

THE IMPLEMENTATION OF HUMAN RESOURCE MANAGEMENT IN IMPROVING THE PRODUCTIVITY OF ARABIC LANGUAGE TEACHERS AT PESANTREN

Imro'atus Solikah^{1*}, Anis Zunaidah², Anin Nurhayati³, Liatul Rohmah⁴, Rizky Umi
Nasihatus Sholihah⁵

^{1,2}Sekolah Tinggi KH. Muhammad Ali Shodiq Tulungagung

^{3,4}Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung

⁵Universitas Darussalam Gontor

Email: sholehaaamien@gmail.com¹, anis.zunaidah20@gmail.com², aniniainta79@gmail.com³,
liatulrohmah@gmail.com⁴, rizkynasiha@gmail.com⁵

Abstrak: Penelitian ini bertujuan untuk menganalisis implementasi Manajemen Sumber Daya Manusia (MSDM) dalam meningkatkan produktivitas guru bahasa Arab di pesantren. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model analisis interaktif Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa implementasi MSDM dilakukan melalui beberapa fungsi utama, yaitu rekrutmen dan seleksi, penempatan, pelatihan dan pengembangan, penilaian kinerja, sistem penghargaan, serta pengembangan karier. Penerapan fungsi-fungsi tersebut berkontribusi terhadap peningkatan produktivitas guru bahasa Arab yang tercermin dalam meningkatnya kualitas pembelajaran, penggunaan metode pembelajaran yang lebih inovatif, pengembangan bahan ajar, peningkatan disiplin kerja, serta partisipasi yang lebih aktif dalam program pengembangan akademik dan kebahasaan. Temuan penelitian ini menegaskan bahwa praktik MSDM yang efektif dan berkelanjutan memiliki peran strategis dalam meningkatkan produktivitas guru serta mendukung pencapaian tujuan pendidikan di lingkungan pesantren.

Kata Kunci:

Manajemen Sumber Daya Manusia, Produktivitas Guru, Guru Bahasa Arab, Pesantren.

Abstract: This study aims to analyze the implementation of Human Resource Management (HRM) in improving the productivity of Arabic language teachers at Pesantren. The study employed a qualitative case study approach. Data were collected through interviews, observations, and documentation and were analyzed using the interactive analysis model of Miles, Huberman, and Saldana. The findings reveal that HRM is implemented through several functions, namely recruitment and selection, placement, training and development, performance appraisal, reward systems, and career development. The implementation of these functions contributes to improving the productivity of Arabic language teachers, as reflected in the enhancement of instructional quality, the use of more innovative teaching methods, the development of teaching materials, increased work discipline, and greater participation in academic and language development programs. The findings confirm that effective and sustainable HRM practices play a strategic role in enhancing teacher productivity and supporting the achievement of educational goals within the pesantren environment.

Keywords:

Human Resource Management, Teacher Productivity, Arabic Language Teachers, Pesantren.

Introductions

Islamic boarding schools (*pondok pesantren*) have long been recognized as one of the oldest and most influential educational institutions in Indonesia. Historically, *pesantren* have played a pivotal role in preserving Islamic traditions, transmitting religious knowledge, and shaping the moral character of Muslim communities. In recent decades, however, *pesantren* have undergone significant transformation in response to social, educational, and technological changes (Mas'udi, 2024). They are no longer viewed solely as traditional religious institutions but are increasingly expected to produce graduates who possess academic excellence, professional competence, and global competitiveness. This transformation has intensified the demand for effective educational management practices, particularly in the area of human resource management. Among the various educational components within *pesantren*, teachers represent the most critical resource in determining educational quality. Educational objectives, curriculum implementation, and student achievement largely depend on teachers' competence, commitment, and productivity. Consequently, improving teacher productivity has become a major concern for educational leaders seeking to enhance institutional performance. Teacher productivity is often associated with the ability to utilize available resources efficiently while achieving desired educational outcomes (Aditya et al., 2025). In educational settings, productivity encompasses not only teaching effectiveness but also instructional planning, learning innovation, professional development, student mentoring, and contribution to institutional advancement.

The issue of teacher productivity has become increasingly important in the context of Arabic language education (Kamal, 2025). Arabic occupies a unique position within *pesantren* because it functions not only as a subject of instruction but also as a medium for accessing classical Islamic texts and understanding the primary sources of Islam. Therefore, Arabic language teachers are expected to possess both linguistic competence and pedagogical expertise (Imro'atus Solikah et al., 2025). They are required to facilitate students' language acquisition, create an engaging learning environment, and encourage active language use inside and outside the classroom. These expectations place substantial demands on teachers and highlight the importance of maintaining high levels of productivity.

Despite its significance, evidence suggests that many educational institutions continue to encounter challenges in enhancing teacher productivity. Previous studies have identified various factors affecting teacher performance and productivity, including inadequate professional development opportunities, ineffective performance appraisal systems, limited career advancement prospects, insufficient recognition, and mismatches between teacher qualifications and job assignments. Such challenges often reduce teachers' motivation and hinder their capacity to achieve optimal performance. In many cases, educational institutions focus primarily on administrative requirements while neglecting strategic approaches to managing and developing human resources (Allui & Sahni, 2016). Human Resource Management (HRM) has emerged as a strategic framework for addressing these challenges (Peery & Salem, 1993). HRM refers to a systematic approach to managing people within an organization to maximize their contribution toward organizational goals. According to contemporary HRM theory, organizational success depends heavily on the effectiveness of key human resource functions, including recruitment, selection, placement, training and development, performance appraisal, compensation, and career management. Through these functions, organizations can attract qualified personnel, enhance employee competencies, foster motivation, and improve overall productivity. In educational institutions, effective HRM practices have been shown to positively influence teacher commitment, job satisfaction, instructional quality, and organizational performance.

The application of HRM principles within educational institutions has received growing scholarly attention. Numerous studies have demonstrated that strategic HRM practices contribute significantly to teacher effectiveness and institutional improvement. Recruitment and selection processes help ensure the appointment of qualified educators, while professional development programs enhance pedagogical and subject-matter competencies. Likewise, performance appraisal systems provide constructive feedback for continuous improvement, and reward mechanisms strengthen motivation and organizational commitment. Collectively, these HRM practices create an environment that supports teacher productivity and professional growth (Permatasari & Tandiayuk, 2023). However, the implementation of HRM in Islamic boarding schools presents unique characteristics that distinguish it from other educational contexts. Unlike conventional schools, *pesantren* operate within a cultural and religious framework that strongly influences organizational behavior and decision-making processes. Human resource management in *pesantren* often incorporates values such as sincerity (*ikhlas*), dedication to service (*khidmah*), obedience to leadership, collective responsibility, and commitment to religious missions (Halid, 2024). These values shape recruitment practices, performance expectations, and professional relationships within the institution. As a result, HRM in *pesantren* cannot be fully understood through conventional

management perspectives alone; it must also be examined in relation to the distinctive socio-cultural environment of pesantren.

