

(Research) Article

Implementation of Human Resource Management in Enhancing Competitive Advantage

(A Multi-Case Study at MAN 2 Kediri City and MAU MBI Amanatul Ummah Pacet Mojokerto)

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Abstract: This study explores the implementation of human resource development management as a strategic effort to enhance task performance in educational institutions. The research was conducted at MAN 2 Kediri City and MAU MBI Amanatul Ummah Pacet Mojokerto, where notable improvements in information and technology mastery were observed. These improvements stemmed from various capacity-building activities, including computer proficiency training, computer-based learning workshops, excellent service training, teacher participation in science olympiad competitions, and other quality enhancement programs. Employing a qualitative approach, data were collected through participant observation, in-depth interviews, and documentation. Data analysis was conducted using individual site analysis and cross-site comparison, while data validity was ensured through credibility, transferability, dependability, and confirmability criteria. The findings reveal that to strengthen competitive advantage in madrasahs, school leaders undertake comprehensive human resource management practices. These include needs analysis through vacant position mapping and recruitment planning, teaching hour allocation, job analysis, and structured recruitment processes involving written tests, microteaching, and interviews. Furthermore, human resource development is carried out through adherence to Standard Operating Procedures (SOP) and continuous professional training for educators. The study concludes that strategic human resource development contributes significantly to institutional competitiveness and educational quality. It recommends sustained investment in teacher capacity building and structured HR planning to support long-term performance improvement.

Keywords: Human Resources; Leadership Strategy; Professional Training; Qualitative Research; Task Performance

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1. INTRODUCTION

Education and change are two inseparable aspects. Both hold equal importance and must always be carefully observed. Education that neglects the current dynamics of change is essentially unable to meet the needs of learners and society. This also applies to human resources; the personnel within an educational institution must remain attentive to contemporary changes so that the knowledge they possess can be continuously updated in accordance with the demands of the times (Heryati dan Muhsin, 2014).

In educational institutions, human resources (personnel), particularly the head of the madrasah, play a vital role in organizational management. Effective human resource management is

essential for ensuring that educational organizations operate efficiently and achieve success. Human resource management refers to the utilization of individuals to accomplish organizational objectives. It is the process of managing the workforce in a humane manner so that their potential can function optimally in achieving the goals of the organization (Nawawi, 2001). Educational organizations require competent human resources to realize their objectives. Educational institutions must possess quality personnel to cultivate and shape a virtuous generation for the nation.

Educational human resources are a crucial factor in the success of a madrasah. Therefore, they must be managed effectively through human resource management. Through the efforts and creativity of human resources, educational institutions can produce high-quality graduates. Human resources within the educational environment include both teaching and non-teaching staff (Heryati dan Muhsin, 2014).

Educational personnel are all individuals involved in educational tasks, including teachers/lecturers as the main actors, managers/administrators, supervisors, and staff members. Educational personnel need to be nurtured so they can collaborate effectively with the community. According to the National Education System Act No. 20 of 2003, Chapter 1, Article 1, paragraph (5), “educational staff are members of society who dedicate themselves and are appointed to support the implementation of education,” while paragraph (6) states that “educators are educational staff who are qualified as teachers, lecturers, counselors, learning advisors, trainers, tutors, instructors, facilitators, and other designations in accordance with their specialization, and who participate in the implementation of education”. Furthermore, Article 39, paragraph (1) explains that the duties of educational staff include administration, management, development, supervision, and technical services to support the educational process in educational institutions. Paragraph (2) states that “educators are professional personnel whose tasks include planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service, particularly in the context of higher education”.

To cultivate outstanding learners, a quality educational process and professional human resources (educators) are required. A good educational process is not solely the responsibility of educational institutions but must also be supported by the active role of society and the government, which, as the highest trustee of the 1945 Constitution, bears the mandate to promote the intellectual advancement of the Indonesian nation.

One of the strategies necessary to maintain the existence of Islamic boarding schools (pondok pesantren) is through the development of their human resources. Such development is crucial for leading madrasahs to ensure the quality of their graduates, as those who complete their education will inevitably face society directly as the end users of their competencies. Therefore, human resource development must receive serious attention based on systematic and detailed planning oriented toward the future (Haromain, 2012).

Human resource development is fundamental and inseparable from social development. Without it, the exploitation of natural resources may harm the environment and diminish prosperity potential. Leading madrasahs must remain open and flexible in perceiving social, natural, and environmental realities in order to educate high-quality students in accordance with the demands of the times (Sulthon dan Khusnuridlo 2006).

