



The effect of human resource management strategy on the quality of education at PDF Ulya Al Fithrah Surabaya

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Abstract

This study examines the effect of human resource management (HRM) strategy on the quality of education at PDF Ulya Al Fithrah Surabaya, an Islamic boarding school-based educational institution. A quantitative explanatory survey was employed involving 118 respondents selected through simple random sampling. Data were collected using structured questionnaires and analyzed using descriptive statistics, simple linear regression, t-test, F-test, coefficient of determination, and classical assumption tests with SPSS version 29. The findings indicate that HRM strategy, including human resource planning, recruitment, professional development, performance evaluation, motivation, and compensation, was implemented at a high level. Educational quality was also categorized as high, reflected in improved instructional quality, teacher competence, student achievement, learning discipline, and stakeholder satisfaction. Regression analysis revealed that HRM strategy has a positive and significant effect on educational quality ($\beta = 0.711$; $p < 0.001$), explaining 65.5% of the variance ($R^2 = 0.655$). This study contributes to the Strategic Human Resource Management literature by providing empirical evidence that integrated HRM practices are essential for improving the quality and sustainability of Islamic boarding school education.

Keywords: Management strategies; human resources; educational quality; Islamic boarding school; Islamic education; educational management.

Abstrak

Penelitian ini bertujuan menganalisis pengaruh strategi manajemen sumber daya manusia (SDM) terhadap mutu pendidikan di PDF Ulya Al Fithrah Surabaya sebagai lembaga pendidikan berbasis pesantren. Penelitian menggunakan pendekatan kuantitatif dengan desain survei eksplanatori terhadap 118 responden yang dipilih melalui simple random sampling. Data dikumpulkan menggunakan kuesioner terstruktur dan dianalisis dengan statistik deskriptif, regresi linier sederhana, uji t, uji F, koefisien determinasi, dan uji asumsi klasik menggunakan SPSS versi 29. Hasil penelitian menunjukkan bahwa strategi manajemen SDM yang meliputi perencanaan SDM, rekrutmen, pengembangan kompetensi, penilaian kinerja, motivasi, dan kompensasi berada pada kategori tinggi. Mutu pendidikan juga berada pada kategori tinggi yang ditunjukkan oleh peningkatan kualitas pembelajaran, kompetensi guru, prestasi santri, kedisiplinan belajar, dan kepuasan pemangku kepentingan. Analisis regresi menunjukkan bahwa strategi manajemen SDM berpengaruh positif dan signifikan terhadap mutu pendidikan ($\beta = 0,711$; $p < 0,001$) dengan kontribusi sebesar 65,5% ($R^2 = 0,655$). Penelitian ini menegaskan bahwa strategi manajemen SDM yang terintegrasi merupakan faktor penting dalam meningkatkan mutu dan keberlanjutan pendidikan pesantren.

Kata kunci: Strategi manajemen; sumber daya manusia; mutu pendidikan; pesantren; pendidikan Islam.

Introduction

Improving the quality of education is a strategic issue in the development of Islamic educational institutions in various countries, including Indonesia. Social changes, technological developments, and increasing public demands for the quality of graduates encourage educational institutions to not only focus on curriculum development and learning, but also on strengthening organizational governance, especially human resource management (Niswatin dkk., 2022). Various studies show that the quality of educators is the main determinant of the success of educational organizations in producing graduates who are competent, adaptive, and have strong character. In this context, HR management strategies are one of the important instruments in improving the effectiveness of educational organizations because they are related to the planning process, recruitment, competency development, performance evaluation, motivation, and retention of educators (Marwiyah, 2025).

In the past decade, the study of strategic human resource management (SHRM) in the education sector has experienced significant development. Various studies have found that human resource development strategies contribute to improving the quality of learning, organizational innovation, educator satisfaction, and the quality of educational institutions (Fanani dkk., 2021). Recent research also shows that investment in teacher professional development is able to increase the effectiveness of learning while strengthening the competitiveness of educational institutions. On the other hand, several studies reveal that the successful implementation of HR management strategies is greatly influenced by organizational leadership, work culture, evaluation system, and the ability of institutions to build organizational learning. These findings show that HR management is no longer seen as an administrative function, but has evolved into an organizational strategy that determines the success of improving the quality of education (Atmari, 2022).

