

Human Resource Development Management to Build Public Trust in MTsN 2 Rejang Lebong

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Abstract :

This study aims to analyze the strategic management of human resource (HR) development for educators in enhancing public trust in Islamic educational institutions, particularly at MTs Negeri 2 Rejang Lebong. The research employs a descriptive qualitative approach through a literature study combined with a case study. The findings indicate that the current HR development strategy at the institution faces significant challenges, especially in terms of low digital literacy among teachers, uneven pedagogical competencies, and limited character development initiatives. In the Islamic perspective, the characteristics of quality educators include professional competence, spiritual integrity, and moral exemplarity. When teachers are able to serve as inspirational figures and adapt to contemporary challenges, they not only improve the learning process but also play a crucial role in building a positive institutional image. Public trust is strongly influenced by the quality of interaction and integrity demonstrated by educators. Therefore, effective and values-based HR management is essential for strengthening the reputation and public confidence in Islamic educational institutions.

Keywords : *HR management, quality educators, public trust, madrasah*

Introduction

Human resource (HR) management for educators is a strategic element in ensuring the quality of Islamic educational institutions. With increasing global competition and rising public expectations, the presence of quality teachers plays a vital role. Such teachers are not only instrumental in academic achievement but also serve as a key determinant of public trust in educational institutions. Educators who are excellent in terms of competence, integrity, and adaptability to contemporary changes have become the primary indicators of the competitiveness of Islamic schools, especially amid the proliferation of

alternative institutions offering attractive programs and facilities (Nurhasnah et al., 2024).

However, the gap between the quality of madrasah educators and societal expectations remains a complex issue. The public expects madrasahs not only to excel in religious education, but also to produce graduates who possess 21st-century skills and are prepared to enter higher education or the job market. Islamic schools are expected to enhance students' spiritual potential through both the delivery of knowledge and meaningful practical experiences, enabling them to grow in faith and piety while remaining responsive to the times. To realize this goal, the role of educators is crucial, as they are expected to design strategies and learning methods that align with competency standards and the needs of students (Asmuri, 2025).

Field data reveal that many madrasahs still face limitations in modern pedagogy, digital literacy, and general literacy enhancement (Amelia, 2023). Several factors contribute to this gap. First, teacher competencies remain uneven; many teachers lack proficiency in technology-based learning, show limited innovation in instructional approaches, and have not received continuous training. Second, there is a disparity between regions. Madrasahs located in frontier, outermost, and disadvantaged (3T) areas generally lag behind urban schools in terms of infrastructure, access to training, and the availability of qualified teachers (Karsono et al., 2021). Third, national education standards and accreditation still show significant deficiencies in teacher quality and graduate competency compared to general schools. In addition, social stigma presents a unique challenge. Accusations of radicalism are sometimes directed at madrasahs and their educators, which affects teacher morale and public perception of Islamic institutions. If left unaddressed, these factors may systematically erode public trust in madrasahs (Aglesia et al., 2024).

Given society's increasing demand for high-quality Islamic education, madrasahs face serious challenges in aligning educator quality with the demands of the modern era. Madrasah teachers are now expected to be more than just transmitters of religious knowledge; they must become professional educators who are technologically adaptive, possess 21st-century skills, and are capable of shaping students with strong spiritual and social character. Within this context, the strategic role of educator HR development management becomes crucial. According to data from the Kementerian Agama RI (2023), approximately 38.5% of madrasah teachers still lack sufficient skills in utilizing educational technology. Furthermore, access to digital-based training remains relatively low in many madrasahs, widening the gap between teacher competencies and societal expectations.

This gap is further exacerbated by the lack of reflective academic supervision and sustained teacher development programs that are tailored to real needs. In many cases, training programs are generic and fail to address deeper aspects such as the spirituality of educators or their critical-reflective capacity. This condition highlights the urgent need for a managerial approach that is not merely administrative, but transformative and rooted in Islamic values to shape quality educators and institutions that earn the public's trust (Marfinda

2022).

The consequences of this disparity directly affect the competitiveness of madrasah graduates. They are often perceived as less competitive in gaining admission to general universities or entering employment sectors that demand non-religious skills. Thus, the public's expectation that madrasahs produce graduates who are both religiously grounded and academically capable remains unfulfilled (Warlizasusi et al., 2020). As a result, the public trust in slogans such as "madrasah is better" has diminished, reducing them to mere rhetoric. To address this challenge, a comprehensive and well-planned HR management strategy for educators is needed—one that encompasses recruitment, training, character building, and performance evaluation based on Islamic values. When educators succeed in becoming both competent professionals and moral exemplars, public trust in the institution will grow (Nurhasnah et al., 2024).