In terms of human resources, two aspects can be distinguished: quantity and quality. Quantity refers to the number of human resources, which is generally considered less significant in contributing to community development compared to quality. In fact, human resource quantity without adequate quality may become a burden to the development of the pesantren itself. Quality, on the other hand, concerns the competence of human resources, encompassing both physical and non-physical attributes (such as intelligence and mental capacity). Therefore, for the development of pesantren in the area of student affairs (santri), high-quality human resources (educators) are essential as a prerequisite for ensuring the quality of pesantren education.

The recruitment of educators and school managers is generally accompanied by orientation and basic training related to the duties and responsibilities of staff within educational institutions.

However, even a highly comprehensive orientation program does not guarantee that new employees will immediately be able to perform their tasks satisfactorily. Experienced employees likewise require continuous improvement of their knowledge, skills, and competencies, as there are always new ways to enhance work productivity (Hasibuan, 2017). In light of this phenomenon, the development of human resource competencies referred to as human resource development management is essential.

According to Schuler and Youngblood, who emphasize the study of human resource development within organizations, humans are regarded as integral parts of the organization. Thus, it is stated that human resource development in an organization involves various factors, namely education and training (Hendrawan, Indraswari, Yazid, 2012). In the context of Human Resources, development is viewed as the enhancement of HR quality through training and educational programs aimed at achieving desired outcomes. Training enables employees to acquire practical knowledge and its applications, thereby improving the skills, competencies, and attitudes required by the organization in its efforts to achieve its objectives.

The enhancement of human resource management can be achieved through the development of thinking abilities, which include, among others, improving the capacity to assess situations. Formal education is expected to contribute significantly to the development of cognitive skills through foundational subjects such as arithmetic, making comparisons, expressing ideas in writing, and making decisions under certain constraints, among others. Formal education also encompasses the cultivation of attitudes such as punctuality, neatness, and related qualities (Swasono & Sulistyarningsih, 2013).

Employee training enhances their ability to adapt to new tasks and adjust to newly introduced technological tools. This, in turn, facilitates adaptation to emerging environmental demands (Riani, 2013). Training refers to an organization's planned efforts to facilitate employee learning regarding job-related competencies. In practice, these competencies encompass knowledge, skills, and behaviors that are crucial for successful job performance (Sinambela, 2012). Training and development are at the core of continuous efforts to improve employee competencies and organizational performance (Mondy, 2008). Education, on the other hand, is an activity aimed at strengthening mastery of theory and decision-making skills in addressing issues related to goal achievement. Employee development constitutes efforts to enhance both general knowledge and skills so that organizational objectives can be achieved more efficiently (Sutrisno, 2009).

The *kiai* and *ustadz/ustadzah* (educators), as human resources in Islamic boarding schools (*pesantren*), are central factors in enhancing the quality of *pesantren* education. Every program and its objectives are designed in accordance with various visions aimed at serving the interests of the *santri* and advancing the *pesantren*. The implementation of these missions is managed and administered by the *pesantren* leadership. Thus, the *santri* (students) represent a strategic factor in all institutional and organizational activities of the *pesantren*. Consequently, human resource management refers to organizing and administering human resources in alignment with the vision and mission of the *pesantren* so that the institution's and *pesantren*'s goals can be achieved optimally.

MAN 2 Kediri City and MAU MBI Amanatul Ummah Pacet Mojokerto enhance human resource development through the implementation of human resource development management. These efforts include computer proficiency training, technology-based learning, excellent service training, and other programs aimed at improving skills, expertise, knowledge, and the overall quality of educational organizations. According to Mujamil (2007), the fundamental components of educational management consist of student management, learning facilities management, staff affairs, financial administration, as well as the management of the learning system and its instruction. Each component carries distinct tasks and responsibilities, yet all are directed toward achieving the same overarching goal.

In the current era of educational decentralization, education is confronted with dominant, diverse, and urgent demands to undertake massive adaptations in order to enhance public satisfaction. The central challenge lies in improving the quality of Islamic educational institutions in response to global societal demands and engaging creatively at the global level as a reaction to developments in science and technology (Mutohar, 2013).

Under increasingly demanding circumstances, educational institutions are compelled to design rigorous quality development plans. Several institutions have undertaken reforms by restructuring their internal components. These efforts include expanding organizational structures, adapting both national and international curricula, and reorganizing institutional facilities and infrastructure. In addition, human resource enhancement has been pursued through continuous improvement and development programs.

The emergence of various advancements in technology and knowledge has significantly impacted education in the present decade. Consequently, education faces increasingly advanced demands. These demands are related to facilities that simplify aspects of life but, at the same time, may also contribute to criminal acts. Fatal consequences may arise when science and technology are misused (Muhyidin, 2004).