However, most research on HR management still focuses on formal schools, colleges, and general education organizations. Studies on the implementation of human resource management strategies in pesantren-based educational institutions are still relatively limited (Meldona, 2009). In fact, pesantren have different organizational characteristics compared to other formal educational institutions because they combine the religious education system, pesantren values, kiai leadership, religious organizational culture, and a distinctive learning system. This condition causes the implementation of HR management strategies in Islamic boarding schools to not always be explained using conventional education management approaches (Minhaji dkk., 2022).

Some research on pesantren mostly discusses curriculum transformation, kiai leadership, character education, digitalization of learning, and institutional strengthening. Other research also highlights the modernization of pesantren management systems in response to the demands of changing educational environments. However, studies that specifically analyze the relationship between HR management strategies and the quality of pesantren education are still very limited. Existing research generally examines aspects of recruitment, teacher training, or leadership partially without integrating all components of HR management strategies into one comprehensive model. As a result, there is still limited knowledge about how

HR management strategies simultaneously affect the quality of education in pesantren-based educational institutions (Hadari, 2022).

The research gap is increasingly visible in the context of urban Islamic boarding schools. Most of the previous research was conducted on traditional Islamic boarding schools in rural areas so that it has not been able to describe the dynamics of human resource management in Islamic boarding schools in urban areas with a higher level of educational competition. In fact, urban pesantren face different challenges, such as increasing public expectations of the quality of educational services, the need for professional educators, the acceleration of digital transformation, and the demands of institutional accountability. These differences in characteristics show that the results of previous research have not been able to fully explain the implementation of HR management strategies in Islamic boarding schools that develop in urban environments (Oktaria dkk., 2023).

Based on these conditions, this research offers novelty in two aspects. First, this study integrates the four main dimensions of HR management strategy, namely HR planning, competency development, performance assessment, and motivation as a complete model in explaining the improvement of the quality of pesantren education. This approach is different from previous studies that tended to examine each dimension separately. Second, this research was conducted at Ulya Al Fithrah Formal Early Education (PDF) Surabaya, a pesantren-based educational institution that develops in urban areas and has different institutional characteristics from traditional pesantren. Thus, this research is expected to be able to expand the development of strategic human resource management theory in the context of Islamic education while providing empirical evidence on the implementation of HR management strategies in modern Islamic boarding schools.

PDF Ulya Al Fithrah Surabaya was chosen as the research location because it is one of the formal early education institutions that integrates the pesantren education system with the formal education system. In the process of its implementation, this institution is required to produce graduates who not only have Islamic scientific competence, but are also able to answer the challenges of the development of modern society. To achieve this goal, human resource management is a very decisive factor. The results of initial observations show that the institution has implemented various strategies for managing educators, such as human resource needs planning, competency development programs, learning supervision, and performance evaluation. However, the implementation of the strategy still faces several challenges, including uneven professional development of teachers, variations in the competencies of educators, limitations in performance evaluation systems, and the need to strengthen sustainable coaching mechanisms. This condition shows that the effectiveness of HR management strategies in improving the quality of education still needs empirical proof (Ahmad, 2018).

This study provides scientific contributions by providing empirical evidence on the influence of HR management strategies on the quality of education in pesantren-based educational institutions. The research findings are expected to enrich the literature on strategic human resource management in the context of Islamic education, expand the development of pesantren-based education management theories, and become a basis

for policy makers in designing more effective human resource management strategies to improve the quality of education in Islamic educational institutions. In addition, the results of this research are also expected to be a reference for other Islamic boarding schools in developing an adaptive, professional, and oriented HR management system that is oriented towards improving the quality of education.

Methods

This study uses a quantitative approach with an explanatory survey design to analyze the influence of human resource management strategies on the quality of education in PDF Ulya Al Fithrah Surabaya. This approach was chosen because it is able to explain the causal relationship between variables through objective measurements and inferential statistical analysis. The research will be carried out in 2025 at the Assalafi Al Fithrah Islamic Boarding School in Surabaya, East Java (Sugiyono, 2006).