The management of Arabic language teachers represents a particularly important issue within this context. Arabic teachers play a central role in achieving the linguistic and religious objectives of pesantren education. Their productivity directly influences students' language proficiency, engagement with Islamic texts, and overall learning outcomes. Nevertheless, many pesantren continue to face difficulties in managing Arabic language teachers effectively (Sidqi et al., 2025). Challenges may include shortages of qualified personnel, limited professional development opportunities, inconsistent performance evaluation practices, and the absence of structured career pathways. These issues highlight the need for a more systematic and strategic approach to human resource management. Although previous studies have explored the relationship between HRM practices and teacher performance, most have been conducted in general educational institutions rather than Islamic boarding schools. Existing research has also tended to focus on teacher performance broadly without specifically examining the productivity of Arabic language teachers. Furthermore, limited attention has been given to how HRM practices are implemented within the unique organizational culture of pesantren. Consequently, there remains a significant gap in understanding how HRM contributes to enhancing the productivity of Arabic language teachers in this particular educational setting.

Addressing this gap is important for both theoretical and practical reasons. From a theoretical perspective, the study contributes to the growing body of knowledge on educational HRM by examining its implementation within a distinctive religious and cultural context. From a practical perspective, the findings may assist pesantren leaders in developing more effective strategies for managing and empowering Arabic language teachers. The study investigate how HRM functions operate in pesantren can provide valuable insights into improving teacher productivity and strengthening educational quality. Therefore, this study aims to investigate the implementation of HRM in enhancing the productivity of Arabic language teachers in Islamic boarding schools and strengthening educational quality. Specifically, the study examines how HRM functions, including recruitment, selection, placement, training and development, performance appraisal, reward systems, and career development, are implemented and how these practices contribute to teacher productivity. By doing so, the study seeks to provide a comprehensive understanding of HRM practices in pesantren and offer recommendations for improving the management of Arabic language teachers in Islamic educational institutions.

Method

This study employed a qualitative approach with a case study design (Sugiyono, 2023). A qualitative approach was selected because the study aimed to gain an in-depth understanding of the implementation of HRM in enhancing the productivity of Arabic language teachers within the pesantren environment. Through this approach, the researcher explored various HRM practices implemented by the institution, including recruitment, selection, placement, competency development, performance appraisal, reward systems, and career development. The case study design enabled an intensive investigation of these practices within their natural setting and institutional context, allowing a comprehensive understanding of how HRM contributes to teacher productivity. The study was conducted at Pesantren Al-Aqobah 1 Jombang, East Java, Indonesia. The pesantren was purposively selected because it emphasizes Arabic language mastery as one of its institutional priorities and has implemented structured human resource management policies for Arabic language teachers. In addition, the institution employs teachers with diverse educational backgrounds and professional experiences, providing a rich context for examining HRM implementation in Islamic boarding schools.

The population of this study consisted of all stakeholders involved in the management and implementation of Arabic language education at Pesantren Al-Aqobah 1. Since this research adopted a qualitative case study design, it did not seek statistical generalization but rather an in-depth understanding of the phenomenon. Therefore, participants were selected using purposive sampling, whereby individuals were intentionally chosen based on predetermined criteria relevant to the research objectives. The inclusion criteria included: (1) occupying a strategic role in planning or implementing HRM policies; (2) possessing at least two years of experience in the institution; and (3) being directly involved in Arabic language teaching or educational management. Based on these criteria, the participants consisted of one pesantren leader, two educational administrators, one Arabic language program coordinator, and eight Arabic language teachers, resulting in a total of twelve research participants. The recruitment of participants continued until data saturation was achieved, indicated by the absence of substantially new information emerging from subsequent interviews.

Data were collected from January to April 2026 through three complementary techniques: semi-structured interviews, non-participant observations, and document analysis (Sugiyono, 2019). Semi-structured interviews

were conducted using an interview protocol containing open-ended questions designed to explore participants' experiences regarding teacher recruitment, selection, placement, competency development, performance appraisal, reward systems, career advancement, and strategies for improving teacher productivity. Each interview lasted approximately 45–90 minutes, was audio-recorded with participants' consent, and subsequently transcribed verbatim. Observations were conducted during classroom teaching, teacher meetings, professional development activities, supervision sessions, and daily academic interactions within the pesantren. Observation focused on teachers' instructional performance, work discipline, collaboration, communication patterns, leadership support, and implementation of HRM practices in everyday activities. Detailed field notes and observation sheets were used to systematically record the observed phenomena. Document analysis complemented the interview and observation data by examining institutional documents relevant to HRM implementation, including organizational structures, personnel records, teacher recruitment policies, teacher assignment documents, professional development programs, performance appraisal reports, attendance records, promotion policies, and other administrative documents related to teacher management (Darmalaksana, 2020).

In qualitative research, the researcher served as the primary research instrument responsible for collecting, interpreting, and analyzing data. Supporting research instruments included semi-structured interview guides, observation checklists, document analysis protocols, digital audio recorders, field notes, and reflective journals. These instruments were developed based on the research objectives and indicators of Human Resource Management practices to ensure systematic and comprehensive data collection. Data analysis followed the interactive model developed by Miles, Huberman, and Saldaña (Fadli, 2021), consisting of three interrelated stages: data condensation, data display, and conclusion drawing and verification. During data condensation, interview transcripts, observation records, and institutional documents were carefully reviewed, coded, categorized, and organized according to major HRM themes such as recruitment, selection, placement, professional development, performance evaluation, rewards, and career development. Subsequently, the categorized data were displayed through narrative descriptions, thematic matrices, and cross-source comparisons to facilitate interpretation. In the final stage, conclusions were continuously developed and verified by identifying recurring patterns, relationships, similarities, differences, and emerging themes that explained how HRM practices influenced the productivity of Arabic language teachers.

To ensure the trustworthiness of the findings, several validation strategies were employed. Source triangulation compared information obtained from pesantren leaders, administrators, coordinators, and teachers, while methodological triangulation compared findings derived from interviews, observations, and document analysis (Pahkeviannur, 2022). Member checking was conducted by returning interview summaries and preliminary interpretations to participants for confirmation and clarification (Assyakurrohim et al., 2022). Furthermore, peer debriefing with qualitative research experts and maintaining an audit trail documenting all research procedures enhanced the dependability and confirmability of the findings. These procedures strengthened the credibility, dependability, confirmability, and transferability of the study (Patel, 2016), thereby ensuring that the findings accurately represent the implementation of Human Resource Management in improving the productivity of Arabic language teachers at Pesantren Al-Aqobah 1 Jombang.

Findings and Discussion

Recruitment and Selection of Arabic Language Teachers

The findings demonstrate that the recruitment and selection of Arabic language teachers at Pesantren Al-Aqobah 1 Jombang are implemented through a systematic human resource management process that prioritizes not only professional competence but also alignment with the institution's religious values and organizational culture. Unlike recruitment systems in many formal educational institutions that primarily emphasize academic qualifications and technical competencies, the pesantren adopts a holistic approach by integrating pedagogical competence, Arabic language proficiency, personal integrity, Islamic character, and organizational commitment. This finding reflects the strategic role of recruitment as the entry point of human resource management, determining the quality of teachers who will contribute to achieving institutional goals. From the perspective of HRM theory, these findings support the argument that recruitment and selection constitute strategic functions designed to attract and retain individuals whose competencies and values are consistent with organizational objectives. According to strategic human resource management theory, effective recruitment contributes to organizational performance by ensuring that the right individuals occupy the right positions, thereby increasing productivity and reducing turnover. The findings indicate that the pesantren applies this principle by combining administrative screening, competency assessments, interviews, and teaching simulations to evaluate both technical competence and organizational suitability. Such a comprehensive selection mechanism reflects a competency-based

recruitment model that seeks to minimize mismatches between employee characteristics and organizational expectations.

