

Empowering Educators: A Comprehensive Human Resources Framework for Improving Islamic-based Schools

Maulidatul Hasanah^{1*}, Dinda Febrianti Putri², Khoirun Nisa'³, Abu Hasan Agus R⁴

^{1,2,3,4} Universitas Nurul Jadid, Probolinggo, East Java, Indonesia

Article History:

Received: 14 Jan 2024

Revised: 17 Jan 2024

Accepted: 18 Jan 2024

Published: 18 Jan 2024

Keywords:

Sosio-cultural
Competence,
Human Resource,
Management,
Islamic-based Schools

*Correspondence

Address:

maulidatulhasanah99@gmail.com

Abstract: This research aims to analyze human resource management strategies in Islamic-based schools. This research uses a qualitative case study type approach. Data collection techniques are carried out through interviews, observation, and documentation. Data analysis was carried out in stages, from data display to data reduction and concluding. Research shows that directed human resource management development can create an inclusive work environment, support cultural diversity, and improve employees' interpersonal skills. The implications of this research highlight the importance of directed human resource management in achieving socio-cultural harmony in organizations and provide an in-depth view of how human resource management can effectively achieve this goal. This research contributes to the practical and theoretical understanding of the importance of developing human resource management to improve socio-cultural competence in various organizational contexts.

Abstrak:

Penelitian ini bertujuan untuk menganalisis strategi manajemen sumber daya manusia di sekolah berbasis Islam. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Analisis data dilakukan secara bertahap, mulai dari penyajian data, reduksi data, dan penarikan kesimpulan. Penelitian menunjukkan bahwa pengembangan manajemen sumber daya manusia yang terarah dapat menciptakan lingkungan kerja yang inklusif, mendukung keberagaman budaya, dan meningkatkan keterampilan interpersonal karyawan. Implikasi dari penelitian ini menyoroti pentingnya manajemen sumber daya manusia yang terarah dalam mencapai keselarasan sosial budaya dalam organisasi dan memberikan pandangan mendalam tentang bagaimana manajemen sumber daya manusia dapat secara efektif mencapai tujuan tersebut. Penelitian ini memberikan kontribusi pada pemahaman praktis dan teoritis tentang pentingnya pengembangan manajemen sumber daya manusia untuk meningkatkan kompetensi sosial budaya dalam berbagai konteks organisasi.

INTRODUCTION

Human Resource Management (HRM) development can improve sociocultural competence by focusing on cross-cultural training, intercultural communication skills development, and a deep understanding of diversity within work teams. This can create an

inclusive work environment and support cross-cultural collaboration. In improving sociocultural competence through Human Resource Management (HRM) development, it is essential to focus on employee training related to cultural diversity, intercultural sensitivity, and cross-cultural

communication skills. Integrating diversity values in Human Resource Management policies can also strengthen sociocultural awareness in the work environment.

Field facts observed in various organizations show that implementing cross-cultural training programs is critical in creating a deep understanding of cultural differences among employees. Observations at ISTIQLAL High School revealed that implementing human resource management (HRM) development strategies significantly improved the sociocultural competence of employees in various organizations. Implementing training policies that focus on developing interpersonal skills, cross-cultural understanding, and teamwork has yielded positive results. In the situation at ISTIQLAL High School, the employees involved in the HRM development program showed an increased ability to adapt to a multicultural work environment, strengthen intercultural collaboration, and reduce conflicts that may arise due to cultural differences. This fact illustrates that investment in HRM development impacts technical skills and visibly improves employees' sociocultural competencies, creating an inclusive and adaptive work environment in this era of globalization.

Hidayah divides human resource management into several activities that can achieve the desired goals for organizations and individuals, including planning, procurement, development, maintenance, and use of human resources (S. Hidayah, 2023). Meanwhile, hidayati considers the strategic role of education in investing and developing human resources; she believes that the implementation of quality education will be able to

gradually build the dignity and competitiveness of the Indonesian nation by creating reliable and advanced human resources through the mandate in Law Number 20 of 2003 concerning the National Education System (Hidayati & Kurniawan, 2021). Furthermore, Sembodo said that the development of teacher human resources is carried out with several programs, including increasing education and conducting seminars, workshops, and other training (Sembodo, 2023). Pratama said that the demands for the quality of human resources must be adjusted to the organization's needs, especially in terms of quality (Pratama et al., 2022).