A multidimensional crisis is currently afflicting the nation, rooted primarily in a moral and ethical crisis (akhlak). This conclusion is drawn from analyses across various scientific disciplines and diverse approaches. In the present context, modernization and globalization within Islam pose serious challenges with significant potential impact. Education is therefore required to undergo transformation in order to enhance the quality of learning, human resources, and all its components as a responsibility in responding to the demands of global change.

Mujamil (2007) emphasizes that society continues to perceive Islamic educational institutions as being inferior to general educational institutions, even into the current decade. This implies that public trust in Islamic education remains relatively low. Indirectly, such societal perceptions drive changes across all components of educational organizations, compelling them to compete in improving both quality and quantity in pursuit of excellence. Although some Islamic educational institutions have undertaken extensive reconstruction of their systems, the number of institutions engaging in comprehensive managerial reform remains limited. As a result, the image of Islamic education has increasingly been perceived in a negative light.

The phenomenon observed in the flagship program of MBI Amanatul Ummah Pacet, based on initial survey results, shows that since 2006 to 2011, Pondok Pesantren Amanatul Ummah Pacet Mojokerto had already established itself as a favored school. In 2018, it received a tutoring award; in 2019, it was recognized as the No. 1 Inspirational Modern Islamic Boarding School; in 2020, it achieved an Excellent Award; and in 2021, it was honored as The Most Creative. Thousands of its graduates have successfully entered leading universities, both domestically and internationally. Moreover, MBI Amanatul Ummah Pacet Mojokerto has experienced rapid growth, as reflected in the increasing number of students each year, supported by several administrators assigned specific responsibilities according to their main duties. Human resources at MA Amanatul Ummah Pacet Mojokerto are represented by these administrators, who function as staff responsible for supervising and organizing student activities. They are committed to realizing the programs planned by the founder of the pesantren. Accordingly, pesantren administrators must possess a thorough understanding of the planned activities to ensure effective implementation.

The development of human resource management is essential to enable madrasah personnel to compete in the field of education, as human resource development serves as the initial step in driving social change. The future progress of pesantren largely depends on their ability to anticipate and overcome challenges, difficulties, and dilemmas that have long surrounded them, thereby demonstrating the performance of educational institutions. The purpose of this study is to analyze findings and construct propositions related to the implementation of human resource management in enhancing competitive advantage (A Multi-Case Study at MAN 2 Kediri City and MAU MBI Amanatul Ummah Pacet Mojokerto).

2. METHOD

Viewed from the source of data, this research falls into the category of field research. Field research seeks to locate the setting in which the events under investigation occur, thereby obtaining direct and up-to-date information regarding the issue, while also serving as a form of cross-checking against existing materials (Lincoln, 1995). In terms of the nature of the data, this study belongs to

qualitative research, which aims to understand phenomena experienced by research subjects, such as behavior, perceptions, motivations, and actions. Holistically, through descriptive analysis expressed in words and language within a specific natural context, and by utilizing various natural methods (Fitri & Haryanti, 2020). This study adopts a case study approach, which seeks to describe a particular setting, object, or event in depth (Bogdan & Taylor, 1982). This view is supported by Yin (2002), who argues that the case study is an appropriate strategy to answer how and why questions, especially when the focus of the research is to examine contemporary phenomena in real-life contexts.

The data collection procedures employed in this study involved three methods: participant observation for systematic observation at MAN 2 Kota Kediri and MAU MBI Amanatul Ummah; in-depth interviews with teachers to obtain information on human resource management in enhancing competitive advantage; and documentation to gather supporting data such as archives, records, photographs, and institutional documents.

According to Bogdan and Taylor (1982), data analysis is the process of systematically searching for and organizing data obtained from interviews, field notes, and other materials so that the information can be easily conveyed to others. Data analysis involves systematically arranging and interpreting interview transcripts, field notes, and other materials collected by the researcher. The analysis process continues by examining the data, organizing it, breaking it down into manageable units, synthesizing, identifying patterns, and determining what is meaningful, as well as what should be studied and reported systematically. The data consist of detailed descriptions of situations, events, individuals, interactions, and behaviors. In other words, data represent descriptions of individuals' statements concerning perspectives, experiences, attitudes, beliefs, and thoughts, as well as excerpts from documents related to a particular program.

This study employs a Multi-Case Study design; therefore, data analysis was conducted in two stages: (1) individual case analysis, and (2) cross-case analysis (Yin, 2002). To verify the validity of the collected data regarding human resource management in enhancing competitive advantage, several techniques were applied, including credibility, transferability, dependability, and confirmability. The validity and trustworthiness of data are essential in qualitative research.

