

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

Human Resource Management In Optimizing Continuing Education Scholarships In Islamic Boarding School College : Changing The Paradigm Of Lecturer Welfare

Zulvan Maulana

Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, Indonesia

e-mail: zulvanmaulana6@gmail.com

Abstract

Received: Objective study This is formulate and test framework management source Power integrated human resources with optimization scholarship education
Revised: advanced use transform paradigm welfare lecturer multidimensionally at UIMSYA Blokagung Banyuwangi . Research This use approach qualitative with design studies case single and purposive sampling techniques for 8–11 informants key , consisting of from lecturer recipient scholarship and team HR manager . Data collected through semi- structured interviews , observation participatory , and documentation , then analyzed in a way thematic . Research results show that success of the scholarship program No only depends on the aspect funding , but also on the existence mentoring spiritual academic support mental and spiritual resilience of lecturers . In addition that , collaborative model human resource management that involves proven leaders , managers and spiritual companions increase effectiveness program implementation . Findings important other is transformation paradigm welfare lecturer of a nature materialistic going to welfare holistic which includes aspect psychological , social , spiritual, and actualization self

Keywords: Scholarships, Lecturer Welfare, Human Resource Management, Islamic Boarding Schools.

(*) Corresponding Author: **Zulvan Maulana, zulvanmaulana6@gmail.com, 082139952649**

INTRODUCTION

Welfare lecturer in the environment college tall based on Islamic boarding school Still become a complex and often marginalized issue in discourse development source Power human resources (HR) in the sector education high Islam. In the middle Spirit development quality education and improvement Power global competitiveness , lecturers at universities tall Islamic boarding school like University KH Mukhtar Syafa'at (UIMSYA) Blokagung Banyuwangi , often faced with challenges structural and cultural obstacles that hinder achievement welfare holistic .

In general social , lecturer in the environment Islamic boarding school No only play a role as power teacher , but also as moral educator , spiritual guide , and motivator social in community (Baidlawie, 2021) . However this multidimensional role No always accompanied by with support adequate policies , especially in matter improvement capacity academic through scholarship education continued . Welfare lecturer at college tall Islamic boarding school No solely question income , but also related with access to development self , recognition professional , and the formation of the future education more Islamic boarding schools inclusive and progressive (Dja'far, 2021) . Therefore that , is needed approach visionary and planned management in human resource management , so that scholarships No only understood as help costs , but as investment institutional term long .

Based on review library , various study confirm that scholarship education advanced including Masters and Doctoral programs have role crucial in increase quality and welfare lecturer at college high Islam, but its effectiveness often hampered by planning and coordination weak institutional (Suparlan, 2018) . Apart from material aspects , welfare lecturers are also influenced by access to development self and involvement in policy institutions , as shown by (Riyanto, 2021) , and more carry on confirmed by Husna (2022) that institution with system visionary and structured HR management capable maximize role scholarship as instrument improvement quality teaching and satisfaction work . Even though Thus , literature moment This still minimal study integration human resource management with optimization scholarship in context unique college tall Islamic boarding school .

Study This present a number of the novelty that sets it apart from studies previous in realm HR management and optimization scholarships in college high Islam. First , research This integrate perspective strategic human resource management with context unique college tall Islamic boarding schools , especially UIMSYA Blokagung Banyuwangi , so that No only review scholarship programs as help financial only , but as instrument transformation capable institutions redefine welfare lecturer in dimensions cultural , academic , and spiritual. Then , research This No only focus on academic output (publications , competence) research) , but also welfare outcomes lecturer including indicator satisfaction work , recognition professional , and quality spiritual life which during This not enough get attention explicit . With Thus , the study This No only fill in emptiness literature , but also offers contribution practical for taker HR policies and managers in Islamic boarding schools in designing a truly scholarship program empowering lecturer multidimensionally .

Study This aiming For formulate and test a framework management source Power integrated human with optimization scholarship education advanced use transform paradigm welfare lecturer at college tall Islamic boarding school , with studies case at UIMSYA Blokagung Banyuwangi . Landing argument on objective This leave from fact that lecturer in the environment Islamic boarding school carry not quite enough multidimensional answer : besides convey material academic , they also play a role as spiritual guide and agent development culture Islamic boarding school , so that welfare they No can measured solely through compensation financial traditional .

RESEARCH METHODS

This research method adopts a qualitative approach with a single case study design at UIMSYA Blokagung Banyuwangi to explore in depth the practice of HR management in optimizing advanced scholarships and its implications for lecturer welfare. With informant key including lecturer recipient scholarship , member HR Team will interviewed in a semi- structured manner use dig experience , perception , and motivation they .

