



Personnel Management in Arabic Language Learning at Madrasah Aliyah in Pekanbaru City: Practices and Implications for School Performance

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-08-23 Keywords: Educational Management, Arabic Language Learning, Teacher Professional Development, Madrasah Education DOI: 10.24256/ideas.v14i2.8922 Corresponding Author: Manna Sari Harahap 22590724487@students.uin- suska.ac.id Pendidikan Bahasa Arab, Universitas Islam Negeri Sultan Syarif Kasim, Riau	<i>This study aims to analyze human resource management practices in Arabic language instruction at Islamic high schools (Madrasah Aliyah) in Pekanbaru and their implications for school performance, based on the experiences and perspectives of Arabic language teachers. Using a descriptive qualitative approach, data were collected through in-depth interviews with two Arabic language teachers from MA Diniyah Putri and MA Darul Quran in Pekanbaru. The findings indicate that personnel management has a significant influence on the effectiveness of Arabic language instruction. At MA Diniyah Putri, structured personnel management through collaborative planning, adequate facilities, and routine supervision contributes to improved teaching quality and teacher motivation. Meanwhile, at MA Darul Quran, the lack of professional training and limited educational resources not only posed obstacles to the learning process but also encouraged teachers to maximize their creativity and pedagogical autonomy. Under these conditions, teachers were required to develop adaptive and innovative teaching methods while effectively utilizing simple learning media to ensure learning objectives were met despite limited facilities. This finding suggests that the effectiveness of personnel management depends not only on formal policies but also on teachers' initiative and professionalism in adapting to institutional challenges. This study concludes that adaptive and sustainable personnel management, supported by adaptive leadership, continuous teacher development, and contextual personnel management, are strategic factors in improving the</i>

1. Introduction

The success of a school is not only determined by the completeness of its facilities and infrastructure and the quality of its curriculum, but also depends heavily on how the school manages its personnel, including teachers, educational staff, and school administrators. Currently, in the context of education management, school personnel are the main resource that drives the entire learning dynamic (Ajmal et al., 2024). Placement of personnel according to their areas of expertise and responsibilities supports progressive performance and builds inclusive education (Haq & Maunah, 2023). Without a good personnel management system, all school programs are at risk of being ineffective.

School personnel are not merely policy implementers, but key actors who determine the success of curriculum implementation, the quality of learning, and the achievement of educational goals. Rahayu and Amril emphasized that the success of Islamic education in Indonesia cannot be separated from the effective implementation of national policies issued by the government, particularly by the Ministry of Religious Affairs. Husnah et al.'s findings indicate that innovative learning models are an integral part of effective personnel management, as teachers are required to be able to select and apply appropriate learning strategies to achieve curriculum objectives (Husnah et al., 2024). This is in line with Hoy & Miskel's view that school organizations are complex social systems, in which people (personnel) are the determining factor in achieving organizational effectiveness (Hoy & Miskel, 1991).

In today's modern era, the role of personnel management is increasingly strategic, because schools face a major challenge: the globalization of education, competition between schools, high-quality demands from the community, and the development of digital technology that must be integrated into learning (N. G. Wahyudi & Jatun, 2024). Teachers are no longer required to master the subject matter merely, but must also be able to use technology, innovate in teaching methods, and educate students' character (Rindawan et al., 2024). All of this can only be achieved if schools have a well-planned, structured, and sustainable personnel management system (Merlita et al., 2024).

In many schools in Indonesia, including in Pekanbaru City, Arabic teachers often receive little attention in terms of recruitment, guidance, and training to improve their professionalism (Abdilah et al., 2023). In fact, this subject has an important position, especially in religious-based schools (Imtikhany & Maslamah, 2022). Without proper personnel management, it will be difficult to improve the quality of Arabic language learning. In addition, the results of research confirm that the success of Arabic language learning programs is also determined by good management in the planning, organizing, implementation, and evaluation stages. Therefore, the urgency of school personnel management cannot be taken

lightly (Wahyuni et al., 2023). Schools that successfully manage their teaching and non-teaching staff will find it easier to achieve their vision and mission, improve the quality of learning, and develop a generation of outstanding students (Nasution et al., 2024). Meanwhile, schools that neglect personnel management tend to experience various problems, such as low teacher motivation, high turnover rates among educators, and low quality of learning.

