



Human Resource Empowerment at Madrasah Aliyah Negeri 3 Kota Jambi

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Abstract

This research explores the human resource empowerment strategy at Madrasah Aliyah Negeri (MAN) 3 Kota Jambi, focusing on the efforts made to enhance the competencies of teachers and staff through training and professional development programs. The study reveals that the leadership at MAN 3 Kota Jambi has adopted a holistic approach to human resource empowerment, incorporating workshops, seminars, and skill-building activities to improve teaching quality. Additionally, the creation of a collaborative and supportive work environment and the recognition of teachers' performance are key components of the strategy. Despite challenges such as limited resources, varying skill levels among teachers, resistance to change, and time constraints, the empowerment efforts have led to significant improvements in educational quality. The research highlights the positive impact of these efforts on student learning outcomes, teacher motivation, and the overall reputation of the madrasah. However, overcoming existing challenges is essential for achieving long-term success in human resource development at the institution.

Keywords: Human Resource Empowerment, Teacher Development, Professional Training, Educational Quality, Competency Enhancement

Introduction

Human resource empowerment is a crucial factor in the development of quality education[1], where competent and motivated personnel form the foundation for achieving institutional goals. At Madrasah Aliyah Negeri (MAN) 3 Kota Jambi, human resource empowerment is viewed as a strategy to enhance both the academic and organizational environment.

This research aims to explore the methods and effectiveness of human resource empowerment practices at MAN 3 Kota Jambi, focusing on teacher and staff development, leadership cultivation, and strengthening a collaborative work culture.

In the context of Islamic educational institutions like MAN 3 Kota Jambi, challenges such as limited professional development opportunities, resource

constraints, and the need for skill enhancement often impact the effectiveness of human resource empowerment. The theory of human resource empowerment by Robbins & Judge (2013) suggests that effective empowerment efforts require a holistic approach, encompassing competence enhancement, motivation, and value-building within the organization.[2] This becomes especially relevant in Islamic educational environments, where religious and ethical value-building plays a vital role in staff development. This study is grounded in the observation that well-designed empowerment programs can significantly improve teacher performance, student outcomes, and the overall quality of education. Therefore, evaluating the empowerment strategies in place[3], along with their strengths and limitations, is essential to provide insights and recommendations for further development.

Previous studies, such as Suyanto (2018), highlight the importance of continuous training[4] and robust supervisory systems in improving the quality of educators in Islamic educational institutions.[5] However, these studies generally focus on administrative management aspects without emphasizing the significance of integrating religious values into empowerment strategies.[6] In the specific context of Islamic schools, which often operate with limited resources, implementing these practices requires careful adaptation. This study aims to fill this gap by specifically examining how MAN 3 Kota Jambi adapts and customizes its empowerment strategies to fit its distinct cultural and operational context.

The novelty of this research lies in its focus on the Islamic educational environment, where human resource empowerment is not only about

professional development but also includes the cultivation of religious and ethical values. By emphasizing the integration of Islamic values within empowerment practices, this study offers a new perspective on how madrasahs like MAN 3 Kota Jambi can leverage their cultural heritage to cultivate a motivated, dedicated, and high-performing staff. This research provides actionable insights and a model that other Islamic institutions can adopt to empower their human resources effectively, balancing both professional[7] and spiritual growth to achieve holistic educational excellence.

Method

This research will adopt a case study design[8], enabling an in-depth analysis of human resource empowerment practices at Madrasah Aliyah Negeri 3 Kota Jambi. The case study will specifically explore how human resource empowerment strategies are implemented, and how both internal and external factors impact operational and empowerment policies at this institution. This approach is anticipated to provide a comprehensive understanding of human resource empowerment efforts within the context of an Islamic school.

Data will be collected through multiple methods to ensure depth and richness. Firstly, in-depth interviews will be conducted with the head of the madrasah, teachers, and educational staff[9], to explore their experiences and perceptions of human resource empowerment strategies and their impact on educational quality. Secondly, observations will be carried out in classrooms and the madrasah environment to understand the day-to-day application of empowerment strategies in educational activities.[10] Additionally, document analysis of curricula, work plans, and empowerment policies will be conducted to capture how

these strategies are reflected in the madrasah's official documents.