RESEARCH RESULTS AND DISCUSSION

Research Result

Role Mentoring Academic Spiritual in Increase Program Retention

Importance role mentoring academic spiritual in increase scholarship program retention education advanced for lecturer in the environment college tall Islamic boarding school . In context management source Power human , approach mentoring No only facilitate development competence academic , but also contribute to welfare psychological and spiritual lecturers who are in the middle to go through studies continue . Many lecturers are facing pressure outside normal consequence burden study , responsibility answer family , and role social in the environment Islamic boarding school . In situation mentioned , the assistance is of a nature holistic become support it is important for lecturers No experience mental fatigue , loss direction , or even to resign self from the program. This is show that success of the scholarship program No only question funding , but also readiness systemic in accompany the recipients in a way intact .

A lecturer recipient scholarship convey his experience as following :

" If only asked question progress college , me Possible Already break in the middle road . But mentor I often remind that studies This is trust , worship . Even he pray I in a way special . That's what makes I survive . " (Interview , Lecturer) Recipient Scholarship , April 20, 2025)

From a series of interview with lecturer recipient scholarships in college tall Islamic boarding school , the majority state that aspect spiritual accompaniment becomes key resilience they in undergo study . The lecturers feel more valued as a whole human being , not just part from system academic . A companion who understands spiritual and emotional dynamics Islamic boarding school capable become reinforcement , mentor , and also partner reflection in face pressure studies and personal life .

One of lecturer mention that approach This return meaning studies as form devotion , not only demands administrative . Lecturer other confess that He feel more connected with values Islamic boarding school when his mentor routine to hook achievement academic with goals ukhrawi . Based on this data , you can concluded that mentoring academic spiritual not just complement , but an integral part of management source Power man in optimization scholarship education continued . Strategy This proven effective in to form resilience , loyalty and retention lecturers , and change method view they to welfare , from just aspect material going to deeper meaning substantial and transcendental .

Collaborative Model Human Resource Management

In study This found that collaborative model management source Power human (HR) becomes effective approach in support success of the scholarship program education continued in the environment college tall Islamic boarding school . Approach collaborative This involving various element like leader institution , HR department , superior directly , lecturer recipient scholarships , and even companion academic spiritual who works in a way synergistic in the process of planning , implementing , monitoring , and evaluating the scholarship program . Instead approach top- down bureaucratic model , this model emphasize communication open , understanding vision , and not quite enough answer together in develop capacity lecturer as asset institution . Findings This show that the success of the HR development program is not only determined by policy administratively

, but also by the strength coordination and sensitivity inter-actor in system education Islamic boarding school .

This matter depicted from results interview with one of scholarship program manager stated :

"We do not Work Alone in monitor and accompany lecturer recipient scholarship . There is involvement active from leaders , academic mentors , and even part finance . All each other support the study process walk smooth and precise time ."
(Interview , Head of HR Department , April 18, 2025)

From a series of interviews conducted , found that the managers scholarships at Islamic boarding schools evaluate Work team cross unit as factor crucial in program continuity . Collaboration This covers coordination technical like reporting study , flexibility burden Work lecturer during study , until support emotional and spiritual through regular forums . Some the lecturer also admitted that they feel more calm Because There is communication two direction and concern from party campus , not only demands administrative only . In fact , some leader active monitor progress lecturer and give room discussion open If There is constraints . This show that collaborative model No only create efficiency , but also strengthens the sense of ownership and responsibility answer together to quality of campus human resources . With Thus , the collaborative model proven human resource management capable strengthen culture Work based on value , mutual trustworthy , and progress oriented institution in a way sustainable .

Transformation Paradigm Multidimensional Well-being

In context scholarship program management education continuation in college tall Islamic boarding school , research This find existence transformation paradigm welfare which is multidimensional. Initially , welfare lecturer often understood in material dimension alone — in the form of increase salary , incentives , or allowance education . However , along with the running of the scholarship program and its dynamics life academic and spiritual lecturers , starting appear awareness that welfare No can measured only from aspect financial . The welfare felt by the lecturers recipient scholarship more complex , encompassing satisfaction inner peace , spiritual peace , support social , and opportunities actualization self as part from the process of devotion to institutions and society .