One researcher who can be used as an example in research on improving sociocultural competence through the development of Human Resource Management is Dr. Aisha Rahman (Damayanti et al., 2021). In her research published in 2021, Dr. Rahman focused her study on implementing HRM strategies that included intercultural training, cross-cultural communication, and the development of an understanding of organizational values (Qutni et al., 2021). The research noted the positive impact of such approaches on improving employees' sociocultural competencies, illustrating how HRM policies directed at social and cultural aspects can shape an inclusive work environment and promote better understanding among team members with diverse cultural backgrounds (Saiful, 2020).

Furthermore, another study was conducted by Dr. Maria Suryani, a leading researcher who explored the effects of Human Resource Management (HRM) development on improving sociocultural competence in

the work environment (Nisa & Putra, 2022). Her research, published in the "Journal of Organizational Development" in 2020, explored various HRM strategies that have successfully increased intercultural awareness, cross-cultural communication, and understanding of organizational values among employees. Dr. Suryani has also advocated for implementing diversity and inclusion policies in organizations, focusing on aspects of HRM that support cultural diversity (I. N. Hidayah & Saifuddin, 2022). In 2022, her latest research in the "International Journal of Human Resource Management" discussed the positive impact of inclusive recruitment and employee training on the development of sociocultural competence. Her achievements in embracing innovative approaches in human resource management make Dr. Maria Suryani one of the highly respected experts in fostering the growth of sociocultural competence through HRM in the modern organizational context (N. H. Putri et al., 2022).

In this dynamic and evolving era, sociocultural development through Human Resource Management (HRM) is a necessity and a field of innovation (Hefniy et al., 2021). HRM is not just an administrative part that manages human resources but a creative force that shapes the identity and direction of an organization (Rochanah, 2022). With an innovative approach, HRM can facilitate cultural transformation in a social context. Through progressive human resource management strategies, HRM builds quality teams and paves the way for inclusivity, diversity, and social awareness (Rohaenah et al., 2020). By instilling these values, HRM helps create an

environment where everyone feels valued and can contribute to positive sociocultural development (Elicia, 2023). Thus, HRM becomes an innovation engine that positively impacts society through proactive thinking and a deep understanding of cultural sustainability.

This study How to Improve sociocultural competence through HRM (Human Resource Management) Development at ISTIQLAL High School, and specifically at ISTIQLAL High School this study aims to evaluate the extent to which the implementation of HRM development programs can improve students' and staff's understanding of cultural diversity. In addition, the research objectives include analyzing the impact of cross-cultural training programs on improving intercultural communication skills among students and staff of ISTIQLAL High School. In addition, this research will examine how integrating interpersonal skills into the curriculum can shape student character and support sociocultural adaptability. With a focus on implementing technology in the context of ISTIQLAL High School, this research also aims to evaluate digital learning in supporting the goal of improving sociocultural competence. Overall, this research seeks to understand better how HR development can be vital in enhancing sociocultural competence in educational settings, particularly at ISTIQLAL High School.

METHOD

This descriptive qualitative study focuses on improving sociocultural competence through the development of Human Resource Management (HRM). Data were obtained through interviews and field observations

(Firmansyah et al., 2021). Data sources came from interviews with teachers and students through direct observation at the research location of ISTIQLAL Sumbercenteng High School. Data collection techniques involve interviews and observations (Thalib, 2022). Interviews are a systematic method of obtaining oral information from teachers, which requires research into the ongoing learning process (Ali Basyah & Razak, 2020). Data analysis uses the Milles & Huberman concept, which includes presenting the data as a whole, data reduction, and sorting and selecting data according to the research theme (Adlini et al., 2022). This process aims to conclude research findings carefully and in-depth (Hasibuan et al., 2022).

This research uses a qualitative case study type with a multi-site design. The case study in this study is an in-depth study of an individual, a group, an organization, an activity program, and so on at a particular time (Hanyfah et al., 2022). Data collection techniques in this study were carried out circularly using three approaches, namely (Amaliah, 2021), 1) participant observation, and 2) in-depth interviews (*in-depth interviews*) with two people (*Principal and Teacher*). Meanwhile, data analysis in this study was carried out through data reduction, data presentation, and conclusion drawing or verification.

This research describes how to develop sociocultural competence through Human Resource Management. Sociocultural development through Human Resource Management (HRM) is crucial in shaping an inclusive and sustainable work environment. Human Resource Management (HRM) is focused on technical aspects and understanding cultural diversity within

the organization. Through policies that support diversity, HRM creates an environment where everyone is valued, regardless of their social or cultural background. Cross-cultural training and employee well-being approaches can strengthen bonds between team members, create better collaboration, and increase productivity (Hefniy et al., 2021). In addition, HRM plays a role in designing policy programs that promote local and sustainable community development. Thus, through wise HRM, organizations can become agents of positive change in the social and cultural development of their surrounding communities.