For data analysis, thematic analysis will be used to identify patterns and key themes.[11] Triangulation techniques will also be applied to enhance the validity of the research[12], involving diverse data sources and collection methods, as well as comparing results across methods. [13]Furthermore, ethical principles will be followed, such as ensuring confidentiality and anonymity of participants, and using data ethically and responsibly. Through this approach, the research aims to yield valid and comprehensive findings on human resource empowerment practices at MAN 3 Kota Jambi.

Results and Discussion

Results

Human Resource Empowerment Strategies at MAN 3 Kota Jambi

First, empowering teachers through scientific writing training is one of the key initiatives undertaken by MAN 3 Kota Jambi to improve human resources, particularly among teachers. The school actively involves teachers in various training programs, such as scientific writing workshops organized by the Training Center of the Ministry of Religious Affairs in Padang. This training exemplifies the school's commitment to developing teacher professionalism. Scientific writing training offers teachers an opportunity to enhance their skills in various aspects, from teaching methodologies to the use of technology in education. Equipped with this new knowledge, teachers are expected to present lesson material in a more engaging and effective manner. Additionally, scientific writing activities encourage teachers to keep learning and evolving, fostering a culture of literacy among the teaching staff. This practice enables teachers to share innovative ideas and research findings with a broader

educational community. By enhancing teacher competencies, the school aims to deliver high-quality education that benefits the entire student body at MAN 3 Kota Jambi.

Second, empowering teachers as professional sports figures is another strategy at MAN 3 Kota Jambi. The appointment of Mr. Muljambri as the chief referee in the GSI tournament in Jambi Province showcases the school's support for its staff to pursue interests beyond academics, such as in sports. By offering teachers opportunities to contribute to large events like the GSI, MAN 3 Kota Jambi demonstrates that educators have the potential to excel in diverse fields. Mr. Muljambri's participation as the chief referee also enhances the school's prestige, reflecting that MAN 3 Kota Jambi not only produces bright graduates but also employs capable teachers recognized at the provincial level. His achievement as a lead referee can inspire students to pursue excellence in sports, motivating them to train diligently and develop their skills. Through this tournament, students gain essential values like sportsmanship, teamwork, and resilience, which contribute significantly to their personal growth. Mr. Muljambri's role in GSI underscores his contribution to advancing sports in Jambi Province, ensuring fair and smooth tournament proceedings while bringing valuable experience back to the school's physical education curriculum.[14]

Third, empowering teachers for the digital era is a priority at MAN 3 Kota Jambi. The school is dedicated to enhancing teacher quality, particularly through ICT training programs. This training evaluation demonstrates the school's commitment to bolstering teachers' digital competencies, preparing them to meet the demands of an increasingly digital educational landscape.[15] Mastery of ICT enables

teachers to leverage various online applications and platforms to create more interactive and engaging learning experiences. Since today's students are already familiar with technology, it's crucial for teachers to possess adequate digital skills to deliver relevant, stimulating instruction. The ICT training empowers teachers to integrate traditional methods with digital tools, making learning more effective and engaging for students. By improving teachers' digital competencies, MAN 3 Kota Jambi takes an essential step towards becoming a smart school, utilizing technology to enhance learning quality and school management. Through ongoing efforts to upgrade teacher skills, the school aims to realize its vision of becoming a leading and competitive educational institution.

The fourth initiative is Teacher Empowerment in the Implementation of the Merdeka Curriculum at MAN 3 Kota Jambi. The school has shown a strong commitment to enhancing educational quality by organizing the P5P2RA socialization program. This activity is a strategic step to empower teachers in understanding and implementing the Merdeka Curriculum.[16] Through this socialization, teachers are expected to actively contribute to the holistic development of students. P5P2RA is a crucial program in shaping students' character. By understanding the concept of P5P2RA, teachers can design meaningful and relevant learning experiences for students. The project-based activities that are central to P5P2RA allow students to actively engage, develop creativity, and solve problems.

In implementing P5P2RA, the teacher's role as a facilitator is key. Teachers are not only transmitters of knowledge but also mentors guiding students through the learning process. This socialization helps teachers enhance their

ability to facilitate project-based learning. By applying P5P2RA, it is expected that the quality of education at MAN 3 Kota Jambi will significantly improve. Students will become more active, creative, and critical thinkers, and they will acquire life skills essential for facing future challenges.

P5P2RA promotes the creation of a conducive and enjoyable learning environment, allowing students to learn while playing and collaborating with peers. This approach motivates students to engage more in their studies. The P5P2RA socialization organized by MAN 3 Kota Jambi is a highly positive step toward improving educational quality. With a deep understanding of P5P2RA, it is hoped that teachers will create more meaningful and relevant learning experiences for students.