The emphasis placed on person-organization fit represents one of the most distinctive findings of this study. Consistent with person-organization fit theory, employees who share organizational values tend to demonstrate higher organizational commitment, stronger work engagement, and better job performance than those selected solely on the basis of technical competence. The findings reveal that the pesantren considers compatibility with Islamic educational values to be equally important as linguistic and pedagogical competence. This suggests that teacher productivity in Islamic boarding schools is influenced not only by professional expertise but also by the internalization of institutional values that shape work discipline, collaboration, and long-term commitment. These findings are also consistent with previous studies emphasizing that effective recruitment significantly influences teacher performance through the acquisition of competent and committed educators. Previous research has demonstrated that transparent and competency-based recruitment improves instructional quality, employee satisfaction, and institutional effectiveness because it reduces the likelihood of placing individuals whose competencies do not correspond to organizational needs. The present study extends this perspective by showing that, within the pesantren context, recruitment effectiveness is further strengthened by incorporating religious commitment and moral integrity as formal selection criteria. This indicates that strategic HRM in Islamic educational institutions requires broader evaluation dimensions than those commonly applied in secular educational organizations.

Another important finding concerns the role of the alumni network in the recruitment process. Although utilizing alumni facilitates cultural adaptation because alumni are already familiar with the pesantren's educational system, organizational values, and daily routines, excessive dependence on internal recruitment may also reduce organizational diversity and limit the introduction of new pedagogical perspectives. From a strategic HRM perspective, balancing internal recruitment through alumni with external recruitment from universities and professional networks is essential to maintain organizational innovation while preserving institutional identity. This balance enables the institution to retain its core values without sacrificing opportunities for educational improvement through new knowledge and teaching practices. The inclusion of microteaching as a major component of the selection process also deserves critical attention. Unlike administrative evaluation, microteaching provides direct evidence of candidates' instructional competence, classroom interaction, communication skills, and pedagogical decision-making. This finding supports competency-based assessment models suggesting that practical performance assessments predict future job performance more accurately than academic credentials alone. Nevertheless, instructional competence should not be viewed as a static attribute assessed only during recruitment. Continuous monitoring and professional development remain necessary to ensure that teachers maintain and improve their instructional effectiveness throughout their careers.

A further contribution of this study lies in demonstrating that recruitment and selection within pesantren integrate managerial rationality with spiritual values. Human resource management in this context is not merely an administrative mechanism for filling vacant positions but also a process of identifying educators capable of serving as moral exemplars for students. Consequently, teacher productivity is interpreted not only in terms of instructional efficiency but also in relation to the successful transmission of Islamic values and the development of students' character. This finding enriches the literature on strategic human resource management by illustrating that organizational effectiveness in faith-based educational institutions is shaped by the interaction between professional competence and religious commitment. Therefore, the findings indicate that recruitment and selection constitute the foundational stage of human resource management that substantially influences teacher productivity. The effectiveness of this process stems not only from rigorous competency assessment but also from the integration of organizational values into every stage of selection. These findings contribute to the growing body of HRM literature by demonstrating that strategic recruitment in Islamic educational institutions should adopt a holistic approach that simultaneously considers technical competence, organizational compatibility, ethical integrity, and spiritual commitment as interconnected determinants of sustainable educational quality.

Teacher Placement Based on Competence

The findings indicate that teacher placement at Pesantren Al-Aqobah 1 Jombang is implemented as a strategic human resource management (SHRM) practice aimed at optimizing individual competencies while supporting institutional effectiveness. Rather than treating placement as a routine administrative procedure, the pesantren aligns teachers' academic qualifications, pedagogical expertise, Arabic language proficiency, professional experience, personal interests, and leadership potential with specific instructional and managerial responsibilities. This comprehensive approach demonstrates that teacher placement is regarded as a strategic mechanism for enhancing teacher productivity and improving the overall quality of Arabic language education. From the

perspective of SHRM, effective employee placement represents the implementation of the “right person in the right job” principle, which seeks to maximize organizational performance by matching employees’ competencies with job requirements. Human capital theory similarly argues that organizational productivity increases when individuals are assigned to positions that fully utilize their knowledge, skills, and abilities. The findings of this study support these theoretical perspectives, as teachers assigned according to their linguistic specialization and pedagogical expertise exhibited greater instructional confidence, classroom effectiveness, and professional commitment. This suggests that competency-based placement enables educational institutions to leverage teachers’ human capital more efficiently while minimizing role ambiguity and performance inefficiencies.

An important finding concerns the pesantren’s recognition that placement decisions should extend beyond formal academic qualifications. In addition to evaluating educational backgrounds and teaching experience, institutional leaders also consider teachers’ professional interests, instructional preferences, and adaptability to different educational programs. This finding is consistent with Person–Job Fit Theory, which proposes that employees perform more effectively and experience higher job satisfaction when their abilities, interests, and values correspond with the demands of their assigned roles. The participatory placement process observed in this study, in which teachers are consulted before final assignments are determined, further strengthens psychological ownership and organizational commitment. Consequently, teacher placement functions not only as an allocation mechanism but also as an instrument for enhancing motivation and long-term professional engagement. The findings also demonstrate that competency-based placement extends beyond classroom instruction. Arabic language teachers are entrusted with additional responsibilities, including coordinating language programs, supervising students’ Arabic-speaking environments, mentoring extracurricular activities, and leading institutional language initiatives. This multidimensional assignment reflects contemporary HRM principles emphasizing job enrichment and role expansion, whereby employees are provided with broader responsibilities to encourage professional growth and leadership development. Such practices contribute to strengthening teachers’ managerial competencies while simultaneously supporting institutional sustainability through the development of future educational leaders.

These findings are consistent with previous studies reporting that competency-based teacher placement positively influences instructional quality, job satisfaction, and organizational performance. Existing literature suggests that teachers who teach subjects aligned with their educational specialization generally demonstrate higher instructional effectiveness, stronger classroom management skills, and greater professional confidence. However, the present study extends previous research by demonstrating that competency alignment alone is insufficient within Islamic boarding schools. The effectiveness of placement also depends on teachers’ ability to internalize the pesantren’s educational philosophy, adapt to its communal culture, and actively participate in religious and character-building activities. This finding indicates that competency should be interpreted more broadly to include technical, pedagogical, social, and spiritual dimensions. A critical interpretation emerging from this study concerns the dynamic nature of teacher placement. Unlike traditional personnel management systems that regard placement as a one-time administrative decision, Pesantren Al-Aqobah 1 periodically reviews teaching assignments based on institutional development, teacher performance, and evolving educational needs. This practice reflects the concept of dynamic talent management, which views employee competencies as continuously developing rather than static. Periodic reassessment enables the institution to optimize human resource utilization while providing opportunities for teachers to acquire new experiences and competencies. Such flexibility is particularly important in educational institutions facing curriculum changes, technological developments, and evolving student learning needs.

