rizana, 2026](#)). The strategies implemented by administrators are a crucial factor in improving the quality of human resources through coaching, cadre development, motivation, role modeling, supervision, and performance evaluation. Research on the role of administrators shows that the success of Islamic boarding school management is greatly influenced by the administrator's ability to build a work culture, improve the performance of administrators, and create an organizational system that supports the achievement of the boarding school's goals ([Lee, Falahat, & Sia, 2019](#)). Furthermore, the transformation of Islamic boarding school management in the modern era demands competency-based professionalization of human resources. This includes human resource

planning, ongoing training, career development, and measurable performance evaluation ([Safitri & Rahmawati, 2026](#)). Several studies have also confirmed that strengthening human resource management in Islamic boarding schools significantly contributes to improving educational quality and institutional effectiveness ([Aziz & Marlina, 2025](#); [Neka, Putri, & Jamilus, 2025](#); [Rosikhoh, Widiyatsih, & Aradea, 2026](#)).

The hope is to create human resources for Islamic boarding school managers who are professional, have managerial competence, integrity, discipline, are able to work together, and have a high commitment to the progress of the Islamic boarding school without abandoning the values of sincerity and devotion that are the hallmarks of Salafiyah Islamic boarding schools ([Bashori & Solichin, 2026](#)). Qualified managers are expected to be able to carry out their duties effectively, provide optimal service to students, and support the achievement of the Islamic boarding school's vision and mission ([Faqihudin et al., 2026](#)). To realize these conditions, a planned management strategy is needed through competency-based recruitment, ongoing training, leadership development, character building, an evaluation system, and providing motivation to all managers ([Agustian et al., 2023](#)).

Based on initial observations, several phenomena were found, such as differences in the desires of the leadership and family of Salafiyah Islamic boarding schools, the ability of administrators to carry out their duties, the suboptimal division of labor according to the competencies of teachers and administrators, limited training for administrators and teachers, and the need for improved coordination and performance evaluation. These incidents can be concluded as both challenges and opportunities for Islamic boarding school administrators to implement appropriate strategies in improving the quality of human resources for administrators so that they are able to support the effectiveness of neat and appropriate Islamic boarding school management in accordance with current development trends.

2. Literature Review

2.1 Human Resource Management in Islamic Boarding Schools

Human resource management (HRM) is a fundamental aspect in educational institutions because the quality of human resources determines organizational effectiveness, educational quality, and institutional sustainability ([Cabral, Djaha, & Nursalam, 2020](#); [Wijaya, 2025](#)). In Islamic boarding schools, HRM is not only related to administrative management but also involves developing teacher competence, strengthening organizational commitment, and maintaining Islamic values as the foundation of institutional management ([Suryana, 2024](#)). Islamic boarding schools that experience transformation from traditional religious institutions into modern educational institutions require professional human resources capable of integrating religious education with general knowledge. The development of Islamic boarding schools requires effective HR management strategies because educators and administrators play an important role in achieving institutional goals. [Hantoro et al. \(2024\)](#) explain that competency-based human resource development among educators in Salafiyah Islamic boarding schools is essential because teacher competence influences the quality of educational services. Therefore, Islamic boarding school managers need to implement systematic strategies involving recruitment, training, evaluation, and continuous professional development to improve institutional performance.

2.2 Human Resource Development Strategy

Human resource development is a continuous process aimed at improving individual abilities through education, training, mentoring, and career development. In educational organizations, HR development strategies are required to ensure that teachers have adequate competencies to respond to changes in the educational environment ([Prasetyo & Hamdi, 2026](#)). According to [Agustian et al. \(2023\)](#), teacher performance evaluation management is an important mechanism for identifying competency gaps and designing improvement programs that support educational quality. In Islamic boarding schools, caregivers have a strategic role in developing human resources because they function as leaders and decision-makers in institutional development. Effective HR development strategies include providing training opportunities, supporting further education, strengthening motivation, and implementing performance evaluation systems. [Neka et al. \(2025\)](#) emphasize that

strengthening human resource development in Islamic educational institutions contributes to improving educational effectiveness and institutional quality.

2.3 Leadership Role of Islamic Boarding School Caregivers

Leadership is one of the main factors determining the success of educational institution management. Islamic boarding school caregivers act as institutional leaders who establish policies, guide teachers, develop organizational culture, and ensure the achievement of educational objectives. [Falah \(2019\)](#) states that leadership regeneration and cadre development are important elements in maintaining the sustainability of Islamic boarding school management. The role of caregivers is closely related to transformational leadership, where leaders encourage organizational members through motivation, role modeling, supervision, and individual development. Transformational leadership enables educational leaders to create a supportive environment that encourages innovation and improves employee performance ([Hariri, 2020](#)). Research by [Ramdhan et al. \(2026\)](#) shows that transformational leadership has an important influence on improving employee performance because leaders who provide inspiration and support can increase organizational commitment and work effectiveness.

