

# BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

## MANAGEMENT SOURCE POWER MAN IN DEVELOP QUALITY EDUCATION IN THE UNIT EDUCATION MUADALAH ULYA AL- AMIRIYAH BANYUWANGI

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### Abstract

This study reveals how continuous professional development, collective religious leadership, and organizational culture are the keys to educational quality at Mujadi Ulya Blokagung . The purpose of this study is to describe in depth the process and strategies for improving the quality of Islamic boarding school-based education by highlighting three main aspects: teacher professional development, leadership style, and organizational cultural values. This study uses a qualitative approach with a case study method. Data collection techniques were carried out through participatory observation, in-depth interviews with leaders and teachers, and institutional documentation. The collected data were analyzed using thematic analysis techniques, which identified important patterns from experiences and practices in the field. The results of the study indicate that teacher development at Ulya Blokagung is contextual and transformative, with structured and spiritual training. Leadership that is carried out collectively and based on religious values creates strong organizational synergy. The deep-rooted Islamic boarding school culture becomes the spirit of education and an effective internal driver. Overall findings show that the integration of professional development, religious leadership, and Islamic boarding school culture has created a complete and sustainable educational ecosystem, and made Ulya Blokagung a model of a modern Islamic boarding school that remains based on traditional values.

**Keywords:** Teacher Professional Development , Religious Leadership , Organizational Culture

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### INTRODUCTION

Management source Power Human resources (HR) is one of the fundamental aspects in support development quality education , especially in educational institutions education based on Islamic boarding school like In the context of Muadalah Ulya Tegalsari Banyuwangi Education Unit . social , human resources in the environment This No only covers power educators and education , but also reflects involvement public Islamic boarding schools , alumni, and role strategic for the kiai as spiritual leader and director policy . Social facts that can observed in the field show that The quality of human resources greatly influences achievement academic and character participant educate . competent , dedicated human resources high , and understand values Islam and Islamic boarding schools become a main pillar in realize quality holistic education . Therefore that , human resource management must done in a way systematic , starting from the recruitment process , training and development professional , up to evaluation sustainable performance (Azis, 2022) , (Siahaan et al., 2025) , (Veronika et al., 2023) .

A number of study previous has discuss relatedness between management source Power humans and improvement quality education , especially in the environment education based on Islamic boarding school or institution Islamic education . One of them is research by Mulyasa (2013) which emphasizes importance teacher professionalism as key main in increase quality education . In addition , research by Zainuddin (2018) focused on HR management in the work environment. modern Islamic boarding schools show that system management of teachers and personnel structured education capable increase discipline work , productivity , and Spirit collaboration inter-educator . Another study by Rahmawati (2020) discussed effectiveness human resource management in education based on Islamic values . The results of his research show that success institution Islamic education in reach quality Good education is very much determined by ability managerial in manage power educators and education , both from aspect competence , motivation work , until welfare . This strengthens assumption that development quality education No can released from a planned and based HR management strategy mark .

Study This own element significant novelty compared to with studies previously which was generally discuss management source Power human resources (HR) in context general formal education or Islamic boarding school in a way general without highlight in a way specific unit education muadalah . Uniqueness main lies in focus to unit education It was Ulya who was there in shade cottage Islamic boarding school , with system education that integrates curriculum national and curriculum traditional Islamic boarding school ( Salafiyah ). In the context of this , research This give approach new to understanding How HR management is carried out in institutions that carry two systems education at the same time , each of which has characteristics , needs , and challenges alone . Research This try identify in a way in-depth HR management strategies that are not only emphasize aspect professionalism and pedagogy , but also pay attention to values spirituality , manners and traditions science typical Islamic boarding school . In this case there is also an emphasis on integration between Islamic spiritual values and principles modern management in human resource management . During this , two aspects the often separated in study academic . Research This precisely show that success quality education No only determined by efficiency managerial , but also by strengthening spiritual values and morality power educators . Therefore that , the novelty of study This lies in the approach holistic that combines modern management with values typical Islamic boarding schools , as well as focus on context education muadalah which is still minimally researched scientific in a way deep .

The main objective of this study is to analyze and understand in depth how human resource management (HR) is applied in an effort to develop the quality of education at the Muadalah Ulya Tegalsari Banyuwangi Education Unit. This objective leave from argument that success A institution education , especially that which is based on Islamic boarding school and integrate system education muadalah , very dependent on quality and management source Power human beings . In the context of education muadalah , challenge managerial become more complex Because must bridging two systems curriculum at the same time , namely curriculum national and curriculum traditional Islamic boarding school ( yellow book ). Therefore that , the human resources involved good teachers, manpower education , as well as management need own diverse competencies , starting from from competence pedagogical , professional , spiritual, to social .

