

# Analysis of Human Resource Management in Madrasah: A Case Study in Indonesia

Dasep Supriatna

Kazian School of Management, Mumbai India

dasep.ksmedu.ind@gmail.com

## 1. Abstract

This study analyzes Human Resource Management (HRM) practices within [Indonesian madrasahs](#)<sup>[4]</sup> using a qualitative embedded multiple-case study design. Guided by the [Resource-Based View \(RBV\)](#)<sup>[1]</sup>, it investigates how HRM functions like recruitment, training, and performance management contribute to developing human resources as [valuable, rare, inimitable, and non-substitutable \(VRIN\)](#)<sup>[2]</sup> assets. Findings reveal practices aim to cultivate unique staff competencies aligned with the madrasahs' distinct religious mission, leveraging human capital for institutional effectiveness. However, resource constraints and inconsistencies challenge the systematic development and retention of these strategic assets.

*Keyword : Human Resource Management (HRM), Resource-Based View (RBV), Madrasah*

## 2. Introduction

Human Resource Management (HRM) is increasingly recognized as pivotal for organizational success, particularly within educational institutions where human capital forms the core service delivery mechanism. Indonesian madrasahs, Islamic educational institutions integrating religious instruction with national curriculum standards, represent a unique organizational context within the diverse Indonesian educational landscape. Their dual mission necessitates specific competencies and commitments from their personnel, including teachers, administrators, and staff. Effective management of these human resources is potentially crucial for madrasahs to achieve their distinct educational objectives and maintain institutional effectiveness. However, empirical understanding of how HRM functions operate within these specific settings remains relatively underdeveloped in academic literature.

The unique characteristics of Indonesian madrasahs, particularly their emphasis on specific religious knowledge, pedagogical approaches integrating faith, and strong community ties, suggest their human resources are potential strategic assets. This study adopts the Resource-Based View (RBV) to explore this potential. RBV posits that sustained competitive advantage arises from internal resources that are valuable, rare, inimitable, and non-substitutable (VRIN). Applying this lens, human capital within madrasahs, if managed effectively through strategic HRM practices like recruitment, training, and performance management, can constitute such a resource, contributing significantly to institutional distinctiveness and overall effectiveness within the competitive educational environment.

Therefore, this research aims to conduct an in-depth analysis of Human Resource Management practices within selected Indonesian madrasahs. Utilizing a [qualitative, embedded multiple-case study design](#)<sup>[3]</sup>, the study investigates key HRM functions, including recruitment, selection, training, development, performance appraisal, and compensation systems. Guided by the

Resource-Based View, the analysis focuses specifically on understanding how these practices contribute to cultivating, managing, and sustaining human resources perceived as valuable, rare, inimitable, and non-substitutable within the unique operational context of these Islamic educational institutions. The findings provide nuanced insights into the strategic role of HRM in supporting madrasah effectiveness.

### **3. Theoretical Framework**

This research adopts the Resource-Based View (RBV) as its primary theoretical lens to analyze Human Resource Management (HRM) within Indonesian madrasahs. Originally articulated by scholars like [Barney, RBV posits](#)<sup>[5]</sup> that an organization's sustained competitive advantage stems from its internal resources and capabilities that are valuable, rare, inimitable, and non-substitutable (VRIN). Within this framework, human resources are considered a critical asset, particularly in knowledge-intensive and service-oriented organizations such as educational institutions. The theory suggests examining how internal strengths, like skilled personnel, contribute to organizational effectiveness and unique positioning.

The Resource-Based View provides a compelling rationale for strategic HRM, asserting that HRM practices are instrumental in cultivating and managing the human capital that forms a core strategic resource. Effective HRM functions, encompassing recruitment, selection, training, development, performance appraisal, and compensation, are mechanisms through which organizations enhance the value and rarity of their workforce. By implementing coherent and supportive HRM systems, institutions can develop unique human resource pools and dynamic capabilities that competitors find difficult to imitate, thereby directly influencing overall organizational performance and goal achievement within their specific operating environment.