3. RESULTS AND DISCUSSION

Human Resource Needs Analysis in Enhancing Competitive Advantage

The staffing needs analysis is carried out by the madrasah leadership by first mapping vacant positions or job analyses and identifying the qualifications required by the institution, followed by the recruitment of new employees. In addition, innovative internalization efforts to develop a high-performance organizational culture are also implemented by the head of MAN 2 Kota Kediri through various institutional programs, such as intra-curricular and extracurricular activities, which are continuously upgraded.

The analysis of staffing needs is conducted three months before the beginning of the new academic year to identify shortages of teachers and staff, along with the qualifications required by the madrasah, after which the recruitment of new employees is carried out. The analysis of human resource needs in enhancing competitive advantage is undertaken by the madrasah leadership through workforce planning, which involves mapping vacant positions or job analyses and specifying the qualifications required by the institution as the basis for new staff recruitment.

The needs analysis of the madrasah, conducted by the school leadership in collaboration with the foundation, addresses the requirements for teachers and staff, either when existing personnel resign or when additional educators are needed in accordance with program demands. Furthermore, in the implementation of the learning process, the Tahfidz Class demonstrates added value, both quantitatively (comparative advantage) and qualitatively (competitive advantage), particularly in the areas of reading, memorizing, and comprehending the Qur'an.

The findings of this study are consistent with Nawawi (2005), who defines job analysis as the process of gathering information about each position that is useful for achieving a company's business objectives. Similarly, Simamura (2004) states that job analysis is the process of collecting and

examining the main work activities of a position, along with the qualifications required—such as skills, knowledge, abilities, and others—to perform these activities. The demand for human resources in an organization represents a projection of its future needs. This projection involves not only the quantity or number of personnel but also the quality (Notoatmodjo, 2003). According to Dessler (2012), needs analysis is an activity of collecting information to ensure what is required within the respective organizational unit.

Employee needs analysis is conducted three months before the start of the new academic year in order to identify shortages of teachers and staff, as well as the criteria required by the madrasah, followed by the recruitment of new personnel. The analysis of human resource needs in enhancing competitive advantage through staffing needs assessment is carried out by the madrasah leadership by first mapping vacant positions or job functions and determining the qualifications required by the institution for the recruitment of new employees.

The needs analysis of the madrasah, carried out by the leadership and the foundation, is conducted for existing teachers and staff, as well as in cases where teachers or staff resign from the institution or when additional educators are required in accordance with program demands. Furthermore, in the implementation of the learning process, the tahfidz class demonstrates added value (excellence), both quantitatively (comparative advantage) and qualitatively (competitive advantage), particularly in the areas of recitation, memorization, and comprehension of the Qur'an.

Human Resource Planning in Enhancing Competitive Advantage

In general, MAN 2 Kota Kediri does not possess any specific distinctive advantages. The educational programs implemented are similar to those of other schools in general. However, several factors make MAN 2 Kota Kediri more appealing compared to other schools, including: the provision of educational services through full commitment to the programs planned at the beginning of the academic year, and students who are capable of competing at the provincial level, both in national examinations and in various competitions.

The results of this study are consistent with Dessler (2012), who states that human resource planning is the process of determining which positions need to be filled and how to fill them. Human resource planning is carried out by planners, and the outcomes are formulated into a plan. Within the plan, objectives and implementation guidelines are established, which also serve as the foundation for control. Without a plan, control cannot be exercised, and without control, it is impossible to determine whether the implementation of the plan is correct or flawed.

In order to provide satisfactory educational services and produce outstanding students, careful planning is essential. Educational planning at MAN 2 Kota Kediri begins at the start of each academic year. The principal formulates programs through the establishment of a Forum Group Discussion (FGD). The resulting programs are generally similar to those of other schools. However, what distinguishes MAN 2 Kota Kediri is the principal's strong commitment and high level of discipline, which ensure that the programs are effectively implemented and contribute to the development of high-achieving students in both academics and competitions. These programs are encompassed within the school's vision: "An Islamic, Excellent, Populist, Beautiful, Independent, and Environmentally Oriented School".

According to Dessler (2012), human resource planning is the process of determining which positions need to be filled and how to fill them. The planning process is carried out by planners, and the outcome is a plan. Within the plan, objectives and implementation guidelines are established, which also serve as the basis for control. Without a plan, control cannot be exercised, and without control, it is impossible to determine whether the implementation of the plan is carried out correctly or not.