Nevertheless, competency-based placement also presents managerial challenges. Frequent reassignment of responsibilities may create adaptation demands for teachers, particularly when new assignments require additional pedagogical competencies or leadership skills. Without continuous mentoring and professional development, placement adjustments may reduce instructional consistency and increase workload. Therefore, effective placement should be integrated with systematic training, coaching, and performance evaluation to ensure that teachers possess the competencies required for their evolving responsibilities. This finding highlights that placement cannot operate independently but must function as part of an integrated Human Resource Management system. Therefore, the findings demonstrate that teacher placement is a strategic determinant of teacher productivity because it directly influences instructional effectiveness, professional satisfaction, organizational commitment, and leadership development. The study contributes to the Human Resource Management literature by showing that competency-based placement in Islamic educational institutions extends beyond matching technical expertise with teaching assignments. Instead, it integrates professional competence, organizational culture, religious values, and continuous talent development into a holistic placement strategy that supports sustainable educational quality. This perspective broadens existing Human Resource Management theory by illustrating how competency-based placement can be adapted to faith-based educational organizations without compromising either professional

standards or institutional identity.

Teacher Competency Development (Training and Development)

The findings indicate that competency development at Pesantren Al-Aqobah 1 Jombang represents a strategic component of HRM aimed at sustaining teacher productivity through continuous professional learning. Rather than viewing training as an isolated activity conducted only to improve technical teaching skills, the pesantren adopts a comprehensive approach that integrates pedagogical improvement, professional knowledge enhancement, leadership development, and character formation. This finding suggests that competency development functions not merely as a mechanism for increasing individual capabilities but also as a long-term organizational strategy for maintaining educational quality and institutional competitiveness. From the perspective of Human Capital Theory, investment in teacher development is expected to increase individual knowledge, skills, and competencies, which subsequently improve organizational productivity. The competency development programs identified in this study—including internal academic forums, mentoring, seminars, workshops, curriculum development activities, and participation in professional associations—illustrate the pesantren's commitment to treating teachers as valuable organizational assets rather than merely operational employees. This investment reflects the central assumption of Strategic Human Resource Management that organizational performance is strengthened when institutions continuously enhance the capabilities of their human resources.

The findings further support the concept of continuous professional development (CPD), which emphasizes that teachers' professional competence evolves throughout their careers rather than being established solely through pre-service education. The combination of formal training and informal learning communities observed in this study demonstrates that teacher learning occurs through multiple pathways, including collaborative reflection, knowledge sharing, mentoring relationships, and experiential learning. Such an approach creates an organizational learning culture in which teachers continuously exchange ideas, evaluate instructional practices, and collectively solve pedagogical challenges. Consequently, professional development becomes embedded in the institution's daily activities rather than being limited to occasional training events. One of the most significant findings concerns the central role of mentoring by senior teachers in facilitating the professional socialization of newly recruited educators. This practice aligns with Social Learning Theory, which argues that professional competencies develop through observation, interaction, and guided participation within authentic work environments. The mentoring system enables novice teachers to acquire not only instructional techniques but also tacit knowledge concerning classroom management, institutional expectations, and the pesantren's educational philosophy. This finding extends previous HRM research by demonstrating that mentoring within Islamic boarding schools serves dual purposes: accelerating pedagogical competence while simultaneously transmitting organizational culture and religious values. Thus, mentoring contributes to both professional adaptation and cultural integration.

The implementation of innovative instructional approaches further illustrates the relationship between competency development and educational effectiveness. Teachers are encouraged to adopt communicative language teaching, project-based learning, and technology-assisted instruction to improve students' Arabic language proficiency. These findings are consistent with constructivist learning theory, which emphasizes that meaningful learning occurs when students actively participate in constructing knowledge through interaction, collaboration, and authentic learning experiences. By encouraging teachers to experiment with diverse instructional strategies, the pesantren creates conditions that support pedagogical innovation while improving students' engagement and learning outcomes. An equally important finding is the pesantren's emphasis on strengthening teachers' mastery of Arabic language content alongside pedagogical competence. This reflects Pedagogical Content Knowledge (PCK) theory, which argues that effective teaching depends not only on mastery of subject matter but also on the ability to transform disciplinary knowledge into meaningful learning experiences. The study demonstrates that teachers are encouraged to deepen their understanding of Arabic linguistics, classical Islamic texts, and contemporary educational developments simultaneously. Such integration enhances instructional quality because teachers possess both conceptual expertise and the pedagogical skills necessary to facilitate student learning effectively.

Unlike many professional development models that focus primarily on technical competence, the competency development system at Pesantren Al-Aqobah 1 incorporates character education and spiritual formation as essential components of teacher professionalism. Values such as discipline, responsibility, integrity, sincerity, and exemplary conduct are systematically cultivated through institutional activities. This finding broadens conventional Human Resource Development (HRD) theory by demonstrating that competency development within faith-based educational institutions encompasses ethical and spiritual dimensions in addition to cognitive and technical competencies. Teacher productivity is therefore understood not merely as the ability to deliver effective instruction but also as the capacity to serve as a moral role model who contributes to students' holistic character development. The findings are consistent with previous studies reporting that sustained

professional development positively influences instructional quality, teacher confidence, innovation, and organizational performance. However, this study contributes additional insights by showing that the effectiveness of professional development depends not solely on the availability of training programs but also on the extent to which those programs are integrated into the institution's organizational culture. Internal academic discussions, collaborative learning communities, and mentoring relationships ensure that newly acquired knowledge is continuously applied, reflected upon, and refined in everyday teaching practice. This integration increases the long-term impact of professional development compared with conventional training models that often produce only temporary improvements.

Nevertheless, several critical implications emerge from these findings. Although participation in external seminars and workshops broadens teachers' professional perspectives, the effectiveness of such programs ultimately depends on systematic follow-up within the institution. Without structured reflection, coaching, and opportunities to implement newly acquired knowledge, external training may have limited influence on instructional practice. Likewise, the rapid development of digital learning technologies requires competency development programs to become increasingly adaptive so that teachers remain capable of responding to changing educational environments. Therefore, sustainable competency development should be viewed as a continuous organizational process that integrates training, mentoring, collaborative learning, performance evaluation, and institutional support into a coherent Human Resource Management strategy. Therefore, the findings demonstrate that competency development constitutes a strategic investment that significantly enhances teacher productivity by strengthening pedagogical competence, professional expertise, instructional innovation, organizational commitment, and ethical leadership. The study contributes to Human Resource Management literature by illustrating that competency development in Islamic educational institutions is most effective when it combines continuous professional learning with character formation and organizational culture. This integrated model expands existing Human Resource Development theory by demonstrating that sustainable teacher productivity is achieved through the interaction of technical competence, collaborative learning, institutional values, and continuous organizational support rather than through training activities alone.

Teacher Performance Appraisal

The findings demonstrate that teacher performance appraisal at Pesantren Al-Aqobah 1 Jombang functions as a strategic component of Human Resource Management rather than merely as an administrative mechanism for monitoring teacher performance. The appraisal system integrates classroom supervision, evaluation of instructional documents, assessment of professional responsibilities, and participation in institutional activities to obtain a comprehensive understanding of teachers' contributions. This multidimensional approach indicates that performance appraisal is designed not only to measure teaching effectiveness but also to facilitate continuous professional development and strengthen organizational performance. From the perspective of Performance Management Theory, performance appraisal should function as a continuous process that aligns individual performance with organizational objectives through systematic planning, monitoring, feedback, and professional development. The findings strongly support this perspective, as teacher evaluation at the pesantren is closely linked to subsequent mentoring, coaching, and competency development programs. Rather than treating evaluation as an endpoint, the institution utilizes appraisal results to identify developmental needs and formulate appropriate interventions. This demonstrates that performance appraisal operates as part of an integrated performance management cycle in which assessment, feedback, and competency development reinforce one another to improve teacher productivity.