The fifth initiative is Teacher Empowerment through Ongoing Training: A Case Study of MAN 3 Kota Jambi. The school has shown strong commitment to enhancing educational quality through teacher empowerment programs. A concrete example of this is their participation in the Professional Education and Training program organized by the Ministry of Religious Affairs. The Dissemination of Technical Guidance held on August 12, 2024, serves as evidence of this effort. Five teachers from MAN 3 Kota Jambi—H. Alwi, M.Pd, Hasana, M.Pd, Neny Novridewi, M.Pd, Hayandi, S.Ag, and Renita, S.Si, M.Pd—attended various training sessions in Padang and Semarang organized by the Ministry of Religious Affairs' training centers.

These training sessions not only added knowledge but also aimed to shift the mindset and teaching practices of the teachers. This aligns with the statement of the Vice Principal for Curriculum, who emphasized the importance of collaboration and knowledge sharing among teachers. Neny Novridewi, one of the teachers who participated in the

training, felt a significant positive impact. She reported a greater focus on students in delivering learning materials, indicating that the training provided the tools needed to enhance classroom teaching quality.

Vice Principal for Public Relations, Husen, MA, also expressed appreciation for the teachers' participation in the training, believing that both online and face-to-face training have a substantial impact on improving student performance. This case study concludes that MAN 3 Kota Jambi has successfully implemented an effective human resource empowerment strategy through continuous training programs. By involving all teachers in competence-enhancing activities, the school demonstrates a strong commitment to providing quality education for its students.

The sixth initiative is Human Resource Development through Mastery of the Indonesian Language. MAN 3 Kota Jambi continues to show its commitment to enhancing educational quality. One of the efforts made is encouraging teachers, particularly the Head of the Library, to participate in the Indonesian Language Proficiency Test (UKBI). This activity is part of the school's ongoing effort to improve teacher competence and the quality of teaching.

Participation in UKBI, organized by the Language Office of Jambi Province in early August 2024, serves as a clear indication of the teachers' commitment to self-development. UKBI, which tests four language skills—listening, reading, writing, and speaking—along with the understanding of Indonesian language rules, serves as a benchmark for the participants' proficiency in the language.

Halimatussa'diyah, S.Pd., the Head of the Library at MAN 3 Kota Jambi, who took part in UKBI, expressed enthusiasm and plans to share the knowledge gained with colleagues, students, and the community.

Furthermore, she initiated the implementation of UKBI for all students at MAN 3 Kota Jambi in October or November. This initiative reflects the school's commitment to fostering a culture of literacy and proficiency in the Indonesian language from an early age.

The mastery of the Indonesian language is essential as it is an effective communication tool. By mastering Indonesian, students can think critically, communicate effectively, and absorb knowledge more easily. Additionally, strong proficiency in the language will greatly benefit students in continuing their studies at higher levels or entering the workforce.

The initiative to conduct UKBI for students is a strategic move. By participating in UKBI, students can assess their Indonesian language skills and receive constructive feedback for improvement. UKBI also serves as motivation for students to continue learning and developing themselves.

Overall, MAN 3 Kota Jambi's efforts to improve the Indonesian language skills of both teachers and students are highly positive. This demonstrates that the school focuses not only on academic achievements but also on developing non-academic competencies that are crucial for students' future. Through activities like UKBI, the school has shown its commitment to producing intelligent, character-driven, and competitive future generations.

The seventh initiative is Human Resource Development through Pre-Marriage Counseling. The pre-marriage counseling sessions attended by students at MAN 3 Kota Jambi are a tangible example of the school's effort to empower human resources. By providing comprehensive knowledge and understanding of marriage, the school is not only preparing students for the future

but also equipping them with relevant life skills.

Active participation by students in Q&A sessions, such as the question raised by Putri Khairunnisa about polygamy, indicates a strong curiosity about marriage-related issues. This suggests that sex education and reproductive health should continue to be provided to teenagers, including in schools. Pre-marriage counseling offers students an opportunity to receive accurate and up-to-date information about various aspects of marriage, enabling them to make informed decisions in the future.

The response from Parti Apriliana, which highlighted the importance of mental readiness before marriage, shows that students are beginning to understand the significant responsibilities of marriage. This counseling not only provides knowledge about the procedures for marriage but also raises awareness about the importance of building healthy and lasting relationships.