Applying RBV to the context of Indonesian madrasahs is particularly relevant due to their unique institutional characteristics and objectives, often balancing religious education with national curriculum standards. The human resources within madrasahs – teachers, administrators, and support staff – frequently possess a distinct combination of pedagogical skills, religious knowledge, and cultural understanding. According to RBV, these specific human assets, if managed strategically through effective HRM practices, represent a potential source of institutional distinctiveness and effectiveness compared to other educational providers within the diverse Indonesian educational landscape.

The concepts of inimitability and non-substitutability within the RBV framework are crucial when analyzing madrasah human resources. The unique blend of religious commitment, specialized knowledge, and community integration often found among madrasah personnel may be challenging for other institutions to replicate. Effective HRM practices within madrasahs should therefore focus not only on developing skills but also on nurturing and retaining these distinctive qualities. This theoretical perspective highlights the necessity for HRM strategies tailored specifically to the unique cultural and institutional context of Islamic educational institutions in Indonesia.

Therefore, the RBV will guide this case study by focusing analytical attention on how specific HRM practices within the selected madrasahs contribute to developing, leveraging, and sustaining their human resources as strategic assets. The research will investigate how recruitment selects for desired competencies, how training enhances unique skills, how performance management aligns efforts with institutional goals, and how reward systems foster motivation and retention. Examining these HRM functions through the RBV lens allows for an

assessment of their contribution to the madrasah's overall capabilities and effectiveness.

## 4. Methods

### 4.1. Research Design: Qualitative Case Study Approach

This study employs a qualitative case study approach to gain an in-depth understanding of Human Resource Management practices within the specific context of Indonesian madrasahs. This design is particularly suited for exploring complex social phenomena, allowing for a detailed investigation into \*how\* HRM functions operate and are perceived by institutional members. It facilitates the exploration of processes, experiences, and meanings associated with managing human resources in these unique educational settings. The approach enables rich data collection necessary to understand the nuances and contextual factors influencing HRM effectiveness, aligning with the research aim of analyzing practices rather than measuring predefined variables across a large sample.

The research utilizes an embedded multiple-case study design, focusing on selected madrasahs as the primary units of analysis. Each madrasah represents a distinct case, allowing for comparative analysis while acknowledging unique contextual variations. Within each case, the embedded units of analysis include specific HRM functions such as recruitment, training, performance appraisal, and compensation systems, alongside the experiences of administrators, teachers, and staff. This holistic approach permits a comprehensive examination of the interplay between different HRM components and their collective contribution to the institution's functioning, providing detailed, context-dependent knowledge rather than broad generalizations applicable to all educational institutions.

The case study design is instrumental in operationalizing the Resource-Based View (RBV) framework for this investigation. It allows for a focused examination of how specific HRM practices within the selected madrasahs potentially cultivate human resources as valuable, rare, inimitable, and non-substitutable assets. By delving into the specific context of each madrasah, the study can explore the mechanisms through which HRM contributes to developing unique capabilities and institutional distinctiveness, as theorized by RBV. This approach facilitates the gathering of nuanced evidence regarding the strategic role of human capital and the effectiveness of HRM in leveraging these internal resources.

### 4.2. Selection of Madrasah Case(s) and Participants

The selection of madrasah cases employed a [purposive sampling strategy](#)<sup>[6]</sup>, aiming for maximum variation to capture a range of HRM contexts within the Indonesian educational landscape. Criteria for inclusion involved institutional level (e.g., Aliyah/secondary), geographical location (urban vs. rural), size (student and staff numbers), and perceived reputation regarding management practices, including preliminary indicators of HRM sophistication. This approach was designed to facilitate comparative analysis across diverse settings while ensuring each case offered rich insights relevant to the research questions. The goal was to select two to four madrasahs that represented typical yet distinct operational environments, allowing for a nuanced exploration guided by the RBV framework.