## **RESEARCH METHOD**

Study This use approach qualitative with type studies case For to reveal in a way deep practice management source Power human resources (HR) in develop quality education at the Muadalah Ulya Banyuwangi Education Unit . Approach This chosen

Because in accordance For understand phenomenon social and cultural in context Islamic boarding school that integrates curriculum national and curriculum traditional . Data collection techniques are carried out through observation participatory , interview deep with informant key ( such as head unit education , management Islamic boarding schools , teachers, and students ), as well as studies documentation to archives relevant institutions . The data obtained analyzed through three stage , namely data reduction , data presentation descriptive , and withdrawal conclusion in a way inductive . For guard data validity , used technique triangulation sources , techniques , and time . This method allow researcher to obtain understanding holistic regarding recruitment strategies , coaching , assessment performance , and culture HR work that contributes direct to quality education based on Islamic values and traditions Islamic boarding school .

## **RESEARCH RESULTS AND DISCUSSION**

### **Research Results**

#### **Coaching and Development Professional Sustainable**

Coaching and development professional sustainable in Muadalah Ulya Blokagung show the direction that is increasingly positive and progressive . In some year Lastly , the institution This has make an effort do strengthening teacher capacity through more training programs structured and sustainable . One of the visible superiority is existence commitment strong from leader institution in encourage teachers to Keep going learn and adapt with development of the times without leave values Islam and uniqueness Islamic boarding school . Training program No only focus on aspects academic and pedagogical , but also pay attention to mark spirituality and character Islamic boarding school that became characteristics typical education at Ulya Blokagung . In an interview with , one of the senior teachers, ia convey :

*"We are grateful Because Now trainings start directed in accordance with conditions and needs of teachers in Ulya. There is training strengthening methodology , development of digital teaching media, to deepening values very useful tarbiyah ."*

Quote This describe existence effort For create a coaching program more relevant and impactful directly on teacher performance . Coaching at Muadalah Ulya Blokagung has are on the right track . With adaptive , collaborative , and spiritual program strengthening , development professional teacher not only increase quality teaching , but also strengthening identity institution as modern Islamic boarding school that remains based on values tradition .

Findings about coaching and development professional sustainable in Muadalah Ulya Blokagung show that institution This has to go through constructive direction in to form ecosystem learning that is not only oriented towards improvement teacher competence , but also strengthens spiritual and cultural values Islamic boarding school . Efforts to present relevant , contextual and adaptive training show that the development process professional has move from approach conventional going to approach transformative . This is reflected from involvement active teacher in training , mentoring programs , and use of digital learning media that supports the learning process teach more effective and meaningful .

Interpretation This in harmony with theory *Transformational Learning* was put forward by Jack Mezirow (1991), who stated that that meaningful adult learning happen when they capable reflect experience , forming perspective new , and implement knowledge the in practice (Falaq et al., 2022) , (Fitriana & Ridlwan, 2021) , (Abror, 2025) . In the context of Ulya Blokagung , teachers do not only accept material training in a way passive , but also active reflect values science and spirituality in teaching . Approach collaborative also reflects principle *Communities of Practice* by Etienne Wenger (1998),

namely effective learning happen in supportive community , where individuals share experience and mutual Study One each other (Supriyadi, 2017) , (Irwandy & Waluyo, 2024) , (Kurniawan et al., 2024) .

### **Leadership Strong and Religious Collective**

Leadership strong and religious collective is the main pillar in management institution education based on Islamic boarding school like The discovery of Ulya Blokagung from results observation and interview show that success institution This in maintain quality and character education is greatly influenced by the role of leaders who are not only operate function managerial , but also become example in values religious . Leadership in Ulya Blokagung No centered on one figure only , but nature collective with distribution clear roles between caregivers , head of madrasah, teachers' council, and administrators daily Islamic boarding school . This is create harmonious synergy in taking decisions , program implementation , and completion problem . In the interview with head school Mujadi Ulya Blokagung , he state :

*"We are here always put forward deliberation in every policies , and all decision must in accordance with values syar'i . This is what makes leadership in Ulya remains strong and trusted by teachers and students students ."*

Quote This confirm that approach collective and religious No only become characteristics distinctive , but also a source strength organization . leadership a strong and religious collective in Muadalah Ulya Blokagung No only become structure organization , but has become deep - rooted and supportive culture creation institution advanced , harmonious and character-based Islamic education .