The implementation of academic supervision also reflects the principles of instructional leadership, which emphasize that school leaders contribute to educational quality by actively supporting instructional improvement rather than merely exercising administrative control. Classroom observations conducted by institutional leaders enable direct identification of teachers' instructional strengths and areas requiring improvement. More importantly, constructive feedback provided after classroom supervision encourages reflective teaching practices, allowing teachers to continuously refine their instructional strategies. This finding suggests that supervision becomes an instrument for professional learning rather than an evaluative process focused solely on accountability. Another important finding concerns the comprehensive criteria employed in teacher evaluation. In addition to assessing pedagogical competence and instructional preparation, the pesantren evaluates discipline, responsibility, collaboration, participation in institutional programs, and commitment to Islamic educational values. This holistic appraisal model extends conventional teacher evaluation systems that often prioritize measurable instructional outcomes while overlooking teachers' broader contributions to organizational life. Within the pesantren context, teacher effectiveness is interpreted not only through classroom performance but also through active engagement in language development programs, mentoring activities, and the cultivation of students' moral and religious character. Consequently, professional performance is understood as the integration of technical competence,

organizational citizenship, and ethical responsibility.

The findings further illustrate that teachers generally perceive performance appraisal as a developmental rather than punitive process. This observation is consistent with Feedback Intervention Theory, which argues that constructive feedback enhances self-awareness, motivation, and performance improvement when employees perceive evaluation as supportive rather than controlling. The positive responses expressed by teachers indicate that the appraisal process has successfully fostered a culture of reflective practice in which evaluation becomes an opportunity for professional growth instead of a source of anxiety. Such findings emphasize the importance of organizational trust in determining the effectiveness of performance management systems. These findings are also consistent with previous studies reporting that formative performance appraisal contributes significantly to teacher effectiveness by improving instructional planning, classroom management, and professional confidence. However, the present study extends existing literature by demonstrating that the effectiveness of teacher appraisal in Islamic boarding schools depends not only on systematic evaluation procedures but also on the integration of appraisal with institutional values and ongoing professional development. Performance evaluation therefore serves multiple functions simultaneously: measuring competence, strengthening organizational commitment, reinforcing Islamic work ethics, and identifying future leadership potential.

An important contribution of this study concerns the close relationship between performance appraisal and competency development. The findings indicate that evaluation results directly inform the design of mentoring, coaching, and professional training programs. This practice reflects the concept of evidence-based Human Resource Development, whereby organizational development initiatives are designed according to empirically identified competency gaps rather than generalized assumptions. Such integration increases the relevance and effectiveness of professional development because training programs respond directly to teachers' actual performance needs. Consequently, performance appraisal becomes an essential source of organizational learning that continuously supports educational improvement. Nevertheless, several critical implications emerge from these findings. Although the developmental orientation of performance appraisal encourages teacher motivation and professional growth, maintaining objectivity and consistency remains an ongoing challenge. Because classroom supervision and leadership observations inevitably involve subjective judgments, institutions should establish transparent performance indicators, standardized evaluation instruments, and multiple sources of evidence to strengthen appraisal fairness and reliability. Furthermore, incorporating peer observation, student feedback, and self-assessment could enrich the evaluation process by providing more comprehensive perspectives on teacher performance. Such multidimensional evaluation would reduce evaluator bias while promoting greater teacher participation in professional reflection.

Another critical issue concerns the sustainability of performance improvement following evaluation. Constructive feedback alone does not automatically result in improved instructional quality unless it is followed by systematic mentoring, coaching, and continuous monitoring. Therefore, performance appraisal should be embedded within a broader Human Resource Management framework that integrates evaluation, professional development, career planning, and organizational support. This integrated approach ensures that teacher performance continues to improve over time rather than fluctuating in response to periodic evaluation activities. Therefore, the findings demonstrate that teacher performance appraisal constitutes a strategic HRM function that contributes significantly to improving teacher productivity through continuous feedback, reflective practice, competency development, and organizational learning. The study contributes to Human Resource Management literature by illustrating that effective performance appraisal in Islamic educational institutions extends beyond measuring instructional outcomes to encompass ethical responsibility, institutional commitment, collaborative participation, and character development. This holistic perspective broadens existing performance management theory by demonstrating that sustainable teacher productivity is achieved through the integration of formative evaluation, organizational values, and continuous professional support within faith-based educational organizations.

Reward System and Work Motivation

The findings demonstrate that the reward system at Pesantren Al-Aqobah 1 Jombang functions as a strategic Human Resource Management mechanism for sustaining teacher motivation and productivity while reinforcing the institution's educational and religious values. Unlike conventional compensation systems that emphasize financial incentives as the primary driver of employee performance, the pesantren adopts a balanced approach that combines financial rewards with various forms of non-financial recognition. This finding suggests that teacher motivation within faith-based educational institutions is influenced by a complex interaction between material incentives, professional recognition, organizational trust, and spiritual commitment. From the perspective of Motivation Theory, the findings are consistent with Herzberg's Two-Factor Theory, which distinguishes between hygiene factors and motivational factors. Financial compensation functions primarily as a hygiene factor that

supports teachers' welfare and prevents dissatisfaction, whereas non-financial rewards—including public recognition, opportunities for professional development, leadership responsibilities, and participation in institutional decision-making—serve as intrinsic motivators that enhance job satisfaction, professional confidence, and organizational commitment. The greater emphasis placed on non-financial recognition indicates that teachers value appreciation and professional trust as highly as monetary compensation, particularly within the value-oriented culture of the pesantren.

The findings also support Expectancy Theory, which proposes that employees are more motivated when they perceive a clear relationship between their effort, performance, and subsequent rewards. At Pesantren Al-Aqobah 1, recognition is directly associated with demonstrated productivity, instructional innovation, professional commitment, and active participation in institutional programs. This transparent relationship strengthens teachers' expectations that high-quality performance will be acknowledged by institutional leaders, thereby encouraging continuous improvement. Consequently, the reward system functions not merely as an instrument of appreciation but also as a mechanism that reinforces performance-oriented behavior and organizational excellence. An important finding concerns the dominant role of non-financial rewards in strengthening teachers' intrinsic motivation. Public acknowledgment, expanded professional responsibilities, and opportunities for leadership create psychological benefits that extend beyond economic value. This observation is consistent with Self-Determination Theory, which argues that intrinsic motivation develops when individuals experience autonomy, competence, and relatedness within their work environment. By entrusting high-performing teachers with leadership roles and involving them in strategic decision-making, the pesantren satisfies these psychological needs while simultaneously cultivating future educational leaders. Such practices demonstrate that recognition can become a powerful catalyst for sustained professional engagement even in organizational contexts where financial resources may be relatively limited.

These findings are also closely related to Social Exchange Theory, which explains that employees tend to reciprocate organizational support with higher levels of commitment, loyalty, and discretionary performance. Teachers who perceive that their dedication and achievements are appreciated develop stronger emotional attachment to the institution and become more willing to contribute beyond their formal responsibilities. Within the pesantren context, this reciprocal relationship is particularly significant because teachers frequently undertake additional roles as mentors, role models, and facilitators of students' religious and character development. Recognition therefore strengthens not only individual motivation but also the collective culture of cooperation and institutional commitment. The study further demonstrates that the reward system is integrated with performance appraisal, indicating the implementation of a strategic performance management approach rather than an isolated compensation system. Linking rewards to evaluation outcomes enhances the perceived fairness and credibility of Human Resource Management practices because recognition is based on measurable contributions rather than subjective preferences. This finding supports previous research reporting that performance-based recognition positively influences teacher productivity, professional satisfaction, and organizational effectiveness by encouraging continuous competency development and instructional innovation.