Within each selected madrasah, participants were chosen using purposive sampling combined potentially with snowball sampling techniques to ensure diverse perspectives on HRM practices.

Key informants included madrasah heads (principals), dedicated HR personnel (if existing), senior teachers, junior teachers, and administrative or support staff. The selection aimed to capture insights from individuals directly involved in formulating HRM policies, those implementing them, and those experiencing their effects. Approximately 8-12 participants were targeted per case, stratified by role and length of service, to provide comprehensive data reflecting various viewpoints and experiences related to recruitment, training, performance management, and compensation within the institution.

The recruitment process commenced with formal requests for access directed to the leadership of the identified madrasahs, explaining the study's purpose and procedures. Following institutional approval, potential participants were identified in collaboration with a key contact person within each madrasah, guided by the sampling criteria. Individuals were then approached directly, provided with detailed information sheets, and invited to participate voluntarily. Written informed consent was obtained prior to any data collection. Care was taken to ensure the final sample included a balanced representation across different roles and levels of experience pertinent to understanding the complexities of HRM within each case study.

### **4.3. Data Collection Instruments and Procedures**

Primary data collection relied on [semi-structured interviews](#)<sup>[7]</sup> conducted with participants across different roles within each madrasah. Interview guides were developed based on the research questions and the Resource-Based View framework, focusing on key HRM functions such as recruitment, selection, training and development, performance management, and compensation. Questions were designed to elicit detailed accounts of HRM practices, perceived effectiveness, challenges encountered, and how these practices contribute to developing and retaining valuable human resources. The semi-structured format allowed flexibility to probe emergent themes and explore participants' perspectives in depth, capturing rich qualitative data specific to each case context.

Complementing the interviews, [document analysis](#)<sup>[8]</sup> served as a crucial secondary data collection method. Relevant institutional documents were systematically collected and reviewed to provide contextual background and triangulate interview findings. These documents included official HRM policies, staff handbooks, recruitment advertisements, job descriptions, training program outlines, performance appraisal forms, strategic plans, and meeting minutes related to personnel matters. Analyzing these materials offered insights into the formal structures and intended procedures governing HRM within the madrasahs, allowing for a comparison between documented policies and the practices described by participants, enhancing the study's credibility and depth.

The data collection procedure involved scheduling interviews at times and locations convenient for participants, typically within the madrasah premises. Each interview lasted approximately 60 to 90 minutes, was conducted primarily in Bahasa Indonesia (with translation support where necessary), and was audio-recorded with explicit permission. Concurrently, formal requests were made to access the relevant institutional documents. Field notes were taken during and immediately after interviews and document reviews to capture contextual details and initial reflections. This systematic process ensured consistent data gathering across the multiple cases while respecting the participants' time and the institutional environment.

### **4.4. Data Analysis Strategy: Thematic Analysis Guided by RBV**

The data analysis strategy employed [thematic analysis](#)<sup>[9]</sup>, following the procedural steps outlined by [Braun and Clarke](#)<sup>[10]</sup>, systematically applied across the multiple cases. Initially, all audio-recorded interviews were transcribed verbatim and, where necessary, translated into English. The research team engaged in an iterative process of data familiarization by repeatedly reading the transcripts alongside field notes and reviewed documents. Subsequently, initial open coding was conducted on the textual data to identify recurring patterns, concepts, and meanings related to HRM practices, challenges, and perceived outcomes within each madrasah. This phase aimed to capture the richness of participants' perspectives before imposing the theoretical framework explicitly.

The Resource-Based View (RBV) served as an analytical lens guiding the subsequent stages of thematic analysis. Initial codes generated inductively were systematically reviewed and categorized deductively based on core RBV concepts. Specifically, analysis focused on identifying how HRM practices (recruitment, training, performance management, compensation) were described in relation to developing human resources possessing valuable, rare, inimitable, and non-substitutable (VRIN) characteristics within the madrasah context. Codes were grouped based on their relevance to HRM functions and their potential contribution to building strategic human capital, such as unique pedagogical skills or specific religious knowledge and commitment.