Therefore, this study aims to examine the strategies for developing quality educator human resources as a means to enhance public trust in Islamic educational institutions. The research also intends to offer practical contributions to policymaking on madrasah teacher development by the Ministry of Religious Affairs. Structured HR management strategies that prioritize professional and spiritual competencies and are responsive to technological advancements have become an urgent need for improving the quality of Islamic education (Fajar, 2024). The findings of this study can serve as a foundation for strengthening training programs grounded in Islamic values, and for promoting policy frameworks that are more responsive to societal expectations toward madrasahs as trustworthy and competitive institutions in the modern era.

Research Method

This study employs a descriptive qualitative approach using library research, combined with a contextual case study at MTs Negeri 2 Rejang Lebong. This approach was chosen to deeply understand the strategies of human resource (HR) development management for educators and their impact on public trust in Islamic educational institutions.

The research was designed as a descriptive analysis based on both secondary data and relevant field findings. The study site was selected at MTs Negeri 2 Rejang Lebong, a madrasah with distinctive dynamics in managing educator HR development, making it a suitable object of analysis. The primary data sources consisted of two types: (1) secondary data, including academic journal articles, reference books, and relevant research findings from 2021 to 2025; and (2) primary data, including the results of observations, informal interviews, and documentation obtained from the environment of MTs Negeri 2 Rejang Lebong as the case study location. The research was conducted between January and April 2025. The research subjects included teachers, the head of the madrasah, and institutional documents related to professional teacher development and community trust in the madrasah (Arikunto, 2013).

Data collection techniques included literature review, direct observation of institutional conditions, informal interviews with teachers and the principal, and documentation of teacher development activities and community

perceptions. All collected data were analyzed using thematic qualitative analysis, which involved data reduction, categorization, and interpretation based on major emerging themes. Content validity was ensured through source triangulation by comparing data from literature, field observations, and interviews. This analysis is expected to provide both conceptual and practical contributions to the development of HR management strategies for educators, particularly those that have a direct impact on strengthening public trust in Islamic educational institutions.

Result And Discussion

Result

This study generated several field findings that reflect the actual conditions of human resource (HR) development management for educators at MTs Negeri 2 Rejang Lebong, along with its implications for public trust in the institution. Based on observations and informal interviews, it was found that most teachers at MTs Negeri 2 Rejang Lebong still prepare their teaching materials manually and have not yet utilized artificial intelligence (AI) or educational digital applications in their lesson planning or instructional delivery. Teachers tend to rely primarily on basic media such as PowerPoint presentations and YouTube videos to support their teaching. Although limited digital infrastructure is available, teachers' levels of technological literacy remain generally low and inconsistent.

In addition, a significant administrative workload is perceived as one of the main obstacles by teachers. They are required to complete teaching plans, learning reports, and various administrative tasks independently, without integrated digital support systems. Some teachers even rely on their personal devices to meet administrative demands due to the lack of institutional resources.

In terms of professional development, training and workshops are held sporadically and tend to be general rather than tailored to the specific needs of individual educators. Not all teachers have access to training opportunities relevant to educational technology or to the enhancement of personal and social competencies. Academic supervision carried out by the school leadership is not yet implemented systematically or in-depth.

From the community's perspective, based on documentation and statements from the principal, there has been a noticeable decline in interest among some parents to enroll their children in the madrasah compared to general schools. This is primarily due to the perception that madrasahs are not yet capable of providing a competitive and relevant learning experience. Such perceptions are closely linked to how the public views the quality of the educators, who serve as the visible representation of the institution.

Discussion

Human Resource Management Strategies at MTs Negeri 2 Rejang Lebong

The human resource (HR) management of educators at MTs Negeri 2 Rejang Lebong currently faces various challenges in improving teacher quality. One of the primary issues is the uneven distribution of teacher competencies,

particularly in mastering educational technology and digitalization. Many teachers still rely on manual methods, such as preparing lesson plans without the support of digital platforms or artificial intelligence (AI), and limiting their use of instructional media to PowerPoint presentations and YouTube videos (Nashrullah et al., 2025). This situation is exacerbated by the lack of ongoing professional training that is aligned with current demands. Some teachers have participated in online training platforms such as PINTAR (Pusat Informasi Pelatihan dan Pembelajaran) under Kementerian Agama, but the training content remains generic and does not fully address the specific needs of madrasah teachers (Adela, 2024).