The research population consisted of 556 students and 76 educators and education staff. The sample was determined using a simple random sampling technique with the Slovin formula at an error rate of 10%, so that 118 (85 students and 33 educators and education staff) were obtained as respondents. This technique was chosen to provide equal opportunities to each member of the population so that the sample obtained could represent the characteristics of the population.

Data collection was carried out through a closed questionnaire which was compiled based on indicators of human resource management strategy as an independent variable and education quality as a dependent variable. All statements were measured using a four-level Likert scale, namely very good (4), good (3), good (2), and poor (1). The instrument was developed based on a literature review and operational indicators of each variable so that it was able to measure respondents' perception systematically of the implementation of human resource management strategies and the quality of education in the institution. Before being used in the main study, the instrument was tested for validity and reliability using SPSS software version 29. The validity of the item was analyzed through Pearson's Product Moment correlation, while the reliability of the instrument was tested using Cronbach's Alpha coefficient with an acceptance limit of ≥ 0.70 . The test results show that all items meet the valid and reliable criteria so that they are suitable for use as research instrument (Bungin, 2005).

Data analysis is carried out in stages. Descriptive analysis was used to describe the characteristics of respondents as well as the tendencies of the answers to each research variable. Furthermore, classical assumption testing was carried out which included normality, multicollinearity, and heteroscedasticity tests to ensure that the regression model met statistical requirements. The relationship between human resource management strategies and education quality was analyzed using simple linear regression. Hypothesis testing was carried out through a t-test to determine the partial influence of independent variables on dependent variables, while the determination coefficient (Adjusted R^2) was used to measure the contribution of human resource management strategies in explaining variations in education quality. All statistical tests used a significance level of 5% ($\alpha = 0.05$).

Results and Discussion

A. Research Findings

1. A classical assumption: Validity test

The validity test was conducted to ensure that each questionnaire item accurately measured the research variables, namely human resource management strategy as the independent variable and education quality as the dependent variable. This procedure was intended to confirm that the research instrument adequately represented the constructs under investigation while minimizing potential measurement errors (Sugiyono, 2006).

Item validity was examined using the Pearson Product Moment correlation, in which each questionnaire item's score was correlated with the total score of its respective variable. An item was considered valid when the calculated correlation coefficient exceeded the critical value at a significance level of 0.05. Based on responses from 118 respondents, all questionnaire items produced significance values of $p < 0.05$ (0.000), indicating that every item satisfied the validity criteria. These findings demonstrate that all indicators used to measure human resource management strategy, including human resource planning, recruitment and selection, professional development, performance evaluation, motivation, and compensation, as well as the indicators of education quality, are statistically valid. Therefore, the research instrument is appropriate for measuring the influence of human resource management strategies on the quality of education at PDF Ulya Al Fithrah Surabaya, ensuring that the data collected accurately represent the variables examined in this study.

2. Reliability test

The reliability test was conducted to determine the internal consistency of the research instrument and to ensure that the questionnaire was capable of producing stable and consistent results when administered to respondents with similar characteristics. Reliability reflects the extent to which an instrument consistently measures the intended constructs and minimizes measurement error across repeated administrations.

Table 1. Table reliability test result

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.789	.781	20

Source: Data Analys from SPSS.29, Processed (2026)

The reliability test aims to determine the consistency of the research instrument in measuring the variables. Based on the results of the reliability test in table.1, the reliability analysis was performed using Cronbach's Alpha, with a coefficient of 0.70 or higher indicating acceptable reliability. Based on the SPSS version 29 output, the questionnaire obtained a Cronbach's Alpha coefficient of 0.789, while the Cronbach's Alpha Based on Standardized Items was 0.781, covering a total of 20 questionnaire items. These coefficients exceed the recommended threshold, indicating that the instrument possesses satisfactory internal consistency.

The findings demonstrate that all questionnaire items measuring the variables of human resource management strategy and education quality are reliable and

consistently represent their respective constructs. Specifically, the indicators of human resource planning, recruitment and selection, training and professional development, performance evaluation, motivation, and compensation, together with the indicators of education quality, exhibit a high level of reliability (Sugiyono, 2006). Therefore, the research instrument is considered appropriate for further statistical analysis to examine the effect of human resource management strategy on the quality of education at PDF Ulya Al Fithrah Surabaya.