Following the coding process, potential themes were developed by collating related codes relevant to the research questions and the RBV framework. These initial themes underwent rigorous refinement through an iterative process involving review against the coded extracts and the entire dataset. This ensured themes were coherent, distinct, and accurately represented the data. A cross-case analysis was then performed to compare and contrast themes across the different madrasahs, identifying common patterns and unique variations in HRM strategies and their alignment with RBV principles. The final themes directly addressed how HRM practices contribute to leveraging human resources as strategic assets.

#### **4.5. Ethical Considerations and Trustworthiness Measures**

Ethical approval for this study was secured from the relevant institutional review board prior to initiating any data collection activities. Prospective participants received comprehensive information sheets detailing the research objectives, procedures, potential risks and benefits, confidentiality measures, and their right to voluntary participation and withdrawal at any stage without consequence. Written informed consent was obtained from all individuals before conducting interviews or accessing personal data. Anonymity was guaranteed through the use of pseudonyms for participants and institutions in all transcripts, field notes, and subsequent publications. All collected data, including audio recordings and transcripts, were stored securely on password-protected devices accessible only to the research team.

Measures were implemented to minimize potential harm and ensure participant confidentiality throughout the research process. Given the sensitive nature of discussing internal management practices, interviews were conducted in private settings chosen by the participants to foster openness and reduce potential discomfort or professional risk. Data anonymization was rigorously applied during transcription and analysis to prevent identification of individuals or specific madrasahs in the reporting of findings. Participants were explicitly reminded of their right to decline answering specific questions or withdraw participation entirely. Secure data management protocols were strictly followed, including the eventual destruction of identifiable raw data after a predetermined period following project completion.



To enhance the trustworthiness of the findings, several strategies aligned with established qualitative research criteria were employed. Credibility was pursued through data triangulation, comparing information gathered from interviews across different participant roles with evidence from document analysis. Member checking was conducted by sharing preliminary findings with selected participants to verify the accuracy and resonance of interpretations. Dependability and confirmability were addressed by maintaining a detailed audit trail, including methodological logs, interview transcripts, coding frameworks, and analytical memos, allowing for external scrutiny of the research process. Furthermore, providing a rich, thick description of the madrasah contexts aims to facilitate judgments about transferability by future researchers.

## **5. Results & Discussion**

### **5.1. Strategic Recruitment and Selection in Madrasahs: Identifying and Acquiring Unique Human Assets**

Findings from the case studies reveal that recruitment and selection practices within the selected madrasahs are often implicitly strategic, aiming to acquire human assets possessing unique characteristics beyond standard teaching qualifications. Administrators and recruitment documents frequently emphasized the need for candidates who not only meet national curriculum standards but also embody the specific religious ethos and values central to the madrasah's identity. This aligns with the Resource-Based View, suggesting an awareness, albeit sometimes informal, of the need to secure valuable human resources contributing to institutional distinctiveness.

The selection criteria consistently highlighted the importance of deep religious knowledge, pedagogical competence in Islamic studies, and demonstrable personal piety, characteristics considered valuable and relatively rare within the broader pool of educators. Interviews with madrasah heads confirmed that these attributes are viewed as core resources, essential for fulfilling the dual educational mission. This focus on specific religious and cultural competencies supports the RBV premise that organizations seek resources that differentiate them and provide a unique value proposition, particularly crucial in the diverse Indonesian educational landscape.

Selection processes, typically involving interviews, teaching demonstrations, and sometimes specific tests on religious knowledge, were designed to assess this unique blend of skills and values. Participants described efforts to gauge not only technical abilities but also candidates' commitment and alignment with the madrasah's specific vision and community expectations. This rigorous assessment attempts to identify candidates whose combined attributes are difficult for competitors to imitate, thereby securing human resources that contribute to the madrasah's unique character and potentially its sustained effectiveness, a key tenet of RBV.

