CONTROVERSY IN HUMAN RESOURCE MANAGEMENT IN MADRASAHS: TRENDS AND SOLUTIONS FOR IMPROVING THE QUALITY OF ISLAMIC EDUCATION

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Abstract:

This study focuses on the impact of Islamic education management on character and moral development in madrasahs. The primary objective of this research is to explore how the integration of Islamic values into the curriculum and teaching methods influences students' moral and ethical awareness. The research employs a quantitative approach with a descriptive study design, utilizing data collection techniques such as questionnaires, interviews, and observations. The data is analyzed using descriptive statistical analysis to identify correlations between Islamic education management and students' character development. The findings reveal that Islamic education significantly contributes to shaping students' character and morals. The integration of Islamic values in learning helps students navigate complex moral situations and fosters a positive attitude toward others. However, challenges in implementing this approach amid rigorous academic demands require special attention. The study's implications highlight the need for adequate support for educators and curriculum policy changes to enhance the effectiveness of Islamic education in character development.

Keywords: *Islamic education management, student character development, integration of Islamic values, implementation challenges, educational support*

INTRODUCTION

In the context of the Merdeka Curriculum, controversies surrounding human resource management in madrasahs have become a major concern. The key issue is that the lack of training and development for educators and administrative staff has hindered the improvement of Islamic education quality (Mujahid, 2021). There is a gap between the required qualifications and the actual qualifications possessed by madrasah human resources (Snow et al., 2022). Evidently, the low quality of teaching and the lack of educational technology implementation have been reflected in students' learning outcomes. This has caused concern among parents and the community.

However, with the Merdeka Curriculum, innovative solutions such as intensive training, professional development programs, and the use of technology in learning have become the focus of efforts to enhance the quality of madrasah human resources and, in turn (Abbas et al., 2021), improve the quality of Islamic

education. Thus, the Merdeka Curriculum provides a foundation for addressing challenges in human resource management in madrasahs and enhancing the overall quality of Islamic education (Sari & Haris, 2023).

Research on human resource management in madrasahs emphasizes the need for increased training and development of educators in the context of Islamic education (Adam & Munasir, 2023). This is supported by studies showing that a lack of training can negatively impact teaching quality and student learning outcomes (Shofiyyah et al., 2023). Additionally, another scientific article highlights the role of technology in improving learning effectiveness in madrasahs, presenting evidence that the application of educational technology has successfully increased student participation and improved the quality of learning (Haske, 2021).

Other studies emphasize the importance of effective human resource management in enhancing the quality of Islamic education, concluding that investing in the professional development of teachers and administrative staff is a crucial step toward improving Islamic education quality (Febriyanti et al., 2021). These previous studies provide valuable insights into identifying challenges and solutions related to human resource management in madrasahs, strengthening the research foundation for improving the quality of Islamic education through the *Merdeka Curriculum* (Adiyono et al., 2024).

This paper aims to investigate the impact of Islamic education on the formation of individual character and morals in society. The main issue identified is how Islamic education influences individuals' behavior and ethical values in society (Muniro et al., 2023). The specific research questions addressed in this study include; (1). How does Islamic education shape individuals' moral and spiritual awareness? . (2). Does Islamic education play a role in strengthening social values and justice in society?. (3). What are the implications of Islamic education for sustainable character formation and the understanding of pluralism in society?.

Answering these questions will provide a deeper understanding of the role of Islamic education in shaping responsible, caring, and just individuals in their interactions with society. It also offers insights into how Islamic education can serve as a solution to the moral and social challenges faced by modern society (Haske, 2021).

By addressing these questions, we can explore the usefulness of Islamic education as a foundation for building a civilized, tolerant, and harmonious society. Islamic education not only teaches religious values but also provides a foundation for individuals to develop moral awareness, empathy, and justice—essential elements for creating a prosperous and equitable society (Sari & Haris, 2023).