2.4 Teacher Competence and Performance Improvement

Teachers are the primary human resources responsible for implementing educational activities and achieving learning objectives. In Islamic boarding schools, teachers have dual responsibilities as educators and role models who must demonstrate professional competence and Islamic character. Therefore, improving teacher competence is an essential strategy for maintaining educational quality. Teacher competence can be improved through professional training, academic development, performance evaluation, and institutional support ([Villar, Lázaro Herrero, & Álvarez-López, 2022](#)). [Hantoro et al. \(2024\)](#) highlight that competency-based development among educators strengthens teacher professionalism and supports the improvement of educational outcomes. Furthermore, opportunities for teachers to continue formal education represent a long-term investment that contributes to improving teaching quality and institutional capacity.

2.5 Islamic Boarding School Management and Institutional Sustainability

Islamic boarding school management requires the integration of traditional values with modern management practices. Institutions must maintain their religious identity while developing professional systems to respond to contemporary educational challenges. According to [Bashori and Solichin \(2026\)](#), effective Islamic education management requires balancing modernization efforts with local cultural and religious values. Institutional sustainability can be achieved through strategic planning, improvement of facilities, development of educator competencies, and strengthening organizational systems. The availability of adequate facilities and infrastructure supports effective learning environments and contributes to improving educational quality. Therefore, caregivers' strategies in managing human resources become an important factor in ensuring the competitiveness and sustainability of Islamic boarding schools.

3. Research Methodology

3.1 Research Design

This study employed a qualitative research approach to explore the strategies implemented by caregivers of the Salafiyah Baitul Qirom Islamic Boarding School in improving human resource management. A qualitative approach was selected because it enables researchers to understand social phenomena, organizational practices, and participants' experiences in a natural setting. Qualitative research is appropriate when the objective of a study is to explore how and why a phenomenon occurs through detailed interpretation of participants' perspectives ([Aspers & Corte, 2019](#)). In educational research, qualitative methods provide deeper insights into institutional practices, leadership processes, and human interactions that cannot be fully explained through numerical measurement ([Jordan, Clarke, & Coates, 2021](#)).

3.2 Research Site and Participants

The research was conducted at the Salafiyah Baitul Qirom Islamic Boarding School, South Lampung, Indonesia. The selection of this research site was based on the consideration that the institution has implemented various human resource development strategies to improve the competence and

professionalism of teachers and administrators. The research participants were selected using purposive sampling, which involves selecting informants who have relevant knowledge and experience regarding the phenomenon being studied. Purposive sampling is commonly used in qualitative research because it allows researchers to obtain information-rich cases from participants who can provide meaningful explanations related to the research objectives ([Ahmad & Wilkins, 2025](#)). The main informants in this study consisted of Islamic boarding school caregivers, while supporting informants included administrators, ustaz/ustazah, and students involved in institutional development programs. These participants were selected because they were directly involved in the implementation and evaluation of human resource management strategies at the Islamic boarding school.

3.3 Data Collection Techniques

Data were collected through observation, in-depth interviews, and documentation. Interviews were conducted to explore participants' experiences, perceptions, and explanations regarding human resource development strategies implemented by caregivers. Observation was conducted to understand the actual conditions, interactions, and management practices within the Islamic boarding school environment. Documentation was used to complement interview and observation data through institutional records, development programs, and relevant documents. The combination of interviews, observations, and documentation supports data triangulation by allowing researchers to compare information from different sources and improve research credibility. Previous studies emphasize that these three techniques are among the most frequently used approaches in qualitative research because they provide comprehensive and contextual understanding of complex social phenomena ([Chand, 2025](#)).

3.4 Data Analysis

The collected data were analyzed using qualitative descriptive analysis. The analysis process involved organizing the collected information, identifying important themes, interpreting patterns, and drawing conclusions based on the research objectives. This process allows researchers to identify the main strategies implemented by caregivers in improving human resource management. Qualitative data analysis requires continuous interaction between data collection, data reduction, data interpretation, and conclusion development to produce meaningful findings ([Miles, Huberman, & Saldaña, 2014](#)). The credibility of findings was strengthened through data triangulation by comparing information obtained from interviews, observations, and documentation.

3.5 Research Validity

To ensure the validity and reliability of the findings, this study applied credibility, dependability, confirmability, and transferability principles. Data credibility was strengthened through source triangulation by involving different categories of informants, including caregivers, administrators, teachers, and students. The use of multiple data sources enables researchers to obtain a more comprehensive understanding of institutional practices and reduces potential bias in qualitative interpretation ([Chand, 2025](#)).