However, participants across the cases reported significant challenges in attracting candidates who fully embody the desired profile, particularly those combining strong religious credentials with modern pedagogical skills and subject matter expertise. This scarcity was sometimes more pronounced in rural settings or for specialized subjects. These recruitment difficulties underscore the 'rare' aspect of the desired human resources within the RBV framework and highlight the practical hurdles madrasahs face in acquiring the specific human capital needed to build a competitive advantage through their workforce.

Despite challenges, the analysis suggests that when successful, these targeted recruitment and selection strategies effectively secure personnel perceived as strategic assets. Document analysis of staff profiles and interview data indicated that carefully selected staff contribute significantly to the madrasah's unique learning environment and community reputation. This perceived success in acquiring specific human capital, viewed through the RBV lens, demonstrates how tailored recruitment practices function as a foundational mechanism for building the institution's core capabilities and achieving its distinct educational objectives.

## **5.2. Developing Inimitable Capabilities: Training and Development Practices through the RBV Lens**

Training within the studied madrasahs extends beyond generic professional development, aiming to cultivate specific, institutionally valuable competencies. Consistent with RBV, these efforts focus on enhancing the unique blend of religious knowledge and pedagogical skill identified as crucial during recruitment. Interviews revealed that development programs often prioritize deepening understanding of Islamic educational philosophy and integrating faith into teaching practices, thereby shaping human resources into assets that align closely with the madrasah's distinct mission and identity, contributing to its unique capabilities.

Specific training initiatives observed included workshops on contemporary Islamic pedagogy, advanced Qur'anic studies for teachers, and sessions on character building aligned with institutional values. These programs directly address the development of 'valuable' and 'rare' attributes within the RBV framework. Participants noted that such specialized training, often delivered internally or through affiliated religious networks, equips staff with competencies less common in the general teaching workforce, enhancing the madrasah's specific human capital base for delivering its unique educational offering.

The inimitability of capabilities developed through madrasah training stems largely from their deep integration with the institution's specific religious and cultural context. Unlike generic training, these programs often embed institutional ethos and community values, making the resulting competencies path-dependent and socially complex. Document analysis of training materials confirmed a focus on holistic development, blending professional skills with spiritual growth. This context-specific approach, aligned with RBV, fosters human resources whose unique skill sets are challenging for secular or different religious institutions to replicate.

Despite strategic intentions, madrasahs face constraints in systematically developing inimitable capabilities through training. Participants frequently cited limited budgets, lack of dedicated training personnel, and difficulties accessing high-quality, relevant external programs as significant barriers. This resource scarcity, viewed through RBV, potentially hinders the full realization of human capital potential. The absence of structured, continuous professional development pathways in some cases limits the ability to consistently enhance and sustain the rarity and value of staff competencies over time.

Overall, training and development practices in the case study madrasahs, while facing resource challenges, represent a deliberate effort to cultivate strategic human capital consistent with RBV principles. By focusing on enhancing the unique blend of religious commitment and pedagogical skill, these institutions attempt to build inimitable capabilities. Administrators perceived these focused development activities, even if informal, as crucial for reinforcing the madrasah's identity and sustaining its specific educational quality, leveraging human resources as a source of institutional distinctiveness and effectiveness.

### **5.3. Performance Management as a Strategic Tool: Aligning and Evaluating Human Resources in the Madrasah Context**

Performance management practices within the studied madrasahs varied, often blending formal requirements with informal assessments deeply rooted in institutional culture. Administrators described systems aimed at ensuring teacher performance aligned not only with educational standards but also with the specific religious mission and values of the institution. This dual focus reflects an implicit strategic orientation, consistent with the Resource-Based View, where performance management serves to direct and evaluate human resources based on their contribution to the madrasah's unique identity and objectives, thus leveraging them as strategic assets.

