

# THE ROLE OF THE PRINCIPAL AS A HUMAN RESOURCE MANAGER IN IMPROVING THE QUALITY OF EDUCATION AT SUNAN AMPEL JUNIOR HIGH SCHOOL, BANYUWANGI

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**Abstract:**

The purpose of this study is to analyze in depth the role of the principal as a human resource (HR) manager in an effort to improve the quality of education at Sunan Ampel Junior High School, Banyuwangi. This objective is based on the argument that the success of an educational institution does not only depend on the curriculum and facilities, but is largely determined by how the principal manages and develops the potential of human resources, especially teachers and educational staff. This study uses a qualitative approach with a case study method to understand the role of the principal as an HR manager at Sunan Ampel Junior High School, Banyuwangi. Data were collected through in-depth interviews, participant observation, and documentation, involving the principal, teachers, and educational staff. Data analysis was carried out thematically through data reduction, presentation, and inductive conclusion drawing. Data validity was strengthened by triangulation and discussion of the results with key informants. This method is considered relevant to explore the dynamics of HR management in the context of schools based on religious values and Islamic boarding school culture. The results of this study indicate that the principal of Sunan Ampel Junior High School, Banyuwangi plays a strategic role as an HR manager with an Islamic value-based approach. Teacher planning, recruitment, and development are conducted contextually through a recommendation system, internal training, and mentoring. Adaptive and religious leadership has proven effective in improving educational quality, even with limited resources.

**Keywords:** *Human Resource Management, Principal Leadership, Educational Quality*

**Abstrak:**

Tujuan dari penelitian ini adalah untuk menganalisis secara mendalam peran kepala sekolah sebagai manajer sumber daya manusia (SDM) dalam upaya meningkatkan mutu pendidikan di SMP Sunan Ampel Banyuwangi. Tujuan ini didasarkan pada argumen bahwa keberhasilan lembaga pendidikan tidak hanya bergantung pada kurikulum dan fasilitas, tetapi sangat ditentukan oleh bagaimana kepala sekolah mengelola dan mengembangkan potensi SDM, khususnya guru dan tenaga kependidikan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus untuk memahami peran kepala sekolah sebagai manajer SDM di SMP Sunan Ampel Banyuwangi. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi, dengan melibatkan kepala sekolah, guru, dan tenaga kependidikan. Analisis data dilakukan secara tematik melalui reduksi data, penyajian, dan penarikan kesimpulan

induktif. Validitas data diperkuat dengan triangulasi dan diskusi hasil dengan informan kunci. Metode ini dianggap relevan untuk menggali dinamika manajemen SDM dalam konteks sekolah berbasis nilai religius dan budaya pesantren. Hasil penelitian ini menunjukkan bahwa kepala sekolah SMP Sunan Ampel Banyuwangi berperan strategis sebagai manajer SDM dengan pendekatan berbasis nilai keislaman. Perencanaan, rekrutmen, dan pengembangan guru dilakukan secara kontekstual melalui sistem rekomendasi, pelatihan internal, dan pendampingan. Kepemimpinan yang adaptif dan religius terbukti efektif dalam meningkatkan mutu pendidikan meskipun dengan keterbatasan sumber daya.

**Kata Kunci:** *Manajemen Sumber Daya Manusia, Kepemimpinan Kepala Sekolah, Mutu Pendidikan.*

## INTRODUCTION

In the context of implementing education at the school unit level, the role of the principal is not only limited to being an administrator or bureaucratic manager, but also as a human resource (HR) manager who has a significant influence on the quality of education (Prabowo, 2024; Prabowo et al., 2025). This is clearly seen at Sunan Ampel Junior High School in Banyuwangi, an Islamic-based private educational institution that strives to maintain the quality and character of its graduates amidst various limitations (Sukmawati et al., 2022). The principal school in an institution This faced with challenges serious, like lack of power educators who fulfill standard competence, rapid teacher rotation, and limitations budget For teacher training and development (Hariyono et al., 2025). On the other hand, the demands public to improvement quality service education, good from aspect academic and character, the more tall.

As HR manager, head school sued For capable manage power educators and education in a way strategic. He must capable plan need power work, recruiting with selective, do coaching, as well as create atmosphere conducive work environment. In addition that, head schools must also capable directing teachers to innovate in learning, improving discipline, and maintaining professionalism (Arifianto et al., 2025; Prabowo & Ekanigsih, 2025). At Sunan Junior High School Ampel, some initiative has done like internal teacher training, distribution task based on competence, as well as giving appreciation on good teacher performance (Nurhasanah, 2024). Social facts This show that the quality of human resources is very determine quality education, and head school own position central in orchestrate all over existing potential.