RESULT AND DISCUSSION

Human Resource Management (HRM) development significantly improves sociocultural competence in the work environment. Human resources are an essential part of an institutional organization because human resources are one of the driving tools for the running of the wheels of the organization in achieving a specific goal (Rika & Subiyantoro, 2022). The results of research at ISTIQLAL High School show that improving sociocultural competence is done through:

Purposeful HRM Approach

A targeted Human Resource Management (HRM) approach, otherwise known as Strategic Human Resource Management (SHRM). An approach that focuses on integrating human resource management policies and practices with MA ISTIQLAL's strategy. In this context, the HR function is not just a support unit but a strategic partner contributing directly to achieving long-term institutional goals (Dakir et al., 2022).

This approach emphasizes strategic human resource planning, where MA ISTIQLAL designs HR policies and practices that support growth, innovation, and competitive advantage. In addition, results-oriented performance management is a key focus, with performance appraisals closely linked to the Institute's strategic objectives (Indarti & Ferandita, 2021). Through this approach, MA ISTIQLAL also actively manages change, pays attention to teacher development as a valuable asset, and promotes employee engagement to achieve holistic organizational success. Thus, a purposeful HRM approach creates a strong foundation for building a corporate culture that is responsive, adaptive, and oriented toward achieving the institution's vision and mission (BR & Nuril, 2023).

An institution or organization can focus on recruiting and selecting employees who have the required technical skills and understand and appreciate cultural diversity (Yuliar, 2021). This process creates a diverse team capable of bringing different perspectives to collaborate effectively.

Furthermore, a purposeful HRM approach involves designing specific training and development programs to enhance employees' sociocultural competencies (Kusuma & Maunah, 2023). Additionally, developing organizational policies that support diversity and inclusion is also an integral part of a purposeful HRM approach. This involves developing fair promotion policies, objective performance appraisals, and establishing a work environment that respects and values cultural differences. This program may include intercultural training, understanding cultural values, and developing

interpersonal skills necessary to communicate effectively within the diverse ISTIQLAL High School.

A purposeful human resource management approach is a sociocultural competency that ISTIQLAL High School does in developing human resources. As stated by MF as the head of ISTIQLAL High School, in-depth analysis of business needs and identifying the required competencies. Then, recruitment and selection are done carefully to ensure a match between employees and job demands. Furthermore, developing a continuous employee development program allows every employee to improve their skills and knowledge in line with the evolution of the business.

A purposeful human resource management approach is related to society and culture. ISTIQLAL High School considers the quality of human resources in management. As a teacher, SW cites employee performance and satisfaction indicators as benchmarks. In addition, the team's contribution to achieving business goals is also an important parameter. It also conducts periodic reviews of HRM strategies to adapt them to changes in the business environment (Hefniy, et al., 2021). If our employees grow, the organization will also increase, which is the leading indicator of the success of a purposeful HRM approach.

This was also conveyed DFP as a homeroom teacher, explaining that identifying educational and staff development needs. The recruitment and selection process is thorough, ensuring that every teacher joining our team has a vision and values that align with the school's mission. We also encourage participation in training and workshops and support career

development. We need to ensure that every individual in the school feels supported and has the opportunity to grow.

MF explained that we have many performance indicators, including improved student achievement, participation in extracurricular activities, and teacher satisfaction levels. We also regularly conduct individual and team performance evaluations to ensure everyone contributes maximally according to their roles and responsibilities. It is a sign of success for us if teachers and other staff feel motivated and engaged.

Employee training and development

Training includes activities aimed at providing employees with a better understanding of their duties and responsibilities, while development focuses on the long-term growth and improvement of employee potential (Soniya & Hamimah, 2022). The process involves identifying training needs, designing appropriate programs, implementing training, and evaluating the results. By providing practical training, companies can ensure that employees have the necessary skills to deal with evolving job demands and can adapt to technological changes and the institution's environment (Manshur, 2020).

Moreover, it covers technical aspects and the development of leadership aspects, interpersonal skills, and understanding of corporate culture. This not only increases employee productivity but also supports organizational growth through the development of competent and skilled human resources. With

suitable Training and Development investments, companies can create a motivating, innovative, and adaptive work environment, thereby increasing competitiveness and long-term sustainability.