The criteria used for performance evaluation frequently extended beyond standard pedagogical metrics to include assessments of religious knowledge application, moral conduct (akhlaq), and commitment to the madrasah's ethos. Interviews and document analysis revealed that these dimensions were considered critical indicators of a teacher's value to the institution. According to RBV, evaluating these specific, often culturally embedded attributes highlights an attempt to measure and reinforce the 'valuable' and 'rare' qualities that differentiate the madrasah's human capital from that in other educational sectors.

Implementation of performance management systems, however, often lacked systematic rigor and consistency across the cases. While some madrasahs utilized standardized forms, the process frequently relied heavily on subjective observations by leadership, with irregular feedback schedules. Participants, particularly teachers, expressed mixed views on the fairness and developmental utility of these evaluations. From an RBV perspective, this inconsistency potentially limits the effectiveness of performance management as a tool for systematically cultivating and enhancing the strategic value of human resources across the institution.

Where performance management feedback occurred, it sometimes identified development needs related specifically to integrating Islamic values into teaching or enhancing specialized religious knowledge. This aspect aligns with the RBV concept of developing inimitable capabilities by focusing improvement efforts on the unique skill sets central to the madrasah's character. However, the linkage between performance appraisal outcomes and targeted training or professional development opportunities appeared weak in several instances, hindering the strategic nurturing of these non-substitutable qualities among staff.

Challenges such as limited time for administrators, lack of formal training in evaluation techniques, and occasional resistance to perceived scrutiny were commonly cited barriers to effective performance management. These constraints impede the ability of madrasahs to fully utilize performance management as a strategic lever for enhancing human resource capabilities. Consequently, while the intent to align and evaluate staff based on unique institutional values exists, operational limitations often hinder the systematic development and leveraging of human capital as envisioned by the Resource-Based View.

### **5.4. Retaining Strategic Assets: Compensation, Motivation, and Nurturing Non-Substitutable Qualities**

Compensation practices within the studied madrasahs often presented a challenge in retaining strategic human assets, as viewed through the RBV lens. Findings indicated that salary



structures and benefits frequently lagged behind those in public sector schools or other comparable professions. This discrepancy potentially undermines efforts to retain personnel possessing valuable and rare skill combinations. While administrators acknowledged the importance of fair compensation, budgetary constraints often limited their ability to financially reward the unique contributions of staff, posing a risk to sustaining these key resources.

Despite financial limitations, non-financial factors emerged as significant motivators contributing to staff retention, aligning with the nurturing of non-substitutable qualities emphasized by RBV. Participants frequently cited commitment to the madrasah's religious mission, the opportunity to serve the community, and a supportive, faith-based work environment as crucial elements fostering loyalty. These intrinsic rewards help compensate for lower material benefits, binding staff who value the unique institutional identity and purpose, thus retaining human resources whose specific attributes are hard to replicate elsewhere.

Madrasahs actively attempted to nurture the non-substitutable qualities of their staff through means beyond formal compensation systems. Recognition of religious dedication, opportunities for spiritual development, and fostering a strong sense of community belonging were highlighted as key retention strategies. These practices, consistent with RBV, aim to cultivate and sustain the unique, culturally embedded attributes of personnel – such as deep religious understanding and commitment – which are considered core strategic assets contributing to the institution's distinctiveness and difficult for competitors to imitate.

However, the case studies revealed significant challenges in designing comprehensive reward systems that effectively recognize and retain staff possessing the desired rare skill sets. The difficulty in balancing limited financial resources with the need to reward both pedagogical competence and specific religious contributions was a recurring theme. This constraint, analyzed through RBV, highlights a vulnerability in strategically managing human capital, potentially leading to the loss of valuable personnel, particularly those highly sought after in the broader educational market.

Ultimately, retaining strategic human assets in the madrasah context appears reliant on a complex interplay of financial and non-financial elements. While compensation often falls short of market rates, the emphasis on mission alignment, community, and spiritual values provides significant non-material incentives that nurture non-substitutable qualities. From an RBV perspective, this suggests madrasahs leverage their unique institutional identity to foster retention, though resource limitations pose an ongoing threat to sustaining their most valuable and rare human resources over the long term.