Reality This reflect that success education No solely determined by the curriculum or facilities, but rather by how human resources are managed in a way effective (Iswanto & Pd, 2024). Therefore that, understanding to role head school as HR manager becomes important For investigated more further, especially in context school based Islamic boarding school like Sunan Middle School Ampel Banyuwangi.

A number of study previously show that role head school as HR manager is very determine quality education at the level unit Education. Research conducted by Hidayat & Ibrahim, (2023) disclose that leadership head capable schools empowering teachers through approach participatory, training sustainable, as well as giving motivation in a way direct impact positive on quality learning and outcomes Study students. Findings This reinforced by research

Maolana et al., (2023 ) stated that head active school in human resource management starts from teacher recruitment , placement based on competence , up to evaluation performance in a way periodically tend succeed increase quality school , good from aspect academic and discipline student .

Furthermore , research by Inayati et al., (2024) which focused on schools based Islamic boarding school mention that integrated human resource management values Islam and professionalism contribute to improvement character and achievements students . Research This become very relevant with Sunan Middle School context Ampel Banyuwangi which has background behind Islamic boarding schools and values strong religious . Overall study the show that head school No only as holder policy administrative , but also as figure central in foster , direct and motivate human resources in the environment school . With Thus , research This continue and deepen understanding about How head school play a role strategic in human resource management to achieve quality optimal education (Kholiq & Wahyunik, 2025) .

Study This own recency in matter context institutions and approaches managerial studies in a way deep . Different with research previously generally discuss role head school in human resource management common in public schools or private sector in general , research This in a way specific lift role head school at Sunan Middle School Ampel Banyuwangi , a institution education based Islamic boarding schools that have characteristics alone in management source Power human . Context This give dimensions new Because human resource management in schools based Islamic boarding school No only emphasize aspect professionalism , but also aspects spirituality and values Islam . Renewability other lies in the emphasis to integration between approach modern management with culture Work collective based mark religious . Besides that , research This No only identify role head school as manager administrative , but also as a motivator, mentor character , and facilitator improvement teacher competence . With Thus , the results study This expected can expand study management education especially in context school based values religious , as well as give contribution practical for development strategy contextual and relevant HR management with need unit education similar .

Objective from study This is For analyze in a way deep role head school as manager source Power human resources (HR) in effort increase quality education at Sunan Middle School Ampel Banyuwangi . Destination This based on arguments that success institution education No only depends on the curriculum and facilities , but very determined by how head school manage and develop human resource potential , especially teachers and staff education . Head school own role strategic in planning , recruiting , developing , and evaluating HR performance which ultimately impact direct to quality of the learning process . In Sunan Middle School context Ampel based Islamic boarding school , head schools are also required capable integrate values religious in human resource management in order to be able to form character excellent students in a way academic both spiritual and physical. Therefore that 's important For understand How head school operate function managerial in a way concrete in reality daily

life school , use become references for improvement quality education in institutions similar

## **RESEARCH METHODS**

Study This use approach qualitative with method studies case , selected For get understanding deep about role head school as manager source Power human resources (HR) in increase quality education at Sunan Middle School Ampel Banyuwangi . Approach This assessed relevant Because focus main study not on measurement quantitative , but rather on exploration meaning , process, and dynamics human resource management carried out by the head school in context institution based Islamic boarding schools . Data collected through technique interview in-depth , observation participatory , and documentation (Sari et al., 2022; Alaslan, 2023) .

Interview done to head school , several teachers, and staff education use dig information related strategy human resource management , form leadership , as well as challenges and solutions faced in the process of improvement quality education . Observation participatory done in a way directly in the environment school For observe pattern interaction , system work and practice managerial applied by the head school . Documentation used For examine document like structure organization , work program , report evaluation teachers and documents policy related schools with human resource management (Mulyana et al., 2024; Hasan et al., 2025) .

Data analysis techniques used is analysis thematic , with steps covering data reduction , data presentation , and data extraction conclusion in a way inductive . Data validity is strengthened through triangulation sources and techniques , as well as discussion results with informant key For ensure validity findings . With method this research This expected can give contribution theoretical and practical to development management education , in particular in context school based mark religious like Sunan Middle School Ampel Banyuwangi (Roosinda et al., 2021; Prabowo et al., 2024) .