Research shows that good personnel management correlates positively with improved school performance. Bush emphasizes the importance of instructional leadership in managing teachers (Bush, 2020). In line with this, Darling argued that continuous teacher training improves the quality of learning and work motivation (Darling-Hammond et al., 2017). Research shows that strategic planning without adequate facilities has not been able to produce maximum learning quality (Rufaiqoh et al., 2024). Personnel management directly contributes to the effectiveness of teachers and staff, which ultimately affects the quality of student learning.

Previous studies confirm that school personnel management has a direct influence on the performance of educational organizations (Putri, 2024). Educator planning requires long-term needs analysis to ensure the equitable distribution of teachers. According to Komalasari, the main weakness of schools in Indonesia is the lack of data-based workforce planning (Komalasari, 2023). The quality of teachers is not only measured by academic qualifications, but also by personality competencies, emotional stability, and the ability to communicate politely (Megaharti, 2023). Teachers need continuous guidance through training and workshops. Muhartini and Amril's study emphasizes that teachers are not only required to have pedagogical and professional competencies, but also need to strengthen the aspect of tarbiyah as the core of Islamic educator character building (Muhartini & Amril, 2023). Professional development for teachers is still ceremonial in nature and lacks depth in terms of methodology. She emphasizes the need for training based on communicative language teaching for Arabic teachers, so that learning is not solely focused on memorization.

The results of Wahyudi & Lutfiyah's study show that a simple but focused management structure can create a conducive learning environment for improving the Arabic language skills of the general public (H. Wahyudi & Lutfiyah, 2024). Febriza & Wahyudi's findings show that the success of Arabic language learning depends not only on the ability of the teacher, but also on systematic and sustainable management of the learning environment (Febriza & Wahyudi, 2024). These findings have important implications that learning management in madrasahs needs to pay attention to the environmental dimensions and communication methods that support the second language acquisition process. In addition, many training programs fail to integrate reflective practices, collaboration, and the development of contextual learning methodologies. Meanwhile, Cahyanti's research shows that improving teachers' pedagogical and professional competencies has a significant impact on student learning motivation

(Cahyanti et al., 2024).

In Pekanbaru City, the number of schools continues to increase in line with population growth. However, data from the Pekanbaru municipal government shows that the need for civil servant teachers is around 5,600. In contrast, only around 4,200 civil servant teachers are available, indicating that there is still a shortage of more than a thousand educators. Therefore, many schools face serious challenges: a shortage of qualified teachers, uneven distribution of educators, and a lack of ongoing professional development (Fitri et al., 2023). This problem is also very evident in Arabic language classes, where many teachers teach without the appropriate academic background (Zurqoni et al., 2020). As a result, the quality of Arabic language learning is relatively low, students have difficulty mastering communication skills, and academic achievement is not optimal (Prihartini & Wahyudi, 2022).

The city of Pekanbaru, as the capital of Riau Province, is one of the cities with rapid growth in education. Currently, many schools in Pekanbaru still lack teachers who are truly qualified in their fields of study. This is evident among Arabic teachers, where not all teachers have a background in Arabic language education or teaching. As a result, teaching methods tend to be monotonous, rote-based, and do not foster students' communication skills.

As a city with a Muslim majority, the people of Pekanbaru have high expectations for schools to produce graduates who are not only academically excellent but also can understand religious texts in Arabic (Hamzari, 2024). However, in reality, students' Arabic language skills are still far from expectations. This situation reveals a gap between the social and religious needs of the community and the results of education in schools. Thus, it is clear that the issue of school personnel management in Pekanbaru cannot be ignored. The quality of learning, especially Arabic, is largely determined by how well schools can plan, recruit, train, evaluate, and reward teachers (Fitri et al., 2023).