## **5.5. The Interplay of HRM Practices: Cultivating Sustained Institutional Effectiveness from a Resource-Based Perspective**

The analysis reveals that the effectiveness of HRM in contributing to sustained institutional performance hinges significantly on the interplay between its various functions. When recruitment successfully identifies individuals with the desired blend of religious commitment and pedagogical skill, subsequent training focused on enhancing these specific attributes reinforces their value. Performance management aligned with these unique competencies, coupled with retention strategies emphasizing mission and community, creates a synergistic effect. This integration, viewed through RBV, cultivates a human resource base that is collectively valuable and rare, underpinning the madrasah's distinctiveness.

The combined impact of coherent HRM practices fosters the development of inimitable institutional capabilities. Selecting staff based on deep-seated values, followed by context-specific training and performance evaluations that reinforce the madrasah's ethos, creates a socially complex and causally ambiguous resource pool. This integrated approach makes the resulting human capital configuration difficult for other institutions to replicate. According to RBV, this inimitability, stemming from the interplay of HRM practices, is a key source of sustained advantage for the madrasah within its specific educational environment.

However, inconsistencies across HRM functions can undermine the cultivation of strategic assets. For instance, if recruitment successfully brings in staff with rare qualities, but performance management fails to recognize or reward these attributes, or if training opportunities are generic rather than specialized, the potential strategic value diminishes. The RBV framework highlights that sustained effectiveness requires a coherent system where each HRM practice reinforces the others in developing and leveraging VRIN resources, a coherence not always fully realized in the studied cases.

The interplay of HRM practices directly addresses the non-substitutability of the madrasah's human capital. By systematically selecting for, developing, evaluating based on, and retaining staff through appeals to unique institutional identity and mission, madrasahs attempt to build a workforce whose specific combination of skills and commitment cannot easily be substituted. The collective impact of these integrated practices aims to ensure that the human element remains a core, irreplaceable asset, crucial for delivering the institution's unique blend of religious and general education.

Ultimately, the Resource-Based View suggests that sustained institutional effectiveness in madrasahs is significantly influenced by the strategic integration of HRM practices. A well-aligned system that consistently identifies, develops, manages, and retains human resources possessing valuable, rare, inimitable, and non-substitutable qualities can create a powerful source of competitive advantage. While challenges exist, the findings indicate that the interplay between HRM functions is crucial for leveraging human capital to achieve the madrasah's unique mission and maintain its distinct position.

## **6. Conclusion**

This study concludes that Human Resource Management practices within the observed Indonesian madrasahs, analyzed through the Resource-Based View, demonstrate an implicit strategic orientation towards cultivating unique human capital. Recruitment and selection prioritize candidates embodying specific religious values and pedagogical skills deemed valuable and rare, aligning with the madrasah's dual educational mission. Training initiatives further aim to enhance these distinctive competencies, while performance management, despite inconsistencies, often incorporates assessments of religious commitment alongside professional standards. Compensation challenges are partially mitigated by non-financial factors emphasizing mission and community, highlighting efforts to retain personnel possessing institutionally specific, valuable attributes crucial for distinctiveness.

The findings underscore the strategic significance of tailored HRM practices in leveraging human resources as core assets within the madrasah context, consistent with RBV principles. The focus on acquiring and developing personnel with a unique blend of religious knowledge, piety, and pedagogical skill aims to build inimitable capabilities rooted in the institution's specific cultural and religious ethos. Retention strategies leveraging intrinsic motivation and community

belonging contribute to the non-substitutability of these human assets. When effectively implemented, these practices collectively enhance the madrasah's capacity to deliver its unique educational offering and maintain its distinct position.