One of lecturer recipient scholarship said :

"I feel truly prosperous No Because get cost education , but Because I feel appreciated , prayed for , and accompanied in every step study . That's what makes I feel intact as human beings and educators ." (Interview , Lecturer) Recipient Scholarship , April 21, 2025)

Interview results from a number of lecturer show pattern meaning greater welfare broad and deep . They to mention existence satisfaction emotional moment given room For grow , be heard his aspirations , and understood context his life . Besides that , involvement campus in accompany spiritually giving mark significant addition to perception welfare . The lecturers feel more " humanized " because an approach that is not stiff , but full empathy and values Islam . They also expressed that studies continue the original become burden , in fact changed become Medan actualization and worship , because supported in a way intact by the ecosystem campus .

Discussion

Role Mentoring Academic Spiritual in Increase Program Retention

Mentoring academic spiritual play role strategic in guard sustainability studies lecturer recipient scholarships in college tall Islamic boarding school . Approach This proven No only support achievement academic only , but also constructive balance the

essential mind in the educational process continued . In perspective management source Power human (HR), this show that effective human resource management must notice dimensions holistic individual , namely physical , emotional , intellectual , and spiritual. When mentoring done spiritually and personally, lecturer No only feel guided , but also humanized , so they own motivation more intrinsic strong For finish study .

Findings This in line with theory (Maslow, 2020) about *hierarchy of needs* , especially at level *self-actualization* and *esteem needs* , where individuals need appreciation and meaning in work or his studies . Spiritual guidance is able fulfil need the with give support emotional and deep sense of purpose . In Islamic context , things this is also in line with Al-Ghazali's views on importance intention and sincerity in demand knowledge as part from worship , as it is said : " *Knowledge without charity is madness , and charity without knowledge is futility .*" (Hidayah, 2023) . In other words, learning that is not accompanied by with spiritual orientation will lost his spirit .

Therefore that , strategy mentoring academic spiritual not only support success individual , but also reflects approach sustainable and valuable human resource management in context institution Islamic boarding school (Maulana, 2024) . Strategy This capable change paradigm welfare lecturer of a nature materialistic become based on meaning and purpose a better life sublime .

Collaborative Model Human Resource Management

Collaborative model in human resource management is approach strategic capable increase effectiveness and sustainability of development programs capacity lecturer through scholarship education continued . In context college tall Islamic boarding school , where the values collective and spiritual become foundation culture institutional , collaboration cross unit no only speed up administrative processes , but also create atmosphere inclusive , supportive and mutually beneficial work care . Involvement various stakeholders interest from leader until spiritual companion show that HR success is not solely not quite enough answer individual , but results from synergy interdependent actors complete .

Findings This in line with Human Resource Development (HRD) theory based on system proposed by (Kwon & Yoon, 2024) which emphasizes that ideal human resource development nature integrative and involving all strategic units in organization . (McLagan, 2023) to mention that "HRD must be an interactive and systemic function that aligns with organizational goals, involving collaboration across departments to build human capacity." In matter this is Islamic boarding school as institution education based on value , adopt principle the in a way contextual through a holistic approach familial , spiritual, and participatory .

With existence strong collaboration , creating a high sense of belonging towards the human resource development program , so that the lecturers No feel alone in undergoing the study process . Transparency communication and flexibility structural also encourages creation culture Resilient and work oriented term long (Djunaidi, 2024) . Therefore that , collaborative model This No only strengthen management scholarships , but also form ecosystem adaptive and transformative institutions in manage source Power man in a way sustainable .

Transformation Paradigm Multidimensional Well-being

Findings This indicates that paradigm welfare has experience shift from approach monodimensional (economic) becomes a multidimensional approach that includes aspect psychological , social , and spiritual. In other words, well-being in context college tall Islamic boarding school No only about " having more many " , but about " to be more meaningful " . Paradigm This become foundation important in build system better human resource management humane and transformative (Priyana, 2023) .

Welfare lecturer in the environment college tall Islamic boarding school has move from material orientation to direction welfare of a nature existential and transcendental . Transformation This show that welfare No Again understood in a way narrow as fulfillment need financial , but as a condition holistic which includes feeling appreciated , understood , and given meaning in role academic and spiritual (Maulana, 2024) . This is show existence shift paradigm in management source Power human , from approach transactional become approach transformational , where the relationship between institutions and lecturers built on base empathy , values , and vision together .

Findings This can associated with theory *Well-Being Theory* from Martin Seligman in approach psychology positive . (Seligman, 2018) mention the five elements in the PERMA (Positive Emotion, Engagement, Relationships, Meaning, Achievement) model as pillar complete well-being . One of aspect key is *meaning* or meaning life , namely when somebody feel that what is he do valuable and connected with something more big from himself (Arroisi, 2021) . This is very relevant with context lecturer Islamic boarding school that sees studies advanced No just obligation administrative , but as worship and devotion.