4. Results and Discussions

4.1 Strategies of Islamic Boarding School Caregivers in Improving Human Resource Management

The findings indicate that the caregivers of Salafiyah Baitul Qirom Islamic Boarding School have implemented several strategic approaches to strengthen human resource management. These strategies demonstrate that the development of Islamic boarding schools is not only focused on improving students' academic and religious competencies but also on strengthening the capacity of teachers and administrators as the main actors in educational management. Human resource development has become an important foundation for maintaining institutional quality because competent educators and managers determine the effectiveness of educational services. The results show that the caregivers implemented seven main strategies: continuous teacher training, improvement of facilities and infrastructure, recruitment of external educators, educational study tours (rihlah tarbawiyah), religious pilgrimages for teachers, provision of accommodation for resident teachers, and financial support for teachers pursuing undergraduate education. These findings confirm that human resource development

in Islamic boarding schools requires an integrated approach combining professional competency improvement, institutional support, and strengthening of Islamic values.

4.2 Continuous Teacher Training and Competency Development

One of the primary strategies identified in this study is the implementation of continuous training programs for teachers. The caregivers recognize that teacher competency must be continuously improved to respond to changes in educational demands and technological developments. Training activities not only improve teachers' professional abilities but also strengthen discipline, adaptability, and commitment toward institutional goals. This finding is consistent with [Hantoro et al. \(2024\)](#), who emphasize that competency-based human resource development among educators in Salafiyah Islamic boarding schools is essential for improving educational quality. Continuous professional development enables teachers to improve their pedagogical and managerial abilities, which ultimately contributes to better learning outcomes. [Similarly, Agustian et al. \(2023\)](#) highlight that systematic teacher performance evaluation and development programs are important mechanisms for identifying competency gaps and designing improvement strategies.

4.3 Development of Facilities and Educational Infrastructure

The study also found that caregivers prioritize the improvement of facilities and infrastructure as part of their human resource development strategy. Adequate facilities, including learning spaces, dormitories, and supporting educational facilities, create a more conducive environment for teachers and students. Although infrastructure development is not directly related to individual competency, it provides organizational support that enables teachers to perform their responsibilities more effectively.

This finding supports the view that educational quality is influenced by the availability of institutional resources. Effective management of educational facilities represents an important element of Islamic educational institution management because it supports learning effectiveness and organizational sustainability ([Bashori & Solichin, 2026](#)). Therefore, investment in infrastructure development can be understood as a strategic effort to strengthen the overall capacity of Islamic boarding schools.

4.4 Recruitment of External Educators

Another strategy identified in this research is the involvement of external educators with specific expertise. The recruitment of teachers from outside the Islamic boarding school reflects institutional openness toward external knowledge and educational development. This strategy allows students and internal teachers to gain broader perspectives and improve the quality of learning processes. The involvement of external professionals indicates that Islamic boarding schools are no longer solely dependent on internal resources but are beginning to adopt more professional management approaches. This finding aligns with human resource development principles, which emphasize the importance of utilizing qualified individuals to improve organizational capabilities ([Darmo, Rony, Fatmawati, & Ali, 2024](#)). The combination of internal Islamic boarding school values and external professional expertise creates opportunities for educational innovation while maintaining institutional identity.

4.5 Educational Experiences and Spiritual Development Programs

The caregivers also implement non-formal development programs, including rihlah tarbawiyah and religious pilgrimages for teachers. These activities demonstrate that human resource development in Islamic boarding schools includes not only professional aspects but also spiritual and character development. Educational experiences outside the institution provide broader insights, strengthen social awareness, and encourage reflective learning among teachers and students. Furthermore, religious pilgrimage activities function as a mechanism for strengthening spiritual motivation and professional commitment among teachers. In Islamic educational institutions, teacher professionalism is closely connected with personal integrity, moral responsibility, and exemplary behavior. Therefore, spiritual development becomes an important component in maintaining the unique characteristics of Islamic boarding school education.

4.6 Institutional Support Through Teacher Welfare and Further Education Opportunities

The provision of accommodation for resident teachers and financial support for teachers pursuing undergraduate education represents another important finding. These policies demonstrate that caregivers view teachers as valuable institutional assets who require both professional and personal support. Providing accommodation allows teachers to focus more effectively on educational responsibilities, while educational funding represents a long-term investment in improving teacher qualifications. This finding supports the argument that effective human resource management requires attention to employee welfare and career development ([Ridwan, Sustiyatik, & Jauhari, 2025](#)). Opportunities for further education can improve teachers' academic qualifications, professional competence, and confidence in performing their roles. Consequently, investment in teacher development contributes to the sustainability and competitiveness of Islamic boarding schools.