A distinctive contribution of this study lies in illustrating how reward systems are adapted to the unique characteristics of Islamic educational institutions. While many Human Resource Management models assume that employee motivation is primarily influenced by economic incentives, the findings reveal that spiritual values such as *ikhlas* (sincerity), *khidmah* (service), and religious responsibility remain fundamental motivational resources. Financial and non-financial rewards therefore do not replace intrinsic religious motivation but complement it by expressing institutional appreciation for teachers' professional and moral contributions. This integration broadens existing motivation theory by demonstrating that extrinsic and intrinsic motivations are not mutually exclusive but can operate synergistically within faith-based organizations. Nevertheless, several critical implications emerge from these findings. Although performance-based rewards effectively encourage productivity, institutions must ensure that reward allocation remains transparent, objective, and consistently implemented. Perceptions of favoritism or unequal recognition could weaken organizational trust and diminish the motivational effects of the reward system. Moreover, excessive emphasis on individual achievement may unintentionally reduce collaboration among teachers if recognition is perceived as fostering competition rather than collective improvement. Therefore, balancing individual recognition with team-based appreciation and collaborative achievement is essential for maintaining a supportive organizational climate.

Another important implication concerns the sustainability of teacher motivation. Recognition alone cannot guarantee long-term productivity unless it is accompanied by continuous professional development, supportive leadership, fair performance evaluation, and meaningful career advancement opportunities. Accordingly, reward systems should be integrated within a comprehensive Human Resource Management framework in which compensation, competency development, performance appraisal, and career management function as interconnected strategies for improving organizational effectiveness. Therefore, the findings demonstrate that the

reward system contributes significantly to teacher productivity by strengthening intrinsic motivation, organizational commitment, professional confidence, and continuous performance improvement. The study contributes to Human Resource Management literature by demonstrating that effective reward systems in Islamic educational institutions combine financial incentives with professional recognition, organizational trust, and spiritual values to create sustainable motivation. This integrated perspective expands conventional reward management theory by illustrating that employee productivity within faith-based educational organizations is enhanced through the interaction of material appreciation, psychological fulfillment, ethical commitment, and institutional culture rather than through economic incentives alone.

Career Development of Arabic Language Teachers

The findings demonstrate that career development at Pesantren Al-Aqobah 1 Jombang constitutes a strategic Human Resource Management function designed to enhance teacher productivity by providing continuous opportunities for professional growth and expanded organizational responsibilities. Rather than defining career advancement solely as formal promotion within a hierarchical structure, the pesantren adopts a broader perspective in which career development encompasses increased professional responsibilities, leadership opportunities, academic engagement, and continuous competency enhancement. This finding indicates that career progression in Islamic educational institutions is conceptualized as a process of professional maturation rather than merely organizational advancement. From the perspective of Career Development Theory, career advancement is a continuous process through which individuals develop competencies, acquire new experiences, and assume increasingly complex professional roles throughout their careers. The findings support this perspective by showing that teachers are encouraged to undertake various leadership responsibilities, including coordinating Arabic language programs, mentoring novice teachers, supervising language activities, and leading extracurricular initiatives. Such experiences expand teachers' professional capabilities while preparing them for future leadership positions within the institution. Consequently, career development functions not only as a reward for previous achievements but also as an investment in future organizational capacity.

The findings are also consistent with Human Capital Theory, which argues that organizations improve long-term performance by investing in employees' knowledge, skills, and professional experiences. Opportunities to pursue higher education, participate in academic forums, attend professional development programs, and engage in scholarly activities demonstrate the pesantren's commitment to strengthening teachers' intellectual and professional capital. These investments enable teachers to update their disciplinary knowledge, improve instructional practices, and respond more effectively to evolving educational challenges. As a result, career development contributes directly to improving both individual performance and institutional effectiveness. An important finding concerns the relationship between career development and teacher motivation. The availability of clear professional growth opportunities encourages teachers to continuously improve their competencies and actively contribute to institutional development. This observation aligns with Expectancy Theory, which proposes that employees demonstrate greater effort when they believe that improved performance will lead to meaningful career opportunities and professional recognition. Likewise, Goal-Setting Theory suggests that individuals are more motivated when organizations provide clear developmental pathways and challenging professional objectives. The findings indicate that teachers perceive career advancement as an attainable outcome of sustained performance and commitment, thereby strengthening long-term work motivation.

The career development practices identified in this study also reflect the principles of Talent Management, which emphasize identifying, developing, and retaining high-performing employees to ensure organizational sustainability. Assigning experienced teachers to leadership roles, mentoring responsibilities, and program coordination illustrates that the pesantren intentionally develops internal talent rather than relying exclusively on external recruitment for leadership succession. This internal talent development strategy contributes to organizational continuity because institutional knowledge, educational philosophy, and leadership competencies are systematically transferred across generations of teachers. Such findings demonstrate that career development simultaneously benefits individual professional growth and institutional resilience. These findings are consistent with previous studies reporting that structured career development positively influences teacher commitment, job satisfaction, organizational loyalty, and instructional effectiveness. However, the present study extends existing literature by demonstrating that career development within Islamic boarding schools integrates professional advancement with institutional service and religious commitment. Leadership positions are not viewed merely as symbols of authority but as opportunities to contribute more substantially to the educational mission of the pesantren. This distinctive characteristic reflects the integration of managerial principles with Islamic educational values, where professional achievement is closely associated with responsibility, service, and moral leadership.

A critical contribution of this study concerns the multidimensional nature of career success. Unlike conventional organizational settings that often measure career progression through rank, salary, or formal

promotion, career development in the pesantren is reflected through broader professional participation, increased educational responsibilities, scholarly engagement, and contributions to institutional improvement. This broader interpretation aligns with contemporary career theories emphasizing subjective career success, in which professional fulfillment, meaningful work, leadership opportunities, and personal development are considered equally important indicators of career achievement. Such a perspective is particularly relevant for educational institutions whose primary mission extends beyond organizational productivity to include character formation and social responsibility. Nevertheless, several managerial implications emerge from these findings. Although career development opportunities enhance motivation and organizational commitment, their effectiveness depends on transparent, equitable, and competency-based career management policies. Ambiguity regarding promotion criteria or unequal access to professional development opportunities may reduce teachers' perceptions of organizational justice and weaken the motivational value of career advancement. Therefore, institutions should establish clear competency frameworks, objective performance standards, and systematic succession planning to ensure that career development remains fair, transparent, and aligned with organizational goals.

Furthermore, career development should be integrated with other Human Resource Management functions, including recruitment, competency development, performance appraisal, and reward systems. Career advancement is most effective when based on demonstrated competencies, continuous learning, and objective performance evaluation rather than solely on tenure or administrative considerations. Such integration creates a coherent Human Resource Management system in which each function reinforces the others to sustain teacher productivity and institutional effectiveness over time. Therefore, the findings demonstrate that career development constitutes a strategic investment that enhances teacher productivity by strengthening professional competence, leadership capacity, organizational commitment, and long-term motivation. The study contributes to Human Resource Management literature by demonstrating that career development in Islamic educational institutions extends beyond hierarchical promotion to encompass leadership development, scholarly engagement, institutional service, and continuous professional learning. This integrated model broadens existing career development theory by illustrating that sustainable teacher productivity is achieved through the interaction of competency enhancement, talent management, organizational values, and meaningful professional growth within faith-based educational organizations.