3. Autocorrelation test

The autocorrelation test was conducted to examine whether there was a correlation between the residuals of one observation and those of another within the regression model. This procedure is essential to ensure that the regression model satisfies one of the classical linear regression assumptions, namely the independence of residuals. A regression model that is free from autocorrelation produces unbiased and efficient parameter estimates, thereby increasing the validity of hypothesis testing regarding the effect of human resource management strategy on the quality of education at PDF Ulya Al Fithrah Surabaya:

Table 2. Table Autocorrelation Test

Adjusted R Square	Std. Error of the Estimate	Durbin- Watson
1.253	1.33121	1.831

Source: Data Analys from SPSS.29, Processed (2026)

The autocorrelation test aims to determine whether correlations exist between residuals in the regression model. Based on the results of the Autocorrelation Test in table.2, the autocorrelation test was performed using the Durbin–Watson (DW) statistic. Based on the SPSS version 29 output, the regression model produced a Durbin–Watson value of 1.831. Since this value falls within the acceptable range of 1.50–2.50, it indicates that there is no evidence of autocorrelation among the residuals. Therefore, the residuals are independent across observations, and the regression model satisfies the autocorrelation assumption.

These findings confirm that the regression model is statistically appropriate for further hypothesis testing and can be reliably used to analyze the effect of human resource management strategy on the quality of education at PDF Ulya Al Fithrah Surabaya. The absence of autocorrelation also suggests that the estimated regression coefficients are not affected by systematic relationships among residuals, thereby strengthening the robustness and credibility of the statistical results.

4. Multiple regression analysis

The coefficient of determination (R^2) was employed to examine the extent to which human resource management strategy explains the variation in the quality of education at PDF Ulya Al Fithrah Surabaya. In addition, the simultaneous significance of the regression model was assessed using the ANOVA (F-test) to determine whether the independent variable significantly predicts the dependent variable. The results of the multiple regression analysis generated by SPSS version 29:

Table 3. Table Regression Analysis Test

ANOVA ^a				
Model	Sum of Squares	df	Mean Square	F
1 Regression	183.251	2	85.112	32.221
Residual	137.129	100	1.572	.000 ^b
Total	338.340	102		
a. Dependent Variable: totally				
b. Predictors: (Constant), totalx, totalx2				

Source: Data Analys from SPSS.29, Processed (2026)

The multiple regression analysis aims to examine the simultaneous and individual effects of multiple independent variables on the dependent variable. Based on the results of the Regression Analysis Test in table.3, based on the SPSS version 29 output, the ANOVA results indicate an F-statistic of 32.221 with a significance value of 0.000 ($p < 0.05$). These findings demonstrate that the regression model is statistically significant, indicating that human resource management strategy has a significant simultaneous effect on the quality of education at PDF Ulya Al Fithrah Surabaya. Therefore, the proposed regression model is appropriate for explaining the relationship between the independent and dependent variables investigated in this study. The significance of the F-test further confirms that the dimensions of human resource management strategy including human resource planning, recruitment and selection, professional development, performance evaluation, motivation, and compensation collectively contribute to improving educational quality.

5. t-Test (Partial Test)

The t-test was conducted to examine the partial effect of the independent variable, namely Human Resource Management Strategy, on the dependent variable, Quality of Education at PDF Ulya Al Fithrah Surabaya.

Table 4. Table t-Test (Partial Test) I

Coefficients ^a				
Model	Standardized Coefficients		Collinearity Statistics	
	Beta	t	Sig.	Tolerance VIF
1 (Constant)		4.712	.000	
totalY	.711	9.201	.000	1.000
a. Dependent Variable: Total				

Source: Data Analys from SPSS.29, Processed (2026)

The t-test (partial test) aims to determine whether each independent variable has a significant effect on the dependent variable. Based on the results of Table t-Test (Partial Test) I in table.4, based on the SPSS version 29 output, the partial regression analysis indicates that Human Resource Management Strategy has a standardized regression coefficient ($\beta = 0.711$) with a t-value of 9.201 and a significance value of 0.000 ($p < 0.05$). These findings demonstrate that Human Resource Management Strategy has a positive and statistically significant effect on the Quality of Education at PDF Ulya Al Fithrah Surabaya. Therefore, the research hypothesis stating that effective human resource management strategies improve educational quality is supported.