As a result, teachers have not yet been able to effectively and creatively integrate technology into their teaching. This indicates that HR development strategies have not yet been directed toward a comprehensive improvement in teachers' digital literacy (Zulkarnain, 2024). Enhancing teachers' digital literacy would significantly contribute to the quality of Islamic education institutions. Technology can support teachers in delivering content, increasing student motivation and participation, and facilitating broader access to information. However, the integration of technology into madrasah education must be conducted within the framework of Islamic values and principles. Teachers must ensure that the materials used are both relevant and aligned with religious teachings (Khofifah et al., 2024).

Educational quality is not solely measured by knowledge but also encompasses skills, ethics, and behavior. Therefore, teachers must foster critical thinking and creativity among students. The internal aspects of the teacher, particularly their attitudes and behavior, must also be considered. Positive changes in teacher behavior can be achieved through continuous training and development programs (Ali, 2022).

The current teacher development strategy at MTs Negeri 2 Rejang Lebong is not yet supported by strong internal policy. Educational supervision remains administrative in nature and lacks focus on improving pedagogical quality and innovation. In fact, reflective and constructive academic supervision can serve as a crucial mechanism for enhancing teacher professionalism (Warlizasusi, et al., 2020). As school principals are well aware of the institutional context and the strengths and weaknesses of their teaching staff, they carry the responsibility for improving teachers' capacity to manage classroom instruction and significantly contribute to institutional progress. Effective supervision must be based on proper principles and techniques and should aim to support teachers through ongoing feedback and evaluation of teaching practices to improve student outcomes (Marfinda, 2022).

The HR development strategy at MTs Negeri 2 Rejang Lebong is not yet organized based on modern, holistic HIR management principles. It is essential for the madrasah to implement a values- and competency-based management approach. One effective model is coaching and mentoring, which has been successfully applied in other leading madrasahs such as MAN 1 Medan and MA PPMI Assalaam Surakarta. This model enables senior teachers to mentor junior colleagues in adopting innovative teaching while also reinforcing educators'

moral and spiritual development through role-modeling and value-based dialogue (Siregar et al., 2024)

Another model that can be adopted is TPACK (Technological Pedagogical Content Knowledge), which provides a framework for teachers to integrate technology meaningfully with pedagogical methods and subject content. This approach suits the profile of modern educators, who must not only be tech-savvy but also use technology in a way that enriches learning (Hidayati & Choiriyah, 2024). Unfortunately, these models have not yet been incorporated into the strategic management framework of the school. The absence of systematic policy, lack of locally tailored training, and weak monitoring and evaluation mechanisms have caused teacher development to proceed in a fragmented and individual manner. In fact, the Ministry of Religious Affairs Regulation No. 90 of 2013 explicitly emphasizes the importance of improving teacher quality as part of the reform of Islamic education (Permenag, 2013).

MTs Negeri 2 Rejang Lebong also continues to face infrastructure constraints, such as limited access to computer laboratories, digital libraries, and stable internet connections (Karsono et al., 2024). These limitations hinder the ability of teachers to deliver effective instruction, ultimately affecting student learning outcomes. Although some teachers are willing to innovate, inadequate facilities reduce the overall impact of such efforts (Parinduri et al., 2024). Another internal factor that affects the quality of human resources is the heavy administrative burden placed on teachers. Many feel that their time is consumed by manual preparation of teaching materials, leaving little opportunity for instructional innovation or professional development (Timotius & Purba, 2023).

This finding is consistent with Fatimah et al. (2024), who noted that policy support and infrastructure play a critical role in preparing teachers for the digital era. Despite these challenges, there are still some positive developments at MTs Negeri 2 Rejang Lebong. The use of social media as part of institutional promotion and brand-building is increasing, and a few teachers have independently pursued online training or created interactive media for their lessons (Yunisa et al., 2024). However, these initiatives have not yet been systematically institutionalized and remain limited to individual efforts. From a strategic management perspective, successful teacher development depends on needs-based planning, targeted training programs, adequate infrastructure, and a culture of collaboration. Ritonga et al. (2023) emphasize that schools which successfully enhance teachers' technological competencies are those that provide consistent moral, technical, and financial support. Unfortunately, such support has not yet been fully realized at MTs Negeri 2 Rejang Lebong (Ritonga et al., 2023).