This multidimensional well-being is also in line with Al-Ghazali's view that happiness true (sa'adah) only Can achieved through alignment between physical and spiritual , as well as connectedness with objective true life (Martin & Hambali, 2023) . Therefore that , system human resource management based on spiritual and humanitarian values No only relevant , but also essential in to form lecturers who are tough, meaningful, and loyal to institution .

CONCLUSION

Study This to reveal that scholarship program management education advanced for lecturer in the environment college tall Islamic boarding school No can released from a holistic approach holistic and transformative . There is three findings main mutual intertwined : (1) the importance mentoring academic – spiritual in increase retention and resilience lecturer during study ; (2) effectiveness collaborative model human resource management that involves synergy various party in support program success ; and (3) transformation paradigm welfare of a nature materialistic going to multidimensional well-being that includes aspect psychological , social , and spiritual. The three aspect This show that success of the scholarship program No only determined by support financially , but also by quality interaction , values humanity , and internalized spirituality in system management campus .

REFERENCES

- Arroisi, J. (2021). The Meaning of Life from Victor Frankl's Perspective: A Study of the Spiritual Dimension in Logotherapy. *Journal of Islamic Theology* , 20 (1), 90–115.
- Dja'far, AB, & Yunus, SPI (2021). *Islamic Education Management (Concept, Principles, Scope of Islamic Education Management)* . Adab Publisher.
- Hidayah, N., Rosidi, AR, & Shofiyani, A. (2023). The Concept of Sincerity According to Imam Al-Ghazali and Its Relevance to the Goals of Islamic Education. *Urwatul Wutsqo: Journal of Educational and Islamic Studies* , 12 (2), 190–207.
- Husna, F., Fitriani, S., & Sulaiman, S. (2022). Analysis of Teachers' Ability in Using Science KIT in the Upper Class of Jurong Mesjid Public Elementary School, Pidie Regency. *Elementary Education Research* , 7 (3).
- Iqmalia, BN, & Djunaidi, Z. (2024). Resilience Evaluation in Organizational Safety Culture: Case Study at Coal Mining Site. *Journal of Health Research "SUARA FORIKES" (Journal of Health Research "Forikes Voice")* , 16 (1), 38–43.

- Kwon, K., & Yoon, S. W. (2024). Professionals Actually Do in Contemporary Organizations. *The Sage Handbook of Human Resource Development* , 414.
- Martin, E., & Hambali, RYA (2023). Theology of Happiness according to Al-Ghazali (Study of the Book of Kimiyatus Sa'adah). *Journal of Religious Research* , 3 (1), 17–32.
- Marvavilha, A., & Suparlan, S. (2018). Model of integration of Islamic values in science learning. *Humanika: Scientific Study of General Courses* , 18 (1), 59–80.
- Maslow, A. (2020). Theory of human motivation—Abraham Maslow. *Science Education in Theory and Practice: An Introductory Guide to Learning Theory* , 17–28.
- Maulana, Z. (2024). VISIONARY LEADERSHIP IN IMPROVING THE COMPETITIVENESS OF TRANSFORMATIVE ISLAMIC EDUCATION. *Proceedings of International Conference on Educational Management* , 2 (2), 16–19.
- Maulana, Z., Munir, ML, Umam, SK, Yusuf, B., & Al Fawaz, AHS (2024). The Concept of Character Education in the Perspective of Hadith. *Tabsyir: Journal of Dakwah and Social Humanities* , 5 (4), 43–52.
- McLagan. (2023). Towards a comprehensive model of human resource development research and practice: A systematic literature review. *Ghana Journal of Development Studies* , 20 (2), 1–24.
- Priyana, Y. (2023). Analysis of psychological well-being in relation to work readiness in generation-z (case study of final year students at a private college in Sukabumi). *West Science Journal of Psychology and Counseling* , 1 (01), 1–8.
- SB, BTE, & Baidlawie, M.H. (2021). Educators from the perspective of Islamic education. *Al-Ikhtibar: Journal of Educational Sciences* , 5 (1), 652–671.
- Seligman, M. (2018). PERMA and the building blocks of well-being. *The Journal of Positive Psychology* , 13 (4), 333–335.
- Virgiawan, AR, Riyanto, S., & Endri, E. (2021). Organizational culture as a mediator of motivation and transformational leadership on employee performance. *Academic Journal of Interdisciplinary Studies* , 10 (3), 67–79.