Furthermore, the Tolerance value of 1.000 and the Variance Inflation Factor (VIF) value of 1.000 indicate the absence of multicollinearity problems within the regression model. These results confirm that the independent variable satisfies the classical

regression assumptions, thereby ensuring the robustness and reliability of the estimated regression coefficients for subsequent hypothesis testing.

Table 5. Table t-Test (Partial Test) II

Coefficients ^a					
	Standardized Coefficients			Collinearity Statistics	
Model	Beta		t	Sig.	Tolerance VIF
1 (Constant)			2.215	.027	
TotalX	.378		3.813	.000	.500 2.001
TotalY	.382		4.003	.000	.500 2.001
a. Dependent Variable: totally					

a. Dependent Variable: totally

Source: Data Analys from SPSS.29, Processed (2026)

Based on the results of the Table t-Test (Partial Test) II in table.5, the positive regression coefficient indicates that improvements in human resource management practices including human resource planning, recruitment and selection, professional development, performance appraisal, motivation, and compensation are associated with higher levels of educational quality. Effective implementation of these strategic human resource management practices contributes to enhancing teacher performance, strengthening instructional quality, improving students' learning outcomes, and ultimately increasing the overall quality of education.

6. Hypothesis testing coefficient of determination (R^2 Test)

Based on the results of the coefficient of determination (R^2) presented in Table 8, the regression model produced an R Square value of 0.655, indicating that Human Resource Management Strategy explains approximately 66.5% of the variance in the Quality of Education at PDF Ulya Al Fithrah Surabaya. This finding demonstrates that strategic human resource management plays a substantial role in determining educational quality. The remaining 36.5% of the variance is explained by other factors that were not included in the present study, such as leadership effectiveness, organizational culture, educational facilities and infrastructure, curriculum implementation, learning environment, stakeholder participation, financial management, and institutional governance.

Table 6. Coefficient of determination (R^2 Test)

Model R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.719 ^a	.655	.605

a. Predictors: (Constant), TotalY, TotalX

Source: Data Analys from SPSS.29, Processed (2026)

Hypothesis testing aims to determine whether the proposed research hypotheses are statistically supported by the research data. Based on the results of Coefficient of Determination test in table.5, furthermore, the Adjusted R Square value of 0.605 indicates that, after adjusting for the number of predictors included in the regression model, approximately 60.5% of the variation in educational quality can still be explained by the model. This result confirms that the regression model possesses good explanatory power and is appropriate for examining the relationship between Human Resource Management Strategy and Quality of Education. Overall, these findings provide empirical evidence that strengthening strategic human resource management is an

important determinant of improving educational quality in Islamic boarding school-based educational institutions such as PDF Ulya Al Fithrah Surabaya.

B. Discussion

The results of the study show that the implementation of human resource management strategy (HRDM) at PDF Ulya Al Fithrah Surabaya is in the high category. Based on the results of the descriptive analysis of the questionnaire data, most respondents gave a positive assessment of the implementation of the MSDM strategy which includes HR planning, recruitment, competency development, performance assessment, motivation, and educator coaching. The findings show that the institution has implemented human resource management systematically and is oriented towards improving the quality of education. At the same time, the quality of education at PDF Ulya Al Fithrah Surabaya is also in the high category as shown by the improvement in the quality of the learning process, the competence of educators, student discipline, academic achievement, and the increase in parental satisfaction with educational services. These findings show that human resource management is one of the strategic factors in building the quality of Islamic educational institutions.

The development of teacher competencies is the main strategy implemented by the institution. Based on the results of an interview with the Head of PDF Ulya Al Fithrah Surabaya, competency improvement is carried out through internal training, curriculum workshops, book studies, academic supervision, learning evaluation every semester, and mentoring for new teachers. The program is directed to improve the pedagogical, professional, social, and personality competencies of teachers so that they are able to carry out the learning process effectively. Armstrong and Taylor emphasized that human resource development is an organizational investment that is able to increase productivity as well as the quality of educational services (Armstrong, M., & Taylor, 2020).