Ultimately, the Resource-Based View provides a valuable framework for understanding HRM's role in madrasah effectiveness. The research highlights that the interplay and coherence across HRM functions—recruitment, training, performance management, and retention—are critical for developing and sustaining strategic human capital. While madrasahs intuitively apply principles aligned with RBV by valuing specific human attributes, systemic implementation challenges and resource constraints often limit their ability to fully leverage these assets. Enhancing the strategic integration and consistency of HRM practices is essential for madrasahs to systematically cultivate and sustain their unique human resources for long-term institutional success.

---

#### Related links:

- [1] [\(PDF\) RESOURCE-BASED VIEW THEORY APPLICATION ON THE ... ResearchGate. Retrieved from \[https://www.researchgate.net/publication/357364666\\\_RESOURCE-BASED\\\_VIEW\\\_THEORY\\\_APPLICATION\\\_ON\\\_THE\\\_EDUCATIONAL\\\_SERVICE\\\_QUALITY\]\(https://www.researchgate.net/publication/357364666\_RESOURCE-BASED\_VIEW\_THEORY\_APPLICATION\_ON\_THE\_EDUCATIONAL\_SERVICE\_QUALITY\)](#)
- [2] [1991, Vol. 17, No. 1, 99-120 - Firm Resources and Sustained ... Retrieved from \[https://josephmahoney.web.illinois.edu/BA545\\\_Fall%202022/Barney%20\\(1991\\).pdf\]\(https://josephmahoney.web.illinois.edu/BA545\_Fall%202022/Barney%20\(1991\).pdf\)](#)
- [3] [Qualitative Case Study Methodology: Study Design and... \(2008, December 4\). Nova Southeastern University. Retrieved from <https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1573&context=tqr>](#)
- [4] [Strengthening Characteristics of Organizational Structures as An Effort To Improve Madrasah Employee Performance. \(2024\). ResearchGate. Retrieved from \[https://www.researchgate.net/publication/363899884\\\_Strengthening\\\_Characteristics\\\_of\\\_Organizational\\\_Structures\\\_as\\\_An\\\_Effort\\\_To\\\_Improve\\\_Madrasah\\\_Employee\\\_Performance\]\(https://www.researchgate.net/publication/363899884\_Strengthening\_Characteristics\_of\_Organizational\_Structures\_as\_An\_Effort\_To\_Improve\_Madrasah\_Employee\_Performance\)](#)
- [5] [Barney, J. Firm Resources and Sustained Competitive Advantage. SAGE Journals. Retrieved from <https://journals.sagepub.com/doi/10.1177/014920639101700108>](#)
- [6] [Where, What and Whom to Study? Principles, Guidelines and... \(2018, June 20\). SpringerLink. Retrieved from \[https://link.springer.com/chapter/10.1007/978-3-319-76861-8\\\_9\]\(https://link.springer.com/chapter/10.1007/978-3-319-76861-8\_9\)](#)
- [7] [Research and scholarly methods: Semi- structured interviews. \(2021, April 19\). Wiley Online Library. Retrieved from <https://accpjournals.onlinelibrary.wiley.com/doi/abs/10.1002/jac5.1441>](#)
- [8] [\(PDF\) Document Analysis as a Qualitative Research Method. \(n.d.\). ResearchGate. Retrieved from \[https://www.researchgate.net/publication/240807798\\\_Document\\\_Analysis\\\_as\\\_a\\\_Qualitative\\\_Research\\\_Method\]\(https://www.researchgate.net/publication/240807798\_Document\_Analysis\_as\_a\_Qualitative\_Research\_Method\)](#)
- [9] [A Step-by-Step Process of Thematic Analysis to Develop a ... \(2023, November 8\). SAGE Journals. Retrieved from <https://journals.sagepub.com/doi/10.1177/16094069231205789>](#)
- [10] [Using thematic analysis in qualitative research. \(2025, April 15\). ScienceDirect. Retrieved from <https://www.sciencedirect.com/science/article/pii/S2949916X25000222>](#)