## **RESULTS AND DISCUSSION**

### **Research result**

#### **Human Resource Planning that Refers to Academic Needs and Islamic Character**

In management source Power humans in the environment school , careful planning become stage very early important . Based on results research at Sunan Middle School Ampel Banyuwangi , found that head school own role active in compile planning human resource needs in general comprehensive , with consider two aspect main : competence academic and character Islam . This is caused by background behind school - based Islamic boarding school , where the values religious become runway main in the process of learning and formation character students . Head school No just placing teachers based on field mastered studies , but also adapt with vision Islam institutions , such as exemplary behavior morals , discipline , and commitment to activity religious daily .

Mapping done with method evaluate teacher needs in every eye lessons , then match it with background behind education candidate power teacher . Besides that , integrity and loyalty to values Islamic boarding schools also become consideration main . In interview , head school convey :

*"We do not only looking for a smart teacher teaching , but also being able to become example morals for students . Because we are in the environment Islamic boarding school , then aspect religious is necessity . "*

Statement This reinforced by senior teachers who said that the teacher selection and placement process is always involving consideration religiosity and moral commitment . Educational staff are also selected based on willingness For follow school culture such as congregational prayer , reading wirid , and regular spiritual development programs . Findings This confirm that human resource planning at Sunan Middle School Ampel No just technical , but rather strategic and value-oriented .

### **Implementation of Internal Recruitment Based on Recommendations and Culture**

In the context of human resource management at Sunan Ampel Middle School in Banyuwangi, the recruitment of teachers and educational staff has its own characteristics that reflect local values and the uniqueness of Islamic boarding school culture. Based on results research , it is known that the recruitment process at school This tend done internally through system recommendation from senior teachers, administrators foundation , or figure Islamic boarding school . Head school play a role central in this process with consider aspect proximity cultural , loyalty to institutions and capabilities candidate power educator in adapt with culture patterned work religious . This means that recruitment No solely consider aspect formal academic , but more to how much big readiness and suitability candidate educator with values and customs daily school , such as follow activity religious , attitude discipline , and uphold ethics .

Interview results deep strengthen findings this . One of statement from head school mentions :

*"We are more trust in prospective teachers who are recommended by insiders , because they usually Already know the culture of Islamic boarding schools and not need Lots adjustments . "*

Senior teachers also conveyed that prospective teachers recruited generally is an alumni of the school or Islamic boarding school around , so that own attachment emotional and values that are aligned . In addition that , power education is also selected based on loyalty and willingness For involved in activity religious routine school . With Thus , the recruitment process at Sunan Middle School Ampel No only about looking for capable human resources in a way technical , but also ready become part from Islamic boarding school culture in a way intact . Findings This show the existence of a recruitment model based beliefs and values , which become strength at a time characteristics typical institution education Islamic based .

## **Developing Teacher Competence through Non-Formal Training and Mentoring**

Effort improvement quality education at Sunan Middle School Ampel Banyuwangi No let go from attention head school to development teacher competency . Based on findings field , head school active push improvement teacher capacity through various activity internal non-formal training . Training This No only in form of occasional workshops , but also deep form mentoring straight inside class . Head school monitor method teacher teaching , giving input in a way directly , and occasionally participate accompany the learning process teaching . Besides that , there is culture discussion routine between teachers that are built with approach family . Discussion This become receptacle reflection and sharing experience teaching , so that creating a learning process collective between fellow power educators . Development model This become alternative from formal training which is often difficult accessed by schools private based Islamic boarding school Because limitations budget .

Interview results strengthen findings this . Head school convey :

*" We realize formal training is expensive and need time , so we do training small-scale internally , mutually study , and I Alone follow accompany the teacher in class ."*

A teacher admits that the mentoring process This help they feel noticed and motivated For Keep going learning : *" It feels like No supervised , but guided . We become more open For each other discussion and sharing methods teach more " Good ."* Another teacher also added. that discussion weekly held every Friday afternoon became moment important For exchange ideas and finalize problem together . Approach This show that development teacher competency at Sunan Middle School Ampel done in a way contextual , effective , and sustainable , with involving role active head school as facilitator and mentor .