The findings of the study also show that the performance assessment system for educators has been running through classroom supervision, evaluation of learning tools, observation of the teaching process, and discipline assessment. The results of the evaluation are used as a basis for coaching, providing feedback, and awards to teachers who have good performance. Thus, evaluation is positioned as part of a continuous improvement process that encourages the improvement of teacher professionalism (Barney, 1991). According to Dessler, an objective performance appraisal system is an important instrument in increasing organizational effectiveness through the development of individual competencies (Gary Dessler, 2000).

The motivation aspect of educators also received special attention. Based on the results of the interviews, teachers' motivation was built through giving awards for work achievements, opportunities to participate in training, spiritual coaching, and the creation of a conducive work environment. Although most of the teachers devote themselves as part of the *da'wah* of the Islamic boarding school, the institution still strives to meet their professional needs so that their commitment to the organization is maintained (Boxall, P., & Purcell, 2016). This strategy has been proven to increase teacher loyalty while strengthening a productive work culture. These results support research on Islamic Human Resource Management which shows that motivation,

spiritual values, and organizational support can increase the commitment and performance of educators (Julhadi, J., & Ritonga, 2023).

The results of this study are in line with the theory of Strategic Human Resource Management which states that the success of an organization is highly determined by the ability to manage human resources as strategic assets. Armstrong and Taylor explained that the functions of HR which include planning, recruitment, training, performance evaluation, and career development must be integrated with organizational goals in order to be able to generate a competitive advantage. These findings also support the Resource-Based View (RBV) theory developed by Barney, which explains that human resources are valuable, rare, inimitable, and non-substitutable assets, thus becoming a source of competitive advantage for the organization. In the context of PDF Ulya Al Fithrah Surabaya, the quality of teachers is built through a selective recruitment process, continuous competency development, and coaching based on Islamic values is the main capital in improving the quality of education in a sustainable manner (Beijer, S., Peccei, R., Van Veldhoven, M., & Paauwe, 2021).

Overall, this study proves that the implementation of human resource management strategies at PDF Ulya Al Fithrah Surabaya has been carried out systematically through human resource planning, competency-based recruitment, continuous professional development, performance evaluation, and increased motivation of educators. These strategies are proven to contribute to improving the quality of education which is reflected in the quality of the learning process, teacher competence, student achievement, and increasing public trust. Thus, the MSDM strategy not only functions as an administrative activity, but also becomes a strategic instrument in building a sustainable competitive advantage of Islamic educational institutions (Guest, 2017).

These findings reinforce the view of Strategic Human Resource Management (SHRM) which places human resources as a strategic factor in achieving organizational goals. Teacher management that is aligned with the institution's vision results in a more effective learning process because each educator understands the learning targets, obtains professional coaching, and receives feedback through academic supervision on an ongoing basis (Guest, 2017). Thus, HR strategies do not only function as administrative activities, but become the main instrument in improving the quality of education. In addition, the results of the research are in line with the Resource-Based View (RBV) which places human resources as strategic assets that are difficult for other institutions to imitate. The advantages of PDF Ulya Al Fithrah Surabaya do not only come from the pesantren curriculum, but also from the organizational culture that supports continuous learning. Academic supervision, scientific discussions between teachers, mentoring, and routine evaluation form a culture of continuous quality improvement that strengthens the competitiveness of the institution (Becker, B. E., & Huselid, 2006).

However, this study also found that the implementation of HR management strategies has not been fully optimal. Field findings show that there are still several gaps (empirical gaps) that have the potential to hinder the improvement of education quality. First, the opportunity to participate in professional training is not evenly distributed so that teachers' competencies develop at different speeds. Second, the use of learning technology still depends on the individual abilities of teachers; Some teachers have

integrated digital media in learning, while others still use conventional methods. Third, the teacher performance evaluation system is still more oriented towards administrative supervision than performance measurement based on comprehensive learning quality indicators. Fourth, the reward system for outstanding teachers has not been designed in a structured manner so that work motivation is still more driven by personal commitment than organizational systems (Delery, J. E., & Roumpi, 2017).