A review of the literature and social facts shows that good personnel management has a direct impact on the quality of the teaching and learning process. In the context of Arabic language learning, this is reflected in increased teacher motivation, pedagogical skills, and students' ability to master the language. Thus, personnel management is not merely an administrative issue, but a core strategy for achieving sustainable quality in education. More broadly, this also prepares the younger generation to compete at the global level through the mastery of strategic foreign languages (Musanadah et al., 2024).

Thus, the urgency of implementing professional, transparent, and sustainable personnel management has become increasingly clear. Synergy between schools, communities, and local governments is needed in designing policies and programs that support the optimization of school personnel. Practical recommendations that can be followed up on to improve the quality of Arabic language learning include: improving the quality of teacher recruitment,

strengthening needs-based training programs, creating a fair promotion system, and providing appropriate rewards for educators (Husnunnadia & Masyithoh, 2024).

Based on the literature and social conditions, it is clear that effective personnel management is essential in Pekanbaru schools. Therefore, this study is very important to review personnel management practices and examine their implications for school performance, particularly in Arabic language learning. This raises several fundamental questions: first, how is personnel management strategy implemented to support effective Arabic language learning in madrasahs? Second, to what extent do Arabic language teacher management practices have implications for improving the quality of learning and overall school performance? Third, what are the main challenges faced in managing Arabic language learning personnel, and what solutions have schools implemented to overcome them?

Finally, this study contributes not only to the development of academic studies on education management in Indonesia, but also to actual practices in schools in Pekanbaru City. It is hoped that the results of this study can be used as a basis for the formulation of education policies that are more oriented towards the quality of human resources, as well as providing a new direction for improving Arabic language learning as an integral part of national education development.

2. Method

This study uses a descriptive qualitative approach. This approach was chosen because the purpose of the study is to understand the phenomenon of school personnel management in depth, rather than to measure variables quantitatively (Moleong, 2017). The descriptive approach aims to systematically describe the facts or characteristics of the object being studied without manipulation (Sugiyono, 2013). Through a qualitative approach, researchers can explore the meanings, perceptions, and direct experiences of personnel managers in Arabic language learning.

The research locations were set at two Islamic high schools, namely MA Diniyah Putri and MA Darul Quran in Pekanbaru City. The research subjects were Arabic language teachers who carried out management and were directly related to the impact of school personnel management, which was also the focus of this research. Data was collected using in-depth interviews. This technique was chosen because it was able to comprehensively explore information from informants, including aspects of experience, perception, obstacles, and expectations. The interview instrument was a set of open-ended questions compiled based on educational management theory and literature study results. Data recording techniques used recording devices (with the informants' permission) and field notes to record responses in detail. Data analysis was conducted using the Miles & Huberman model, which consists of three stages: data reduction, data presentation, and conclusion drawing and verification.

Result

Personnel management occupies an important position because it is directly related to how educators are planned, placed, developed, and evaluated (Khairudin & Afandi, 2024). This also applies to Arabic language learning, where the effectiveness of teachers is greatly influenced by how schools manage the human resources involved.

Based on interviews with Arabic teachers at MA Diniyah Putri and MA Darul Quran Pekanbaru, it appears that each school has a different approach to personnel management in supporting Arabic language learning. Findings from the two schools show that Arabic language teacher management practices have different implications for learning quality and school performance. This is influenced by management patterns, institutional support, and teacher creativity in dealing with limitations.