The lack of effective HR development strategies also impacts the level of public trust. Amid increasingly competitive educational environments, the public is becoming more selective in choosing schools. Teacher quality is a primary indicator in assessing institutional excellence. The decline in student enrollment at MTs Negeri 2 Rejang Lebong over the past three years signals growing public concern about the institution's competitive advantage (Ningsih et al., 2024). Thus, the HR management strategy at the school must be improved

through a more structured and strategic approach. Teacher development should not only focus on technical competencies but also emphasize spirituality, professionalism, and pedagogical creativity in alignment with Islamic values (Fatimah et al., 2024). Such improvements are crucial for rebuilding public trust and reinforcing the madrasah's image as a leading educational institution at the regional level.

Characteristics of Quality Educators in Islamic Educational Institutions

Strengthening human resource management strategies at MTs Negeri 2 Rejang Lebong must be directed toward producing high-quality teachers. A quality educator is not only proficient in technical aspects of teaching, but also reflects the core characteristics of a competent Islamic educator. Such teachers serve as the embodiment of institutional quality – they are not merely instructors, but also educators, mentors, role models, and ambassadors of the school within the wider community. According to Regulation of the Minister of National Education No. 16 of 2007, there are four core teacher competencies: pedagogical, personal, professional, and social. These competencies serve as the foundation for meaningful instruction and for developing students who excel intellectually and spiritually. Pedagogical competence, for instance, includes the ability to understand students' characteristics, design and implement learning processes, and evaluate and develop their potential (Permendiknas, 2007).

Teacher quality, however, is not determined solely by technical competence, but also by moral integrity and exemplary behavior. Muhtadin (2021) emphasizes that the ideal teacher in Islam assumes the roles of *mu'allim* (knowledge transmitter), *murabbi* (spiritual nurturer), *mursyid* (spiritual guide), and *mu'addib* (instiller of adab or proper conduct). Within Islamic educational tradition, the teacher's mission extends beyond delivering knowledge to shaping character and moral consciousness. Imam al-Ghazali asserts that the highest aim of education is moral development, rather than the mere transmission of information. This is reinforced by the saying of the Prophet Muhammad SAW: "*I was sent to perfect noble character*" (Hadith of al-Bukhari history). Accordingly, teachers in madrasahs are expected to embody and model Islamic values in both words and actions. Teachers who consistently instill adab, social ethics, and spirituality are far more impactful than those who merely deliver subject matter. In the context of MTs Negeri 2 Rejang Lebong, character development among educators has become an urgent need, particularly in light of declining public trust, which is closely tied to the quality of teacher-student and teacher-community relationships (Muhtadin, 2021).

Field observations indicate that, although many teachers at MTs Negeri 2 Rejang Lebong possess adequate administrative competencies, not all have demonstrated strong moral leadership or been able to deliver learning experiences that inspire and engage students affectively. Classroom instruction often remains mechanical and content-centered, lacking personal engagement and the spiritual depth that is essential in Islamic education. This condition highlights that teacher development must go beyond technical skill enhancement and include moral character, spiritual awareness, and value-oriented

consciousness. An integrative approach that unites professionalism with Islamic ethical training is urgently required so that teachers can serve as holistic role models who nurture students' minds and souls. Without such values-based cultivation, HR development in education will produce functionally competent teachers who are morally disconnected and unable to build meaningful educational relationships with learners (Ali, 2022).

A character-based curriculum integrated with Islamic religious education also plays a vital role in shaping high-quality educators. Sucipto et al. (2023) explain that effective character-building strategies in madrasahs involve teacher modeling, participatory learning, and religious as well as extracurricular activities (Sucipto et al., 2023). In this context, educators are expected to act not only as content deliverers, but also as living examples of Islamic values both inside the classroom and in society. Quality educators are also marked by their ability to leverage technology in instruction, especially in today's digital age. At MTs Negeri 2 Rejang Lebong, some younger teachers have started independently using educational applications and digital media, though no institutional system has yet been established to structure and support this progress. In fact, technology-adaptiveness is a key element in the profile of ideal teachers in the Society 5.0 era (Zulkarnain, 2024). In summary, the characteristics of quality educators in Islamic education encompass a blend of professional competence, spiritual depth, moral integrity, and adaptability to societal change. These qualities must be continuously cultivated through HR management strategies that go beyond technocratic approaches and emphasize Islamic values and personal transformation.

The Impact of Educator Quality on Public Trust

Educator quality is one of the primary indicators considered by the public when evaluating the credibility of an Islamic educational institution. A qualified teacher not only facilitates a positive learning experience, but also shapes the public image of the institution as a whole. The presence of competent, ethical, and inspirational teachers can enhance community trust, which in turn increases student enrollment, parental involvement in school activities, and public support for institutional programs. At MTs Negeri 2 Rejang Lebong, the uneven quality of teachers—particularly in the areas of technological competence, instructional innovation, and moral exemplarity—has become a contributing factor to the decline in public trust. Although some teachers have shown initiative by integrating digital media into their teaching, such efforts are not yet supported by a comprehensive managerial policy. As a result, the public tends to compare madrasahs unfavorably with other schools that are more advanced in terms of technological integration and service quality (Nashrullah et al., 2025).