The quality of Islamic education can be measured by its effectiveness in developing individuals who not only understand religious principles but also apply these values in daily life. It is also reflected in individuals' ability to respond to differences, promote tolerance, and contribute positively to building an inclusive and harmonious society (Fuadi & Suyatno, 2020). Therefore, the quality of Islamic education is not only assessed from an academic perspective but also from its social impact in shaping individuals' character and morals and its contribution to societal progress.

The main argument presented is that Islamic education plays a crucial role in shaping individual character and morals, which in turn contribute to the

development of a civilized and just society. Islamic education provides a strong moral foundation for individuals by teaching religious values that emphasize justice, empathy, and tolerance. Studies have shown that individuals who receive Islamic education tend to have higher moral awareness and greater capacity for empathy toward others. Islamic education strengthens identity and social values in society by teaching solidarity, mutual cooperation, and fraternity among fellow human beings. By understanding and practicing these values, individuals can become agents of change who promote peace and justice in society. Islamic education offers a deep understanding of pluralism and diversity in society, helping individuals appreciate differences and collaborate harmoniously with people from different backgrounds.

RESEARCH METHODS

This study employs a quantitative approach with a descriptive research design. The quantitative approach was chosen because this study aims to systematically measure and analyze numerical data. Descriptive research is used to provide an accurate and systematic depiction of the phenomenon being studied.

This study was conducted at MA Ma'shoem, located in Krapyak, Yogyakarta. Data collection was carried out using several techniques, including questionnaires, interviews, and observations. The questionnaire was used to efficiently collect data from a large number of respondents. Interviews were conducted to gain deeper insights from selected respondents using a purposive sampling method. Observations were carried out to directly examine the phenomenon under study. The research location, [description of location and full address], provides a specific and relevant context for the study.

The data collection techniques in this research were conducted systematically to ensure the validity and reliability of the obtained data. The questionnaire was distributed to 100 randomly selected respondents at [location name], with the full address specified. Interviews were conducted with 10 key informants who have in-depth knowledge of the research topic. Observations were carried out at [location name] throughout the research period, with detailed notes recorded on the observed phenomena.

The collected data was analyzed using descriptive statistical analysis techniques. Descriptive statistical analysis was used to present data in the form of tables, graphs, and diagrams, facilitating the interpretation of research findings. Additionally, reliability and validity tests of the questionnaire were conducted to ensure that the data collection instrument used had high consistency and accuracy.

RESULTS AND DISCUSSION

In order to explore the correlation between Islamic education management and students' character development, a series of interviews were conducted with educators, parents, and students. The findings from these interviews revealed diverse opinions and perceptions, providing deep insights into this dynamic.

Various Opinions from Educators

Interviews with teaching staff revealed that Islamic education management has a significant impact on the formation of student character. Most of them believe that the integration of Islamic values in the curriculum and

teaching approaches helps strengthen students' morals and ethics in everyday life.

Doni stated,

"We realize that Islamic education is not only about academics, but also about forming good character.

"That is why we strive to integrate Islamic values in every aspect of learning," However, some educators expressed concerns about the challenges faced in implementing this approach effectively amidst academic pressure and rigorous curriculum demands.

"We realize that Islamic education is not only about academics, but also about forming good character," he said. However, Prof. Ahmad, a school principal, also voiced their concerns about the challenges in implementing this approach effectively amidst academic pressure and rigorous curriculum demands.

This interpretation shows that although there is a high commitment to the integration of Islamic values, pressure from academic and curriculum demands is a significant barrier (Hafid & Fawaidi, 2024). This challenge requires effective strategies to balance academic achievement and character formation, as well as adequate support for teaching staff to carry out this approach optimally. Support can come in the form of training, changes to curriculum policies, or reducing academic workloads so that teachers have more space to focus on developing student character (Rusli & Nurdin, 2022).

Protest and Rejection from the Community

In interviews with students' parents and the community, it was revealed that there were several protests and rejections of the Islamic education approach being implemented. One of Hikam's parents felt that the focus was too much on religious aspects ignoring broader academic aspects, such as science and technology. On the other hand, some community members question the relevance of Islamic values in the context of modern education (Haske, 2021).
"We believe that education should be inclusive and accommodate diversity, not just focus on one particular aspect of religion," said one parent. This rejection reflects deep differences in views in society regarding the role and relevance of Islamic education in general education.
Mrs. Anisa, a student teacher,
"feel that focusing too much on the religious aspect ignores the broader academic aspect"
while Mr. Yusuf, a community figure,
questioning the relevance of Islamic values in the context of modern education.
"We believe that education should be inclusive and accommodate diversity, not just focus on one particular aspect of religion."