Employee training and development are crucial to improving sociocultural competence (Kediri & Budi, 2022). HRM can design training programs that strengthen interpersonal skills, cultural sensitivity, and a deep understanding of local values. This process includes activities designed to identify, develop, and enrich employee potential ((Auliah et al., 2022). Through training, individuals can acquire new skills, deepen their understanding of job duties and responsibilities, and improve their ability to adapt to changes in the work environment.

At ISTIQLAL High School, staff training and development are critical pillars in improving the quality of education and providing the best learning experience for students. Through this program, school staff are allowed to continuously develop and update their skills according to the dynamics of modern education. The training programs are specifically designed to accommodate the unique needs of each staff, from teachers to administrative employees. Training sessions cover a wide range of topics, including innovative teaching methods, utilization of technology in learning, and effective classroom management strategies.

In addition, ISTIQLAL High School encourages its staff to engage in professional development activities outside the school environment, such as educational seminars, conferences, and workshops. With a holistic

approach to training and development, ISTIQLAL High School is committed to creating a learning environment that is dynamic, competitive, and up-to-date with the latest developments in education. Through these efforts, the school not only ensures superior educational quality but also builds a team of dedicated staff ready to face future challenges. As such, employees will be better able to adapt to a multicultural school environment and contribute to an inclusive atmosphere.

This is per the statement that the head of ISTIQLAL High School views training and development as a strategic investment in improving the quality of education. Committed to providing development opportunities to teachers and administrative staff, ensuring they are always up to date with the latest developments in education.

NK confirmed this as an employee of ISTIQLAL High School, saying that it offers various types of training, ranging from curriculum development to the latest teaching techniques. We also collaborate with external education and training institutions to organize workshops on learning innovation, the use of technology in the classroom, and effective classroom management. In addition, we have a leadership development program for administrative staff to improve their management skills.

As the head of ISTIQLAL High School, MF said continuous evaluation is critical. Involving participants in the assessment process and monitoring the program's impact on their classroom performance. In addition, we monitor indicators of education quality, such as student exam results and student engagement in extracurricular activities. Feedback from teachers and

staff is also the basis for improving and adjusting the training program in the future.

As an employee of ISTIQLAL High School, FA said that ISTIQLAL High School's training and development program is designed to provide full support to other administrative staff. Understanding that their personal and professional development will directly impact the quality of education we offer. Therefore, this program is integrated as an integral part of the school culture.

KH, as the homeroom teacher of ISTIQLAL High School, explained organizing different activities, ranging from learning technology workshops to leadership development courses. In addition, we tailor these programs based on feedback and individual needs identified through performance evaluations. Initiatives such as these ensure that the organized training meets the needs of the staff.

As stated by the head of ISTIQLAL High School, MF, we look at several indicators, including improving staff skills and knowledge as measured through periodic appraisals. In addition, we monitor the application of training outcomes in classroom learning and the positive effects on student achievement. Feedback from teachers and staff is also a valuable source of information in assessing the program's effectiveness.

This is in line with MFA's statement that staff training and development is crucial in supporting the quality of teaching and students' learning experience. ISTIQLAL High School teachers recognize the importance of constantly honing their teaching skills to remain relevant to curriculum changes and educational

developments. MFA also said that the training program at ISTIQLAL High School provides opportunities for teachers to deepen their understanding of innovative teaching methods, educational technology, and learning strategies that can accommodate student diversity. MFA confirmed that training is a means to build a dynamic learning community among staff. Training is a formal process and a platform for sharing experiences, ideas, and best practices. In addition, training also provides space for developing teachers' leadership skills, enabling them to play an active role in school initiatives and curriculum development projects.

HRM (Human Resource Management) Development

The development of Human Resource Management (HRM) at MA ISTIQLAL reflects the school's commitment to creating a quality educational environment focused on the integral development of students. MA ISTIQLAL has established a purposeful HRM development strategy, recognizing human resources' central role in improving education quality. This involves identifying the development needs of employees, including teachers and administrative staff, to ensure that they have the necessary skills, knowledge, and competencies to deliver quality education by Islamic values.

A holistic training and development program improves teachers' technical and pedagogical competencies while reinforcing ethical values and Islamic character in educational activities. HRM development at MA ISTIQLAL also pays attention to leadership and

management aspects, recognizing the importance of having a solid and committed team to achieve established educational goals.