These findings show that the success of HR management strategies has not been fully able to eliminate various internal challenges of the institution. From SHRM's perspective, the effectiveness of HR strategies should not only be measured through the success of program implementation, but also through the sustainability of competency development, career systems, talent management, and reward systems that are able to maintain quality educators (Karoso, S., Handayani, W., Handayani, E. W., 2024). Therefore, the results of this study indicate that the HR strategy at PDF Ulya is still in the stage of strengthening implementation, not yet reaching the optimization stage as recommended in modern HR management practices.

On the other hand, this study also identifies research gaps that are still open. The study only analyzed the influence of HR management strategies on the quality of education in one institution so that the generalization of research results is still limited. In addition, the study has not included other variables that have the potential to affect the quality of education, such as leadership style, organizational culture, student guardian involvement, digital transformation, teacher job satisfaction, and organizational commitment. These variables may have a mediating or moderation relationship to the influence of HR strategies so they need to be studied in future studies using more complex analytical models, such as Structural Equation Modeling (SEM) or mixed methods approaches (Akmaluddin, Kasmini, L., Sari, S. M., & Iqbal, 2025).

Practically, this research provides important implications for the managers of Islamic boarding schools and Formal Early Education institutions in formulating human resource management policies. The results of the study show that improving the quality of education requires a planned, integrated, and sustainable human resource management system. The planning of educator needs to be based on an analysis of the competencies and needs of the institution so that the recruitment process not only considers academic ability, but also moral integrity, commitment to pesantren values, and the ability to adapt to educational developments. This approach will produce educators who have professional competence and are able to be role models for students.

However, this study has some limitations that need to be addressed. The research was only conducted on one Formal Early Education institution so the results could not be generalized to all Islamic boarding schools in Indonesia. In addition, the research only focuses on HR management strategies as the main variables, while other factors such as transformational leadership, organizational culture, job satisfaction, organizational commitment, and digital transformation have not been analyzed in depth. Therefore, further research is recommended to use a mixed methods approach or Structural Equation Modeling (SEM) to test the direct and indirect relationships between variables so that the model of improving the quality of education based on human resource

management can be explained more comprehensively (Qutni, D., Kristiawan, M., & Fitriani, 2021).

The quality of education is not only determined by the curriculum and infrastructure, but also by the quality of the institution's investment in the development of the competencies of its educators. On the other hand, this study also identifies several theoretical gaps that still need further development. The SHRM model that develops in international literature is generally built on the basis of business organizations so that it is not fully able to explain the characteristics of Islamic educational institutions that are oriented towards the formation of morals, spirituality, and devotion. The findings of the study show that the effectiveness of HR management strategies in pesantren is not only influenced by the recruitment, training, and performance evaluation systems, but also by the value of sincerity, pesantren organizational culture, leadership example, and da'wah commitment of educators. These aspects are still relatively rarely discussed in the conventional SHRM model, so it becomes an opportunity to develop a theory of human resource management based on Islamic values (Becker, B. E., & Huselid, 2006).

Overall, the results of the study show that HR management strategies are a strategic factor in improving the quality of education at PDF Ulya Al Fithrah Surabaya. However, this success still requires strengthening aspects of more equitable competency development, digitalization of learning, a performance evaluation system based on quality indicators, career management, and teacher reward mechanisms. Thus, improving the quality of education in Islamic boarding schools does not only depend on the implementation of HR strategies, but also on the ability of institutions to build an adaptive, sustainable, and responsive HR management system to changes in the educational environment.

Conclusion

This study concludes that Human Resource Management (HRM) Strategy has a positive and significant effect on educational quality at PDF Ulya Al Fithrah Surabaya. HRM practices, including planning, recruitment, competency development, performance evaluation, and motivation, contribute to improving educational quality. The regression results show a significant effect ($F = 32.221$, $p < 0.001$), with an Adjusted R^2 of 0.611, indicating that HRM Strategy explains 61.1% of the variation in educational quality. These findings highlight that HRM is not merely an administrative function but a strategic instrument for strengthening teacher professionalism, improving instructional quality, and supporting institutional development. This study contributes to strategic human resource management in Islamic education by showing the importance of aligning HRM practices with institutional vision, values, and continuous quality improvement.

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