Human resource planning in enhancing competitive advantage is carried out through:

The allocation of teaching hours and homeroom teacher assignments

The planning of human resource management in enhancing competitive advantage is carried out through the allocation of teaching hours, homeroom teacher assignments, and administrative staff

responsibilities. The madrasah directs newly recruited educators and staff to adapt to the new environment, demonstrate actual performance rather than mere image-building, maintain a high work ethic, comply with established institutional policies, and foster positive relationships among educators and staff. The distribution of tasks for educators and staff is based on evaluations conducted by the madrasah in the previous year. Each year, the madrasah implements rotations of homeroom teachers and staff to ensure alignment between individual passions and institutional needs, adhering to the principle of “the right man in the right place.” This approach enables educators and staff to critically assess their work ethic, thereby contributing to the improvement of student quality.

The findings of this study are in line with Luthans (2005), who states that performance is the quantity or quality of a service delivered by an individual carrying out a task. The performance demonstrated by human resources inevitably affects the overall quality of work, which can be observed through the competencies they possess to effectively accomplish their responsibilities. According to Mulyasa (2007), teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities that comprehensively shape the professional standards of educators. This includes mastery of subject matter, understanding of students, implementation of educational learning, and continuous professional self-development.

Job Analysis Based on the Performance of Educators and Education Personnel

Human resource management planning in enhancing competitive advantage is carried out through job analysis based on the performance of educators and education personnel. The madrasah implements a reward and punishment system based on performance, which is evaluated through a point system. In addition, teacher performance is assessed through the Teacher Performance Appraisal (Penilaian Kinerja Guru/PKG) and academic supervision conducted every semester or twice a year. If an educator scores more than fifty points, the madrasah issues a first warning letter, and so on. The PKG and supervision results are also used as a guideline to provide rewards for the top three performing teachers. The madrasah grants rewards in the form of cash amounting to IDR 1,000,000 (one million rupiah) and a certificate of appreciation from the foundation. Furthermore, the madrasah promotes these high-performing teachers in the following academic year to the position of staff to the principal.

According to Mulyani (1993), a human resource plan, as the outcome of human resource planning, should be designed to support and align with the organization’s overall plan as well as its other activities in order to be successfully implemented. Therefore, for human resource planning activities to be effective, they should be preceded by a needs analysis for new human resources that is adjusted to the objectives of the school. This process can be carried out by identifying the characteristics of effective school human resources in terms of both quantity and quality.

According to Sappaile (2007), there are several competencies that must be possessed by school administrative staff, namely: (a) generic competencies, which include personal competence and social competence required for all school administrative personnel; (b) specific competencies, which consist of managerial and professional competencies for the head of administration, while professional competence is emphasized for administrative staff members.

Human Resource Recruitment in Enhancing Competitive Advantage

Human resource recruitment in enhancing competitive advantage is carried out through the following process: announcements are made via media, and the recruitment process involves written tests, microteaching, and interviews. One mandatory and highly emphasized test is the memorization of the qunut pray, which all teachers at Amanatul Ummah are required to master. The recruitment process for both educators and education personnel is therefore conducted through written examinations, microteaching, and interviews.

The findings of this study support Dessler’s (2012) theory, which states that recruitment refers to the process of seeking and/or attracting applicants for open positions within an organization. Similarly, Meldon (2009) defines recruitment as the process of searching for and attracting (persuading

to apply) qualified candidates to fill specific vacant positions that have been identified in human resource planning.

The findings of this study are consistent with the view of Raymon A. Neo (2014), who states that human resource recruitment is a practice or activity carried out by organizations with the primary objective of identifying and attracting potential employees. This perspective is reinforced by Robert L. Mathis and Jackson (2017), who argue that recruitment is conducted as a process of generating a pool of qualified applicants for organizational jobs. This view clarifies that recruitment in schools aims to select potential new employees for specific positions, and such activities contribute to enhancing the quality of the school in implementing its management practices.

The findings of this study align with Rivai (2004), who asserts that recruitment is a critical issue in acquiring a workforce. It serves as the initial activity undertaken by a school organization to search for and attract job applicants with the motivation, abilities, skills, and knowledge required to address gaps identified in human resource planning (Simamora, 1997). Successful recruitment, indicated by a large number of applicants submitting their applications, broadens the opportunity to select high-quality employees, allowing the organization to choose the best among the best.

The findings of this study further support the research of Mohammed Harky (2018), who stated that the human resources (HR) department is tasked with placing the right people in the right positions. Recruitment is the process that encourages a large number of individuals to apply for jobs, while the selection process rejects candidates who do not fit the advertised positions. Recruitment aims to attract as many suitable candidates as possible for available vacancies. Potential employees can be sourced through various channels, such as educational institutions, labor departments, consulting agencies, media advertisements, and internal organizational personnel (Umar, 2008). Similarly, Hamza et al. (2021) assert that recruitment is a core function of the HR department, and the recruitment process serves as the first step toward achieving competitive quality and strategic advantage. Recruitment must ensure that the best-qualified candidates from educational institutions are selected for job opportunities.