Teachers play a strategic role in shaping both student character and public perception of madrasahs. Exemplary conduct, community involvement, and sincere dedication in guiding students are key factors in building public trust. When teachers are seen as religious, approachable, and professional, parents are more likely to entrust their children's education to the institution (Sucipto et al., 2023). Moreover, Muhtadin (2021) emphasizes that Islamic teachers must fulfill

the roles of *murabbi* and *mursyid*—not only guiding students cognitively, but also molding their personal and spiritual development. Teachers who embrace these roles become extensions of the institution's mission to cultivate public trust through their demeanor, work ethic, and community engagement (Muhtadin, 2021). Conversely, when teachers fail to embody Islamic values such as discipline, responsibility, and moral leadership, the impact on public perception is immediate. The slogan "madrasah lebih baik" loses its significance when educators cannot serve as true ambassadors of institutional quality and ethics. This concern is evident in the declining enrollment figures at MTs Negeri 2 Rejang Lebong in recent years, which are closely tied to public perceptions of teacher quality and instructional relevance (Ningsih et al., 2024).

Teachers are the first point of reference for the public in assessing institutional credibility. Every word, action, and interpersonal interaction with students and parents contributes to shaping the community's perception of the school. Thus, teacher quality extends beyond academic performance and enters the realm of institutional reputation and long-term social trust. Interestingly, some private madrasahs in the Rejang Lebong region have experienced increased student enrollment despite limited facilities. According to EMIS data, MTsS Baitul Makmur Curup has 17 student groups (rombel) and lacks adequate classroom space. Nonetheless, it continues to attract public interest and maintains a strong reputation (EMIS, 2023). This success is largely attributed to the consistent dedication of its teachers, who demonstrate warmth in interaction, moral integrity, and pedagogical approaches that foster both emotional and spiritual trust among students (Karsono et al., 2024). Building public trust in madrasahs cannot be achieved solely through promotional campaigns or surface-level image management. Improving educator quality is the fundamental step. Policy interventions are needed to foster teacher development focused on trust-building, including public communication training, professional ethics reinforcement, and increased teacher involvement in community-based programs (Elyus et al., 2021). Through these strategies, madrasahs can reclaim and strengthen their status as trusted, high-quality Islamic educational institutions. Quality educators are long-term assets of Islamic schools and the foundation for cultivating public loyalty and trust. Therefore, these findings should inform policies aimed at improving HR management in madrasahs, particularly in areas such as professional competence development, the use of educational technology, and the reinforcement of academic supervision systems. Such policies must align with the vision of Kementerian Agama in building madrasahs that are both excellent and trusted by the broader community.

Conclusion

The management of human resource development (HRD) for educators in Islamic educational institutions, particularly at MTs Negeri 2 Rejang Lebong, plays a strategic role in shaping the public image and trust toward the madrasah. This study reveals that the HRD strategy implemented in the institution still faces several challenges, including unequal teacher competencies, weak digital literacy, and the limited availability of structured professional development

programs. The characteristics of high-quality educators from an Islamic perspective encompass mastery of pedagogical, professional, social, personal, and spiritual competencies. When teachers are able to serve as role models, demonstrate creativity, and adapt to contemporary demands, they not only improve the quality of instruction but also significantly contribute to building public trust. In this context, the quality of teachers becomes a direct reflection of the institutional standards.

Enhancing teacher quality through effective HRD management is not merely a technical necessity but a fundamental prerequisite for strengthening the existence and reputation of Islamic educational institutions within an increasingly critical and selective society. The findings reinforce the notion that public trust in Islamic schools cannot be established solely through improved infrastructure or institutional promotion. Instead, the educator's competence, spirituality, and exemplary conduct emerge as the most crucial elements in sustainably shaping the reputation of a madrasah. Therefore, HRD management for educators must be positioned as a core strategy in institutional quality planning. Efforts to improve teacher quality cannot be carried out sporadically or through purely technical interventions. An integrated policy design is required—one that simultaneously enhances professional competencies, instills Islamic values through continuous training, and fosters active teacher engagement in community life. Synergy among madrasah leadership, government stakeholders, and the broader Islamic education community is essential to fostering excellent educators capable of restoring the dignity of madrasahs as trustworthy and transformative institutions.

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