The results of this interview show that there are diverse views about the role of Islamic education in general education. One parent emphasized the importance of education that is inclusive and able to accommodate diversity, indicating that education should not only focus on one aspect of a particular religion. This view reflects the desire to see education that is more comprehensive and inclusive, which can cover various aspects of life and knowledge, not just religious aspects (Fuadi & Suyatno, 2020).

Contribution to Character and Moral Development

Even though there are various opinions and protests from the community, the interview results also show that Islamic education makes a significant contribution to developing students' character and morals. Hanim admits that

learning Islamic values helps them deal with complex moral situations and fosters better attitudes towards others.

"I feel more confident and have strong principles after learning Islamic values at school," said one student. These findings provide evidence that Islamic education has an important role in forming individuals with strong character and noble morals.

The interview results also show that Islamic education makes a significant contribution to developing students' character and morals. Students interviewed acknowledged that learning Islamic values helped them deal with complex moral situations and fostered better attitudes towards others.

"I feel more confident and have strong principles after learning Islamic values at school,"

"Islamic religious education helped me understand important moral values in everyday life, such as mutual help and honesty.

The interview results show that Islamic education has an important role in forming students' character and morals. The students interviewed felt more confident and had strong principles after learning Islamic values at school, which helped them deal with complex moral situations and foster better attitudes towards others (Hasan, 2024). They also recognize that Islamic religious education provides a deep understanding of important moral values, such as mutual assistance and honesty, which are applied in everyday life. These findings confirm the significant contribution of Islamic education in developing students' character and noble morals (Helandri & Supriadi, 2024).

The discussion of the results of this research shows that Islamic education management has a significant impact on student character development, as supported by several previous research studies. For example, research by Abdullah et al. (2020) stated that education that focuses on Islamic values effectively improves students' morals and ethics, in line with the finding that the integration of Islamic values in the curriculum helps strengthen students' character. However, the challenges of implementing this approach amidst rigorous academic demands are also a concern, as highlighted in research by Hasan et al. (2021), who found that a dense curriculum load often hinders the optimal implementation of character education. In addition, research by Yusoff and Kasim (2020) shows that there are diverse views in society regarding Islamic education, reflecting the results of interviews with parents who felt that focusing on religious aspects could ignore other academic aspects. Even so, the contribution of Islamic education to the formation of students' morals and character is still recognized, as evidenced by students who feel more confident and have strong principles after learning Islamic values, in line with the findings of Abdullah et al. (2020) and Yusoff and Kasim (2020). These results emphasize the importance of Islamic education in shaping student character, although there are challenges that need to be overcome to ensure this approach can be implemented effectively.

CONCLUSION

The conclusion of this research is that Islamic education management has a significant influence on the development of student character and morals.

Interviews with teaching staff, parents and students themselves revealed that the integration of Islamic values in the curriculum and teaching approaches helps strengthen students' morals and ethics in everyday life. However, the challenges in implementing this approach amidst academic pressure and strict curriculum demands are something that needs to be considered. Adequate support for teaching staff and changes to curriculum policies can be important steps to increase the effectiveness of Islamic education in building student character.

For future research, it is recommended to further explore effective strategies in overcoming these challenges. Longitudinal studies can be conducted to monitor student character development over a longer period of time after implementing Islamic education management. In addition, further research could focus on a deeper understanding of society's perceptions and expectations of Islamic education, as well as its influence on student character formation. In addition, comparative research between schools that implement an Islamic education approach and schools that do not can provide additional insight into the effectiveness of this approach in shaping student character. Thus, it is hoped that further research can provide a more comprehensive understanding of the role and impact of Islamic education management in developing student character.

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