The Impact of HRM Implementation on the Productivity of Arabic Language Teachers

The findings demonstrate that the implementation of HRM at Pesantren Al-Aqobah 1 Jombang has generated a comprehensive system that significantly enhances the productivity of Arabic language teachers. Rather than functioning as separate managerial activities, the six HRM functions – recruitment and selection, competency-based placement, training and development, performance appraisal, reward systems, and career development – operate as interconnected processes that collectively strengthen teachers' professional competence, work motivation, organizational commitment, and instructional effectiveness. This integrated implementation indicates that teacher productivity is the cumulative outcome of a coherent HRM strategy rather than the result of isolated HRM interventions. From the perspective of SHRM, organizational performance improves when Human Resource Management practices are internally aligned and consistently support institutional objectives. The findings strongly support this theoretical perspective by demonstrating that the effectiveness of each HRM function depends on its interaction with the others. Recruitment identifies qualified teachers whose competencies and values correspond with the pesantren's mission; competency-based placement ensures optimal utilization of those competencies; continuous professional development strengthens instructional capacity; performance appraisal provides evidence for improvement; reward systems reinforce motivation; and career development sustains long-term commitment. Together, these mutually reinforcing practices establish an integrated HRM system that promotes sustainable teacher productivity and educational quality.

The findings also support the Ability-Motivation-Opportunity (AMO) Framework, which explains that employee performance is influenced by the interaction of three essential factors: ability, motivation, and opportunity. Competency development programs enhance teachers' professional abilities, reward systems and career advancement strengthen work motivation, while competency-based placement and expanded professional responsibilities provide opportunities for teachers to apply and develop their expertise. The simultaneous presence of these three dimensions explains why improvements in teacher productivity extend beyond instructional performance to include innovation, organizational participation, leadership development, and contributions to institutional improvement. This study therefore provides empirical support for the AMO framework within the context of Islamic educational institutions. An important contribution of this study concerns the multidimensional interpretation of teacher productivity. Unlike traditional approaches that evaluate productivity primarily through workload, teaching hours, or measurable instructional outputs, the findings indicate that teacher productivity

encompasses instructional quality, pedagogical innovation, participation in institutional programs, organizational commitment, professional collaboration, and contributions to students' Arabic language proficiency. This broader perspective aligns with contemporary educational management literature, which argues that teacher effectiveness should be evaluated through qualitative improvements in teaching and learning rather than quantitative performance indicators alone. Accordingly, productivity in the pesantren context reflects teachers' capacity to integrate instructional excellence with character education and institutional service.

The findings further reveal that improvements in teacher productivity are mediated by continuous competency enhancement and organizational support rather than solely by individual characteristics. Teachers who participated in professional development activities demonstrated greater confidence in lesson planning, classroom management, instructional innovation, and technology integration. Similarly, constructive performance appraisal encouraged reflective practice, while recognition and career opportunities strengthened intrinsic motivation and organizational commitment. These findings illustrate that teacher productivity emerges from a dynamic interaction between individual competence and organizational support systems, reinforcing Human Capital Theory, which emphasizes that institutional investment in employee development generates long-term improvements in organizational performance. These findings are consistent with previous studies reporting that integrated Human Resource Management practices positively influence teacher performance, instructional quality, organizational commitment, and educational effectiveness. However, this study extends existing literature by demonstrating that the effectiveness of HRM within Islamic boarding schools depends not only on the technical implementation of management functions but also on the integration of organizational culture, Islamic educational values, and professional development. Recruitment emphasizes value congruence, competency development incorporates moral formation, performance appraisal reinforces professional reflection, reward systems recognize both achievement and dedication, and career development promotes service-oriented leadership. Consequently, Human Resource Management in the pesantren context represents a holistic management model in which professional excellence and religious commitment function as complementary rather than competing dimensions.

A distinctive theoretical contribution of this study is the identification of the reciprocal relationships among the six Human Resource Management functions. Recruitment influences the quality of teachers entering the institution, competency-based placement optimizes their performance, professional development continuously enhances their capabilities, performance appraisal provides evidence for subsequent development, reward systems reinforce desired behaviors, and career development ensures long-term organizational retention. This cyclical relationship illustrates that Human Resource Management should be understood as an integrated organizational system rather than a collection of independent administrative activities. The findings therefore enrich Strategic Human Resource Management literature by providing empirical evidence of systemic HRM implementation within faith-based educational organizations. Nevertheless, several critical implications emerge from these findings. Although the integrated HRM model has contributed positively to teacher productivity, sustaining its effectiveness requires continuous organizational adaptation. Rapid developments in digital learning technologies, evolving curriculum demands, and changing student characteristics require competency development programs to remain responsive and forward-looking. Likewise, performance appraisal systems should increasingly incorporate multiple evaluation sources—including peer observation, student feedback, and self-reflection—to enhance objectivity and professional learning. Career development policies should also become more transparent and competency-based to strengthen perceptions of organizational justice and encourage long-term commitment among teachers.

Another important implication concerns the transferability of the HRM model identified in this study. While many HRM principles are applicable across educational institutions, the effectiveness of their implementation is closely associated with the pesantren's distinctive organizational culture, communal learning environment, and integration of Islamic values into educational practice. Therefore, educational institutions seeking to adopt similar HRM strategies should adapt these practices to their own institutional contexts rather than applying them mechanically. The success of Human Resource Management depends not only on the implementation of formal managerial procedures but also on the alignment of those procedures with organizational culture, leadership philosophy, and institutional mission. Therefore, the findings confirm that teacher productivity is not determined solely by individual competence but emerges from the interaction of integrated HRM practices, supportive organizational culture, and continuous professional development. This study contributes to Strategic Human Resource Management literature by proposing that sustainable teacher productivity in Islamic educational institutions is achieved through the alignment of competency development, performance management, motivation, career advancement, and institutional values within a coherent organizational system. This integrated perspective extends existing Human Resource Management theory by demonstrating that educational quality is enhanced

when managerial effectiveness is combined with ethical leadership, collaborative organizational culture, and the spiritual values that characterize faith-based educational institutions.