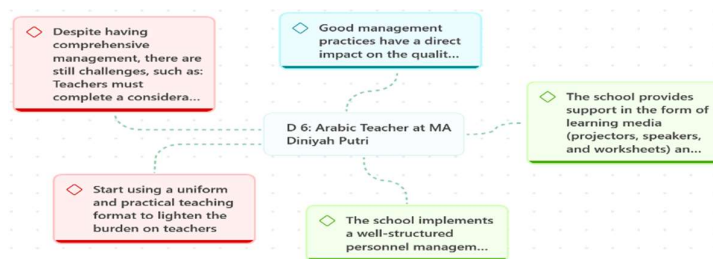


Figure 1. Interview with Arabic teacher at MA Diniyah Putri

During an interview with the Arabic teacher at MA Diniyah Putri, he explained that:

The school implements a well-structured personnel management strategy. At the beginning of each semester, the school holds academic meetings to jointly develop learning tools, determine the evaluation calendar, and harmonize teaching methods. (S.interview;2025).

The distribution of teaching assignments is also carried out by considering the competence of teachers, so that they feel comfortable and ready to carry out the learning process effectively. Teacher S said that:

The school provides support in the form of learning media (projectors, speakers, and worksheets) and flexibility in the use of methods. (S.interview;2025)

He felt helped because the school management gave teachers room to innovate and supported the use of communicative methods. Teacher S also explained that:

Good management practices have a direct impact on the quality of learning. Collaborative planning makes teaching materials, methods, and tools more standardized. (S.interview;2025)

With training, teachers are able to use modern media and communicative methods that actively engage students. As a result, students become more skilled in listening and speaking, and more confident in conducting dialogues. Learning evaluation also becomes more systematic because teachers follow the standards set by the school. This reinforces Cahyanti's opinion that improving teachers' pedagogical and professional competencies has a significant impact on student

learning motivation.

Teacher S explained that despite having more comprehensive management, there are still several challenges, namely: Teachers must complete a considerable amount of teaching materials, such as lesson plans, modules, evaluations, and supervision reports, which sometimes reduces the time available for developing learning media. Although regular meetings are held, there are sometimes differences in perception between teachers of other subjects and Arabic teachers regarding evaluation schedules or class programs. When projectors or audio equipment break down, learning becomes less than optimal because the methods used are usually digital media-based.

The solution implemented by MA Diniyah Putri was to start using a uniform and practical teaching format to lighten the teachers' workload, schedule regular meetings more strictly, and strengthen communication between teachers through academic groups. The school provided technicians and a routine maintenance schedule to prevent frequent damage to learning facilities.

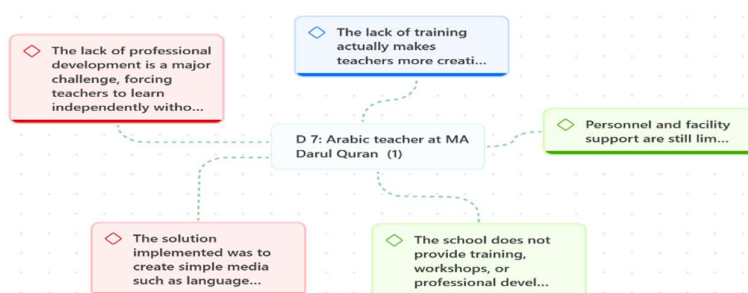


Figure 2: Interview with Arabic teacher at MA Darul Quran

In an interview with an Arabic teacher at MA Darul Quran, he said that:

The school does not provide training, workshops, or professional development for Arabic teachers (AL.interview;2025)

Due to the lack of professional development, it is challenging for teachers to be as creative as possible in managing effective learning. This shows that personnel management strategies are greatly influenced by school policy. Teacher AL also said:

Personnel support is still limited. The lack of training means that teachers rely on personal experience and outdated knowledge. (AL.interview;2025)

Learning facilities are also still minimal, making it difficult to develop teaching methods. He said that school support is still limited to scheduling without any guidance or competency improvement. Therefore, he must be creative in managing learning.