4.7 Integrated Human Resource Management Strategy in Islamic Boarding Schools

Overall, the findings reveal that the human resource management strategy implemented by Salafiyah Baitul Qirom Islamic Boarding School reflects a comprehensive development model. The caregivers combine professional development, organizational support, infrastructure improvement, and spiritual strengthening to improve the quality of human resources. This approach shows that Islamic boarding schools can maintain traditional Islamic values while adopting modern management practices. The results strengthen previous research emphasizing the importance of leadership and strategic management in developing Islamic educational institutions. [Falah \(2019\)](#) explains that leadership regeneration and organizational development are essential for maintaining the sustainability of Islamic boarding school management. Furthermore, transformational leadership practices, including motivation, guidance, and role modeling, contribute to improving organizational performance ([Ramdhan et al., 2026](#)). Therefore, the experience of Salafiyah Baitul Qirom demonstrates that caregiver leadership plays a central role in transforming human resource management from a traditional administrative approach into a structured and sustainable development system. The strategies implemented provide practical implications for other Islamic boarding schools seeking to improve educator competence, organizational effectiveness, and institutional sustainability.

5. Conclusions

5.1 Conclusion

This study concludes that the caregivers of Salafiyah Baitul Qirom Islamic Boarding School have implemented comprehensive, structured, and sustainable strategies to improve human resource management quality. The strategies include continuous teacher training, improvement of educational facilities and infrastructure, involvement of external educators, implementation of educational study tours (*rihlah tarbawiyah*), religious development programs, provision of accommodation for resident teachers, and financial support for teachers pursuing higher education. These initiatives demonstrate that human resource development in Islamic boarding schools requires an integrated approach that combines professional competency improvement, institutional support, and the strengthening of Islamic values as the foundation of organizational management. The role of caregivers is essential in directing institutional development, establishing supportive working conditions, and ensuring that teachers and administrators continuously enhance their knowledge, skills, and professional capabilities. The findings indicate that effective human resource management practices contribute significantly to improving educational quality, strengthening institutional effectiveness, and ensuring the long-term sustainability of Islamic boarding schools. Furthermore, these strategies enable Islamic boarding schools to maintain their traditional religious identity while adapting to contemporary educational demands. Thus, strategic human resource management becomes a key factor in balancing the preservation of Islamic values with the need for professional and sustainable institutional development.

5.2 Research Limitations

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted in only one Islamic boarding school, namely Salafiyah Baitul Qirom Islamic Boarding School in South Lampung. This specific research setting may limit the transferability and applicability of the findings to other Islamic boarding schools that have different organizational

characteristics, cultural environments, leadership patterns, and human resource management systems. Second, this study employed a qualitative approach, meaning that the findings were derived from participants' experiences, perceptions, and interpretations regarding human resource development strategies. Although interviews, observations, and documentation were applied to enhance data credibility and provide a comprehensive understanding of the phenomenon, this approach did not quantitatively measure the effectiveness, impact, or contribution of each human resource development strategy. Third, the study primarily examined the strategies implemented by caregivers and did not extensively explore the perspectives of teachers, administrators, and students regarding their experiences and perceptions of these strategies. Therefore, future research is encouraged to involve broader participants and apply quantitative or mixed-method approaches to evaluate the long-term impact of human resource development strategies on teacher performance, organizational effectiveness, and educational outcomes.

5.3 Suggestions and Directions for Future Research

Future research is encouraged to expand the research context by involving multiple Islamic boarding schools from different regions to obtain broader and more diverse perspectives regarding human resource management strategies. Comparative studies between traditional and modern Islamic boarding schools may provide deeper insights into how institutional characteristics, organizational structures, and management approaches influence human resource development practices. Future studies may also adopt mixed-method approaches by combining qualitative exploration with quantitative measurement to evaluate the relationship between human resource development strategies, teacher competence, leadership practices, and institutional performance. Furthermore, researchers can investigate additional factors such as digital transformation, organizational culture, leadership style, teacher motivation, and technological adaptation to provide a more comprehensive understanding of sustainable human resource management in Islamic educational institutions. Such studies may contribute to developing more effective management frameworks that balance Islamic values, professional development, and institutional sustainability.

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Author Contributions

MK contributed to the conceptualization, research design, data collection, data analysis, and preparation of the initial manuscript draft. FF contributed to research supervision, methodological guidance, interpretation of findings, and critical review of the manuscript. MMS contributed to data validation, literature review, and manuscript revision. NN contributed to data organization, documentation, and manuscript editing. All authors have reviewed and approved the final version of the manuscript and are responsible for the accuracy, integrity, and originality of the research.

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