The recruitment process begins when steps are taken to seek applicants and ends when applicants submit their applications. Conceptually, this means that the step immediately following recruitment, namely selection, is no longer considered part of the recruitment process. If the recruitment process is conducted effectively, the outcome is a pool of applicants who are then subjected to selection to ensure that only those who fully meet all requirements are accepted as employees within the organization that requires them (Siagian, 2014).

The selection process is a key factor in the success of human resource management, as it enables the organization to obtain the personnel it truly needs, provided that the preceding recruitment process is conducted procedurally and attractively. After completing recruitment activities, the school acquires candidates to be evaluated, and the next activity is the selection itself. Selection is the process through which an organization can choose from a pool of applicants those who best meet the selection criteria for the available positions based on current conditions. The process begins when applicants submit their applications and ends with the hiring decision (Meldon, 2009). The selection process must ensure that employees possess high productivity, motivation to work for the organization as long as they are employed, the ability to exhibit behaviors that satisfy customers, and the capability to implement organizational strategies.

The process of selecting prospective employees carried out by an institution or company today represents a development and refinement of the principles of selection established in the early period of Islam. Prospective employees are evaluated based on their knowledge and competencies in accordance with the demands and responsibilities of their positions. The Prophet Muhammad and the Rightly Guided Caliphs consistently applied the principle of not assigning tasks and responsibilities to individuals who were incapable of fulfilling them (Ibrahim & Ahmad, 2006).

In practice, the selection process depends on three useful inputs: job analysis, human resource planning, and recruitment. When these inputs are applied, they guide the selection process to proceed more effectively and efficiently with clearer direction. The steps in the selection process consist of at

least eight stages, namely: (a) receipt of application letters, (b) administration of examinations, (c) selection interviews, (d) background checks and verification of reference letters, (e) health evaluation (medical), (f) interviews by supervisors, (g) job orientation, and (h) selection decision (Siagian, 2014).

The implementation of human resource selection faces various obstacles because the subjects being selected are humans with thoughts, dynamics, and self-esteem. These obstacles include difficulties in establishing appropriate benchmarks for the required qualifications, securing professional and objective selectors, perceptual gaps regarding selection between management and selectors, and discrepancies between the selection outcomes expected by management and the resources provided.

Human Resource Development in Enhancing Competitive Advantage

The implementation of human resources in enhancing competitive advantage at MAN 2 Kota Kediri is carried out through: 1) Development of educational staff by working according to Standard Operating Procedures (SOP); 2) Improving the performance and work skills of educational staff or employees; 3) Continuous development and training to enhance the knowledge of educators; 4) Internal Teacher Working Group (KKG) training within the madrasah; 5) External training programs; 6) The madrasah supports educators and educational staff to pursue further studies to the next level of education.

The results of this study are supported by the theory of Robbins and Coulter, as cited by Dessler (2012), which states that development is training provided to employees according to their needs to facilitate change, meet job demands, and equip employees with necessary skills. Human resource development refers to the preparation of individuals or employees to assume higher responsibilities within an organization or educational institution.

The results of this study reinforce Hasibuan's (2018) theory, which states that the lecture method is a classroom-based approach in which the trainer teaches necessary theories to a large group of participants, who then take notes and internalize the material. For teachers in managerial positions, job rotation is implemented not only to enhance knowledge but also to develop skills across various areas. In line with Hasibuan (2018), development techniques involve periodically transferring participants from one position to another to broaden their expertise and competencies in each role. Consequently, they gain the ability to understand and perform tasks in all sections. When promoted, they possess comprehensive knowledge of the organization, ensuring confidence in leadership. Classroom methods, as outlined by Hasibuan, include lectures, conferences, programmed instruction, case study methods, role-playing, discussion methods, and seminars.

Second, external training aimed at enhancing human resources is carried out through participation in workshops, training programs, seminars, including the preparation of syllabi, lesson plans (RPP), the creation of HOTS-based questions, and other instructional materials relevant to the respective fields of educators and educational staff. This enables them to develop their abilities, knowledge, and skills. Furthermore, by participating in such educational activities, educational staff can provide services optimally and professionally. Activities organized by MGMP (Teacher Working Groups) demonstrate that some agendas or programs are directed toward developing professional competencies. These activities include seminars on the importance of administrative documentation for teachers, such as preparing lesson plans and syllabi.