Discussion

The Impact of HRM Implementation on the Productivity of Arabic Language Teachers

The findings of this study demonstrate that the implementation of HRM at Pesantren Al-Aqobah 1 Jombang significantly enhances the productivity of Arabic language teachers through the integration of six interrelated HRM functions: recruitment and selection, competency-based placement, training and development, performance appraisal, reward systems, and career development. Rather than operating as independent managerial practices, these functions form a coherent Human Resource Management system that continuously strengthens teachers' professional competence, work motivation, organizational commitment, and instructional effectiveness. This finding supports Armstrong's strategic HRM perspective, which emphasizes that organizational performance is achieved through the alignment of human resource practices with institutional objectives (Armstrong, 2021). However, this study further demonstrates that within the pesantren context, HRM extends beyond organizational efficiency by incorporating Islamic educational values such as *ikhlas* (sincerity), *khidmah* (service), integrity, and exemplary conduct. Consequently, teacher productivity is interpreted not merely as improved work performance but as the ability to integrate professional excellence with religious and moral responsibility. The findings indicate that recruitment and selection represent the foundation of teacher productivity because they determine the quality of human resources entering the institution. Consistent with Dessler's strategic recruitment theory, organizational effectiveness depends on acquiring employees whose competencies correspond with organizational needs (Dessler, 2020). More importantly, the present study demonstrates that technical competence alone is insufficient within Islamic educational institutions. Recruitment decisions also emphasize compatibility between individual and organizational values, reflecting the principles of Person-Organization Fit Theory (Kristof-Brown et al., 2023). This value congruence contributes to stronger organizational commitment and facilitates teachers' adaptation to the pesantren's educational culture. Unlike many educational organizations where recruitment primarily focuses on academic credentials, the pesantren simultaneously evaluates pedagogical competence, Arabic language proficiency, ethical character, and commitment to Islamic educational values. This finding extends existing HRM literature by suggesting that value congruence functions as a strategic determinant of teacher productivity in faith-based educational institutions.

Competency-based teacher placement further strengthens productivity by ensuring that teachers' expertise corresponds with instructional responsibilities. This finding supports the principle of "the right person in the right job," which argues that organizational effectiveness improves when employees perform tasks aligned with their competencies (Hasibuan, 2019). Nevertheless, the findings reveal that effective placement involves more than matching educational qualifications with teaching assignments. The pesantren also considers teachers' professional interests, instructional preferences, leadership potential, and adaptability to institutional culture. Such multidimensional placement contributes to greater instructional confidence, stronger classroom management, and higher professional satisfaction. Accordingly, competency-based placement should be understood as a strategic talent management practice rather than merely an administrative allocation of personnel. The study also demonstrates that continuous competency development serves as a key mechanism for sustaining teacher productivity. Training programs, mentoring, collaborative academic discussions, and participation in professional learning communities strengthen teachers' pedagogical competence, disciplinary knowledge, and instructional innovation. These findings support Human Capital Theory, which argues that investment in employee development generates long-term organizational benefits through enhanced knowledge and skills (Becker, 1993). However, this study further indicates that competency development in the pesantren extends beyond technical skill acquisition by integrating character formation, collaborative learning, and professional socialization. Such findings broaden conventional Human Resource Development theory by demonstrating that sustainable teacher productivity is achieved through the interaction of cognitive competence, ethical development, and organizational learning.

Performance appraisal was likewise found to function as a developmental rather than purely evaluative process. Consistent with Aguinis' performance management framework, systematic feedback enables employees to improve performance through continuous reflection and learning (Aguinis, 2019). The findings demonstrate that academic supervision, evaluation of instructional materials, and constructive feedback encourage teachers to refine instructional practices while identifying future competency development needs. Importantly, the close integration between performance appraisal and professional development distinguishes the HRM system identified in this study from traditional appraisal models that frequently emphasize accountability over learning. Consequently,

performance evaluation becomes an instrument for organizational learning and continuous instructional improvement rather than a mechanism of administrative control. The findings further reveal that reward systems and career development jointly strengthen teachers' intrinsic motivation and long-term organizational commitment. Consistent with Herzberg's Two-Factor Theory, opportunities for recognition, professional growth, and increased responsibility function as powerful motivational factors that enhance job satisfaction and performance (Jaffar et al., 2024). Nevertheless, this study demonstrates that motivation within the pesantren cannot be explained solely through conventional motivational theories. Financial incentives are complemented by non-financial recognition, leadership opportunities, professional trust, and the internalization of Islamic values emphasizing service and educational responsibility. Thus, motivation emerges through the interaction of extrinsic rewards and intrinsic religious commitment rather than economic incentives alone. This finding contributes to motivation literature by illustrating how organizational recognition and spiritual values operate synergistically within faith-based educational institutions.

Collectively, these findings suggest that teacher productivity should be conceptualized as a multidimensional construct encompassing instructional quality, pedagogical innovation, professional collaboration, organizational commitment, leadership participation, and contributions to students' Arabic language proficiency. This broader conceptualization differs from traditional productivity models that primarily emphasize quantitative outputs such as workload or teaching hours. Instead, the findings support contemporary educational management perspectives arguing that sustainable educational quality depends upon teachers' continuous professional learning, organizational engagement, and commitment to institutional values. An important theoretical contribution of this study is the identification of the synergistic relationship among Human Resource Management functions. Recruitment determines the quality of incoming teachers; competency-based placement optimizes their expertise; professional development continuously enhances their capabilities; performance appraisal provides evidence for improvement; reward systems reinforce desirable behaviors; and career development sustains long-term organizational commitment. These functions interact dynamically rather than sequentially, creating a self-reinforcing Human Resource Management system that continuously improves teacher productivity. This systemic perspective extends Strategic Human Resource Management theory by demonstrating that the effectiveness of HRM in Islamic educational institutions depends not on the excellence of individual HRM practices but on the strategic integration of all HRM functions within an organizational culture grounded in educational and religious values.

Despite these positive findings, several practical implications deserve consideration. The sustainability of this integrated HRM model requires continuous adaptation to changing educational contexts, including digital transformation, curriculum innovation, and evolving student learning characteristics. Competency development programs should therefore incorporate digital pedagogical competencies alongside traditional instructional skills, while performance appraisal systems may benefit from integrating peer observation, student feedback, and self-reflection to enhance evaluation objectivity. Furthermore, transparent competency-based career pathways and equitable reward allocation remain essential to maintaining teachers' trust, motivation, and organizational commitment over the long term. Therefore, the findings confirm that improvements in teacher productivity are determined not only by individual competence but also by the effectiveness of an integrated Human Resource Management system. This study contributes to Strategic Human Resource Management literature by proposing that sustainable teacher productivity in Islamic educational institutions emerges from the interaction of competency development, motivation, organizational commitment, leadership opportunities, and Islamic educational values. This integrated perspective expands existing Human Resource Management theory by demonstrating that educational effectiveness within faith-based institutions is achieved when managerial excellence is systematically aligned with organizational culture, professional learning, and the ethical principles that underpin the educational mission of the pesantren.

Figure 1

Human Resource Management (HRM) in improving the productivity of Arabic language teachers at Pesantren



Congclusions

This study concludes that the implementation of Human Resource Management (HRM) at Pesantren plays a significant role in enhancing the productivity of Arabic language teachers through the application of integrated human resource management functions. These functions include recruitment and selection processes that consider academic qualifications, Arabic language proficiency, and compatibility with the organizational culture of the pesantren; teacher placement based on competencies and areas of expertise; competency development through training, mentoring, and professional activities; regular performance appraisal; reward systems that encourage work motivation; and career development opportunities that enable teachers to enhance their professional capacities. The findings indicate that each HRM function contributes synergistically to the development of Arabic language teacher productivity. This productivity is reflected in improvements in lesson planning quality, the use of more diverse and innovative teaching methods, the development of more systematic instructional materials, increased discipline and responsibility, and greater participation in academic and language development programs within the pesantren. Therefore, teacher productivity is influenced not only by individual capabilities but also by the effectiveness of the human resource management system implemented by the institution. The findings of this study emphasize that effective human resource management is a strategic factor in improving the quality of education in Islamic boarding schools. Consequently, the implementation of systematic, sustainable, and culturally appropriate Human Resource Management practices should continue to be strengthened in order to support the professional development and productivity of Arabic language teachers.

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