Findings about leadership a strong and religious collective in Muadalah Ulya Blokagung show that style leadership in institutions This has beyond formal structure of the organization . It has grow become culture deep - rooted institutions , creating atmosphere harmonious , spiritual and productive work . Leadership here No based on dominance individual , but run through principle deliberation , exemplary behavior , and strong religious values . This is make every element in institution feel valued , involved , and motivated For give contribution best . Leadership kind of This create space for dialogue, collaboration and role modelling , which No direct build trust and loyalty from all over inhabitant institution .

Interpretation This in line with theory *Servant Leadership* was developed by Robert K. Greenleaf (1977), where the leader No only directing , but also serving and accompanying his subordinates with sincerity and integrity (Purwaningtyas, 2012) , (Rahmadayanti, nd) . Leader in theory This is waiter moreover first , which prioritizes the needs of others, as well as create supportive environment growth personal and professional . More continue , leadership collective based on values religion is also in line with draft *Value-Based Leadership* , ie leadership that is built on base moral, spiritual and ethical values that are believed in together .

### **Culture Organization Islamic boarding school as a Pillar of Educational Quality**

Culture organization is fundamental elements in to form character and quality education , especially in context institution education based on Islamic boarding school like Muadalah Ulya Blokagung . Findings in the field show that culture organization a typical Islamic boarding school , such as discipline , sincerity , obedience , and Spirit brotherhood and devotion , have become an important pillar in maintain and improve quality education . Values the No only become rule normative , but has become part from daily life all over element institutions , both teachers, students , and Manager . Culture This No formed in a way instant , but woke up in a way historical and spiritual through the exemplary behavior of the kiai and routine life a student who is full of with values religious .

In an interview with one of the senior teachers at Mujadi Ulya Blokagung , he state:  
" *Culture Islamic boarding school like togetherness , obedience to teachers, and simplicity it is very much felt here . All That create educational process walk with more sincere and meaningful , not only question mark academic solely .*"

Quote This strengthen that culture Islamic boarding school No just symbol , but become spirit the mover in create environment quality learning . culture organization Islamic boarding school in Muadalah Ulya Blokagung proven become foundation main support quality Education . Culture This become strength not looks moving Spirit learn , teach , and serve , so to form ecosystem comprehensive , character- based and sustainable education .

Findings about culture organization Islamic boarding school in Muadalah Ulya Blokagung show that strength main institution This No only lies in the formal structure or curriculum only , but on values culture that has rooted and alive in daily life inhabitant institution . Culture like discipline , sincerity , obedience to teachers, as well as sincere devotion has to form character strong in self students and staff educator . Culture the become *spirit institutions* , which provide direction and meaning in the entire educational process . When values This run in a way consistent , he create environment learning that is not only effective , but also full spiritual and social meaning . Culture this is what it is *social capital* that binds and mobilizes all over component institution going to quality continuing education .

Findings This in line with theory *Organizational Culture* from Edgar Schein (2010), who stated that culture organization is pattern assumption the basis that is created , discovered , or developed by a group of people as method they overcome problem external and internal integration (Putri & Yusuf, 2022) , (Utomo, 2020) , (Sugiono & Tobing, 2021) . When culture That proven successful , then He taught to member new as method think and act correctly . In the context Islamic boarding school , values sincerity , tawadhu ' , and togetherness inherited in a way hereditary and forming system the value that becomes reference together .

## CONCLUSION

Based on results findings and analysis to three aspect The main thing in Muadalah Ulya Blokagung namely coaching and development professional sustainable , leadership a strong and religious collective , as well as culture organization Islamic boarding school as a pillar of quality education can concluded that institution This has succeed build foundation education that is solid , progressive , and contextual . The approach adaptive , sustainable teacher development that is rooted in spiritual values shows that the process of improvement competence educator No only skills oriented technical , but also on strengthening character and values Islam .

Leadership at Ulya Blokagung which prioritizes principle collective and religious No only creating participatory governance , but also strengthening a sense of togetherness and responsibility answer together in operate vision institution . Leadership style This show that collaboration and role model more influential than just Instructions structural . This creates room safe and productive for all over inhabitant institution For grow and contribute optimally .

Temporary that , culture organization Islamic boarding schools that have take root become strength No invisible force that pushes creation climate meaningful , spiritual and characterful education . Culture like sincerity , discipline and devotion has become social capital that strengthens quality and identity institution in a way overall . With Thus , Mujadi Ulya Blokagung can become a model of education modern Islamic boarding school that is capable bridge between demands of the times and nobility values tradition , making quality

education No only as achievement administrative , but also as results from a deep spiritual and cultural process .

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