The results of this study support the findings of Ariyanti and Ubaidillah (2021) that MGMP (Teacher Working Groups) serve as a communication platform focused on implementing programs for teacher competency development. This aligns with the mandate of the Indonesian Law No. 20/2003 on the National Education System (SISDIKNAS), Article 39, Paragraph 2, which states that educators are professional personnel responsible for planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as engaging in research and community service, particularly for teachers and higher education institutions. The implementation of MGMP programs includes determining the types of programs to be executed. These programs are carried out based on prior work plans, including activities conducted since the first MGMP period (2010–2013), encompassing both routine and developmental activities, budget utilization, and the program implementation methods, namely specialized reviews and discussions.

The results of this study align with Cardoso Gomes (2003), who states that training is any effort aimed at improving an employee's performance in a specific job they are responsible for, or in tasks related to their work. To be effective, training should typically encompass learning experiences, planned organizational activities, and be designed as a response to identified needs. Ideally, training should be structured to achieve organizational objectives while simultaneously fulfilling the individual goals of employees. Similarly, according to Gomes, training is directly related to job performance, whereas development is not necessarily so. Development has a broader scope compared to training.

According to Sedarmayanti (2010), training is a process that helps employees achieve effectiveness in their current or future work through the development of habits, thinking and actions, skills, knowledge, and attitudes. Training is a series of activities designed to enhance an individual's skills, knowledge, experience, or attitudinal changes.

The enhancement of human resource management can be achieved through the development of thinking skills, which includes improving the ability to assess situations. Formal education is expected to make the greatest contribution to the development of thinking skills through basic subjects such as arithmetic, making comparisons, expressing ideas in writing, making decisions under certain constraints, and so on. Formal education also encompasses the cultivation of punctuality, neatness, and other related attitudes (Swasono & Sulistyaningsih, 2013).

Employee training enhances their ability to adapt to new tasks and to adjust to new technological tools. This adjustment is beneficial in responding to the demands of a changing environment (Riani, 2013). Training refers to planned efforts by an organization to facilitate employees' learning of competencies related to their work. In practice, these competencies encompass knowledge, skills, and behaviors that are critical to job performance success (Sinambela, 2012). Training and development constitute the core of ongoing efforts to improve employee competencies and organizational performance (Mondy, 2008). Employee development involves initiatives aimed at enhancing both skills and general knowledge, enabling employees to achieve organizational goals more efficiently.

Based on the findings and discussion, this study ultimately reinforces the theories regarding human resource needs analysis, human resource planning, human resource recruitment, human resource development, and human resource supervision in enhancing competitive advantage. Accordingly, the conceptual framework of Human Resource Management in Enhancing Competitive Advantage (A Multi-Case Study at MAN 2 Kota Kediri and MAU MBI Amanatul Ummah Pacet Mojokerto) can be formulated as follows:

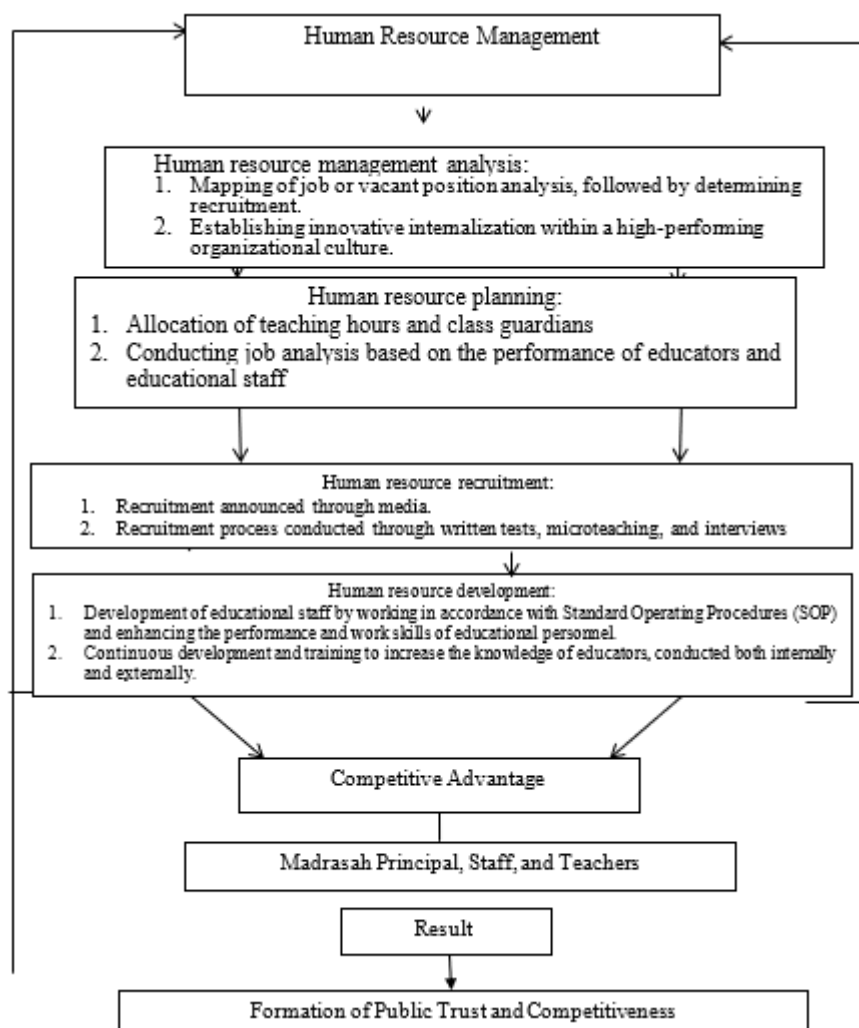


Figure 1. Conceptual Framework of Research Findings (Existing Role Model).

The Research Proposition is:

Enhancing competitive advantage in madrasahs requires a strategic and integrated approach to human resource management. The process begins with a thorough human resource needs analysis, where madrasa leadership maps vacant job positions, assesses institutional needs, and recruits new staff accordingly. This is complemented by fostering a high-performing organizational culture through innovative intra-curricular and extracurricular activities. In terms of human resource planning, competitive advantage is strengthened when teaching hours and staff responsibilities are allocated based on availability, and job analysis is conducted with careful attention to educator performance. Recruitment efforts also play a vital role; announcing vacancies through social media platforms can attract high-quality candidates, while structured selection processes—such as written tests, microteaching, and interviews—ensure the recruitment of competent personnel. Furthermore, human resource development is essential for sustaining excellence. This includes adherence to Standard Operating Procedures (SOP), continuous performance improvement, and skill enhancement among educational staff. Effective internal and external training programs aimed at increasing educators' knowledge further contribute to institutional growth. Altogether, these components—needs analysis, planning, recruitment, and development—form a cohesive framework that empowers madrasahs to build a competitive edge in the education sector.

4. DISCUSSION OF RESEARCH RESULTS

Based on the findings and discussion, it can be concluded that: The analysis of human resource needs to enhance competitive advantage is conducted by the head of the madrasah by first determining a mapping of vacant positions or jobs and the requirements needed by the school,

followed by recruitment of new staff. In addition, innovative internalization to develop a high-achievement organizational culture is also implemented by the madrasah head through school programs, such as intra-curricular and extracurricular activities that are continually upgraded. Human resource planning to enhance competitive advantage is carried out through: the allocation of teaching hours and class guardianship, and/or assignment of educational staff roles. The distribution of duties for educators and staff is based on evaluations conducted by the madrasah in the previous year. Each year, the madrasah rotates class guardians and staff to align theory with individual passion and ensure the “right man in the right place.” Job analysis is based on the performance of educators and staff, with rewards and punishments applied according to a point-based performance evaluation system. Human resource recruitment to enhance competitive advantage is conducted through the recruitment and selection of educational staff as follows: recruitment is announced through media channels to attract applicants who meet the criteria and requirements set by the madrasah. The recruitment process involves written tests, microteaching, and interviews. A mandatory and sacred test is the memorization of the qunut prayer; thus, all teachers at Amanatul Ummah are required to memorize it. Human resource development to enhance competitive advantage is implemented through: guiding educational staff to work in accordance with Standard Operating Procedures (SOP); improving the performance and work skills of educators and staff; continuous development and training to enhance the knowledge of educators; internal Teacher Working Group (KKG) training at the madrasah; external training through workshops, training, and seminars, including syllabus preparation, lesson plans (RPP), creating HOTS questions, and learning tools according to each educator’s or staff member’s field; and supporting educators and staff to pursue further studies at higher education levels.

The practical implications of the research findings suggest that human resource management in enhancing competitive advantage is expected to broaden insights and provide new guidelines for madrasahs in Kediri and Mojokerto in general, particularly regarding human resource needs analysis, human resource planning, human resource recruitment, human resource development, and human resource supervision to improve competitive advantage. Effective human resource management contributes significantly to the quality of education and the competitive advantage of madrasahs. Policies and programs that support the development of teachers and staff, high-quality teaching, and strong management commitment are key factors in achieving excellent academic performance and establishing a distinguished reputation for the madrasah. Therefore, the scope of the research findings should not be limited to the Kediri and Mojokerto regions but should extend nationally and internationally.

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