Teacher AL also said that the lack of training actually forced him to be more creative and innovative. Despite limited facilities, he created simple media and applied practical methods such as simple dialogue exercises. This creativity kept the lessons interesting and prevented them from becoming monotonous. Students still had an active learning experience, even without the use of technology or modern media. Thus, the quality of learning was maintained because teachers were

able to adapt to the conditions of the school.

Teacher AL faces more complex challenges, including: The lack of professional development is a major challenge, forcing teachers to learn independently without formal guidance. There is no access to digital media such as projectors, speakers, or school internet networks. Teachers work with manual tools. Supervision is only administrative in nature, so teachers do not receive feedback on teaching methods or techniques. Due to the lack of formal support, teachers must create their own simple methods and media to prevent learning from becoming monotonous.

Although MA Darul Quran lacks guidance, several solutions have been implemented by both the madrasah and teachers: Teachers create simple media such as language games and pair exercises. This replaces the digital facilities that are not available. Teachers join MGMP groups, watch Arabic language learning videos, and search for materials online using personal devices. Due to minimal supervision, teachers conduct independent reflections to assess what worked and what was lacking in previous classes.

4. Discussion

Personnel management strategies in supporting Arabic language learning differ between MA DP, which has a more focused strategy through collaborative planning, facility support, and periodic supervision. Meanwhile, MA DQ has not implemented personnel management optimally, mainly due to the lack of training and minimal guidance. The differences between the two MAs have an impact on the effectiveness of Arabic language learning in each school. This has implications for the difference in the quality of teaching in the classrooms of each school.

The quality of learning improved in both schools, albeit through different channels. MA DP improved due to strong management and formal coaching. This is in line with Hikmaya's opinion that personnel management contributes directly to the effectiveness of teachers and staff, which ultimately affects the quality of learning. MA DQ improved because teachers had high creativity that compensated for the lack of facilities. This shows that teacher management does not always have to be formal; management based on independence and creativity also has a positive impact on the quality of learning. This is in line with the findings of Wahyudi & Luthfiyah, which show that a simple but focused management structure can create a conducive learning environment for improving Arabic language skills.

School performance can improve because teacher management programs are implemented professionally and systematically. School performance can also remain stable because teachers are able to compensate for facility shortcomings with creativity, so that learning continues to run well and students remain enthusiastic. This proves that teacher management practices have a major influence on school performance, both through formal policies and teacher initiatives in the field. This view is in line with what Putri said, namely that school

personnel management has a direct influence on the performance of educational organizations.

The findings show that personnel management challenges differ between each MA. Each school implements solutions tailored to their respective conditions. MA DP faces administrative and technical challenges, while MA DQ faces fundamental challenges in the form of a lack of training, facilities, and guidance. Therefore, the solutions that emerge are also different: MA DP overcomes challenges through strong policies and management systems. MA DQ overcomes challenges through teacher creativity and independent efforts, so that learning continues to run well even though management is less supportive.

This shows that the effectiveness of personnel management does not only depend on formal policies, but also on teachers' initiatives in responding to limitations. This explanation is in line with Priska's opinion that teacher quality is not only measured by academic qualifications, but also by personality competence, emotional stability, and good communication skills.

5. Conclusion

Arabic language learning in two madrasahs shows that personnel management greatly determines the effectiveness of the teaching and learning process. MA DP Arabic teachers receive support in the form of training, supervision, and adequate facilities so that learning is more focused and of higher quality. Conversely, MA DQ Arabic teachers teach in schools that do not provide training or workshops, so they must be more creative and independent in developing learning methods so that learning activities continue to run smoothly despite limited facilities.

Overall, Arabic language teacher management practices have a direct impact on the quality of learning and school performance. Challenges such as lack of training, limited resources, and weak guidance can be overcome through teacher creativity, communication support with the school, and the use of simple or digital media as alternatives. This confirms that the quality of Arabic language learning is highly dependent on the synergy between teacher competence, management support, and the ability to innovate in limited situations.

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