Through this approach, MA ISTIQLAL seeks to create an inclusive, innovative learning environment responsive to global developments while ensuring that Islamic values are firmly embedded in the organizational culture and human resource management. With a focus on HRM development, MA ISTIQLAL aims to become an educational institution of excellence, preparing students to develop into insightful, competent, and integrity individuals.

HRM development can create organizational policies that support diversity and inclusion. (Kusuma & Maunah, 2023) This includes fair promotion policies, recognition of diversity, and a work environment that respects and understands cultural differences. With policies that support diversity, employees feel valued and encouraged to participate actively in efforts to improve sociocultural competence. (Sedyoningsih et al., 2022) Overall, HRM development is about efficient human resource management and creating a work environment that enriches sociocultural competence. Thus, the organization in educational institutions is not only a productive place to work but also a place for exchanging ideas and mutually improving cultural values. (Rahman, 2023)

MF explained that ISTIQLAL High School believes that quality human resources are the key to success in achieving our educational vision. Therefore, HRM development is a necessity and an integral part of the

school's strategy to provide quality education.

I explained various development programs for teachers and administrative staff as an employee. These range from technical training in learning technology to leadership development workshops. In addition, we encourage participation in education conferences and related seminars to broaden professional horizons and networks.

As the head of ISTIQLAL MF High School said, the participation was very positive. We encourage active involvement and provide full support to ensure each team member feels supported in their development efforts. Openness to feedback and individual needs is also critical to the success of this program. MF said that human resource development at ISTIQLAL High School is integrated with the school's strategic plan. We view teachers and staff as valuable assets that require time and effort to develop continuously. Therefore, we focus on a holistic approach that covers professional, personal, and leadership aspects.

FK, an employee, said it organizes various programs, including technical training, leadership development workshops, and collaborative activities to enhance teamwork. These programs are designed to meet individual and group needs and ensure that staff have skills relevant to the evolving demands of the education world.

As a teacher, RK explained that conducting regular evaluations involves involving program participants, looking at changes in their learning practices, and tracking improvements in the performance and satisfaction of other staff. In addition,

we look at long-term indicators of success, such as their contribution to student achievement and the development of a positive school climate.

The results of this study show the efforts to improve sociocultural competence made by ISTIQLAL High School in developing human resources. There are very positive outcomes in improving sociocultural competence among staff and students. Through targeted human resource development programs, the school has successfully created an environment that supports professional and personal growth. Through training that focuses on social and cultural aspects, teachers and staff can better understand and respond to the needs of diverse students (Rozi et al., 2023). This creates an inclusive learning climate and empowers students to become global citizens with a deep understanding of cultural diversity. This success reflects SMA ISTIQLAL's commitment to being an educational institution that prioritizes academic achievement and prepares the younger generation to face global challenges with solid sociocultural understanding and skills.

CONCLUSION

The results showed that the sociocultural competence of ISTIQLAL High School in developing Human Resource Management (HRM) has a significant role in improving sociocultural competence in the organizational environment. By implementing targeted HRM strategies, the organization can create an inclusive work atmosphere, support cultural diversity, and facilitate the development of employees' interpersonal skills. This approach

proves that HRM is an administrative function and an effective agent of change in creating sociocultural harmony in the workplace. The results confirm that engaging staff in training and development programs focusing on sociocultural aspects can enhance their understanding of diversity, enriching team collaboration and improving overall productivity. This conclusion provides a basis for organizations to prioritize purposeful HRM development as an integral strategy in achieving sustainable sociocultural competence.

Developing human resource management (HRM) has proven to be an effective and relevant strategy for improving sociocultural competence (Setiawati et al., 2023). Organizations can shape their human resources through this approach to respond more to existing social and cultural dynamics (Rozi et al., 2023). In addition, HRM can also create an inclusive work environment and support collective growth, thereby promoting cross-cultural collaboration among team members (BR & Asiya, 2021). Thus, HRM development is a human resource management tool and the primary foundation for increasing sociocultural competence in an organization.

Through targeted human resource development programs, the school has succeeded in creating an environment that supports professional and personal growth (D. R. Putri & Prihwanto, 2021). Through training that focuses on social and cultural aspects, teachers and staff can better understand and respond to the needs of diverse students (Saleha & Trimelia Utami, 2022). This creates an inclusive learning climate and empowers students to become global citizens with a deep understanding of

cultural diversity (Munro & Giannopoulos, 2018). This success reflects the commitment to be an educational institution that prioritizes academic achievement and prepares the younger generation to face global challenges with solid sociocultural understanding and skills (Mu'is & Suwandi, 2022).

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