## **Research Discussion**

### **Human Resource Planning that Refers to Academic Needs and Islamic Character**

Interpretation of the findings regarding human resource planning that refers to academic needs and Islamic character at Sunan Ampel Middle School, Banyuwangi, shows that the principal plays a role not only as an administrative manager, but also as a guardian of values and a shaper of institutional culture . This reflect that human resource management in schools based Islamic boarding school put mark religiosity as foundation main in the recruitment and placement process power educators . The selection of teachers is not solely expertise - oriented teaching , but also on suitability character and spiritual commitment . This show that head school operate function managerial based value (value-based management), where taking personnel decisions are based on suitability vision institutions and identity self institutions .

Findings This in harmony with opinion Herdilah et al., (2023 ) stated that management source Power man in context organization education No only covers aspect technical like recruitment and selection , but also must notice culture organization as well as core values that are upheld high by the institution . In other words, the HR planning carried out head Sunan Junior High School Ampel has integrate aspect structural and cultural in a way harmonious . Strategy This

become strength main in form environment learning that is not only intelligent in a way academic , but also strong in character and spirituality .

### **Implementation of Internal Recruitment Based on Recommendations and Culture**

Interpretation of findings regarding the implementation of recommendation-based and culturally appropriate internal recruitment at Sunan Ampel Middle School, Banyuwangi, indicates that the recruitment process at this institution is not merely aimed at meeting the need for teaching staff but also aims to maintain the sustainability of institutional values and culture . school play a role as the main filter that ensures that every incoming individuals to in system school No only competent in a way academic , but also compatible in a way cultural and spiritual (Prabowo & Hafid, 2024) . This reflect approach management source Power man based value -based human resource management, which emphasizes importance suitability between personal values of human resources with mark organization .

Theory This confirmed by Velanganni, (2024) , who stated that "*Effective recruitment should align individual values with the culture and mission of the organization to ensure long-term commitment and performance.*" In Sunan Middle School context Ampel , system recommendation from trusted people around institution become instrument For filter out unqualified human resources only fulfil standard technical , but also has loyalty and understanding towards Islamic boarding school culture . With Thus , the recruitment process is based on proximity mark This is not form nepotism , but strategy relevant adaptive in guard continuity vision institution Islamic education based on tradition .

### **Developing Teacher Competence through Non-Formal Training and Mentoring**

Interpretation from findings about development teacher competence through non-formal training and mentoring at Sunan Middle School Ampel Banyuwangi show that head school operate his role as facilitator and mentor with a humanistic and adaptive approach to condition institution . In context school private based Islamic boarding schools that have limitations source power , non-formal approaches become realistic and impactful solutions Direct . Internal training and discussion routine between teachers not only increase competence technical , but also building solidarity , reflection collective , and learning culture sustainable approach This in harmony with draft *collaborative professional development* , namely teacher development through interaction and collaboration in the environment Work (Bergmark, 2023) .

In line with the , Holmqvist & Lelinge, (2021) confirm that "*peer coaching and ongoing support are critical for effective teacher development and classroom implementation.*" That is , training No Enough only nature One direction or a moment , but must involving practice direct , mentoring , and dialogue between colleague work . At Sunan Junior High School Ampel , head school operate strategy the with down direct to room classes and create discussion forums open between teachers, which is No direct grow culture Study organization . Findings This show that the development model competence internal based can become

alternative strategic for institution with limitations budget However still quality oriented .

## CONCLUSION

Based on results research and discussion that has been served , can concluded that head school at Sunan Middle School Ampel Banyuwangi play role strategic as manager source Power human resources (HR) in increase quality education , with integrated approach between need academic and character Islamic . Human resource planning does not only focus on aspects technical like mapping need eye lessons , but also pay attention suitability values religious and moral commitment of the candidate power educators . This is show that planning done in a way comprehensive and based values , in harmony with vision and mission institution Islamic boarding school . Furthermore , the recruitment process is carried out internally through system recommendation reflect approach managerial that prioritizes suitability cultural and spiritual than just competence administrative .

Head school become actor key in ensure that the HR recruited capable united with Islamic boarding school culture and ready contribute in a way holistic to education . Besides that , development teacher competency is carried out in a way effective through non-formal training and mentoring direct , which builds culture collaborative and reflective among power educators . Approach This prove that with limitations budget , development permanent teacher quality can implemented in a way contextual and sustainable , as long as head school active involved as facilitator learning professional . With thus , the whole findings confirm that success improvement quality education at Sunan Middle School Ampel very influenced by leadership head adaptive , religious , and community - based schools mark .

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