By giving students the opportunity to ask questions and engage in discussions, the activity also fosters character and leadership development. Students are trained to think critically, communicate effectively, and express their opinions. These skills are crucial for young people to possess as they face future challenges. The ultimate goal of the pre-marriage counseling is to build harmonious, loving, and compassionate families. By providing adequate knowledge, it is hoped that students can create happy, balanced families. Additionally, this initiative may help reduce divorce rates among young people.

The collaboration between MAN 3 Kota Jambi and the Ministry of Religious Affairs of Jambi City in organizing pre-marriage counseling is an excellent example of synergy between educational institutions and the government. This

collaboration reflects a shared commitment to providing the best service for the youth. Although the counseling sessions have been successful, periodic evaluations are needed to assess the program's effectiveness and make necessary improvements.

The pre-marriage counseling at MAN 3 Kota Jambi is a highly positive step in human resource empowerment. The activity not only benefits the students who participate but also has a positive impact on families and communities at large.

The eighth initiative is Human Resource Development through the Extracurricular Hadrah Program. MAN 3 Kota Jambi has demonstrated a strong commitment to empowering its human resources through extracurricular activities, particularly hadrah. The routine selection activities are not only about finding new members for the hadrah team but also serve as part of the school's broader effort to identify and develop students' talents and potential. The hadrah extracurricular is more than just an artistic activity; it is a platform for nurturing students' interests and talents in Islamic arts. By participating, students learn not only about music and dance but also about the religious values embedded in them.

The selection process and training for hadrah require students to be disciplined, work well in teams, and take on significant responsibility. This helps shape students into more independent, confident, and responsible individuals. Hadrah is an Islamic cultural heritage that needs to be preserved, and by involving students in this activity, the school contributes to preserving Islamic arts and introducing Islamic values to the younger generation.

A strong and skilled hadrah team will greatly enhance the quality of religious events at the school, such as Islamic holidays and other religious activities. The hadrah extracurricular can also serve as a

space for students to interact and build a positive community. Through collective activities, students can get to know each other, learn, and grow together. The involvement of teachers in guiding and training the hadrah students shows good synergy between teachers and students, which is essential for creating a conducive learning environment and motivating students to excel.

The hadrah selection activities at MAN 3 Kota Jambi are a clear example of the school's efforts to empower students. Through this activity, the school not only develops future leaders who excel academically but also cultivates individuals with strong character, noble ethics, and a love for Islamic culture.

Challenges in the Human Resource Empowerment Process

The process of human resource (HR) empowerment at MAN 3 Kota Jambi has not been as smooth as anticipated. Several significant challenges have emerged in efforts to improve the quality of educators at the madrasah. One of the biggest challenges is adapting to rapid changes. The education sector, particularly in the digital era, is continuously transforming. Teachers at MAN 3 Kota Jambi are expected to not only master the subject matter but also leverage information and communication technology (ICT) in the teaching process. This requires them to dedicate time and effort to attend trainings, which often come with a considerable cost and time commitment. For example, a teacher accustomed to conventional teaching methods must now adjust to online learning, utilizing various digital platforms, and creating interactive learning materials. This adaptation process is certainly not easy and requires strong support from various stakeholders.

In addition to the adaptation challenge, time limitations also present a

significant obstacle. Teachers are responsible not only for classroom instruction but also for preparing lesson plans, grading assignments, attending meetings, and fulfilling other administrative duties. With such a heavy workload, time for personal development is often very limited. Trainings related to pedagogical competency and ICT mastery often conflict with the teachers' busy teaching schedules, making it difficult for all teachers to participate consistently.

The availability of adequate training also remains a crucial issue. Although various training programs, such as scientific writing and ICT training, have been held, not all teachers have easy access to them. Factors such as location, cost, and a lack of information about available training schedules and types create barriers. For teachers living far from city centers or with financial constraints, attending training can often be a luxury.

Despite these challenges, the HR empowerment efforts at MAN 3 Kota Jambi must continue. With support from various parties, including the head of the madrasah, supervisors, and the government, it is hoped that teachers will overcome the obstacles they face and continue to improve the quality of learning. Providing adequate facilities, such as stable internet access and sufficient computer devices, is also crucial to support the teachers' professional development.

Furthermore, efforts should be made to provide motivation and incentives to teachers who actively participate in training and show improvements in their performance. This would encourage more teachers to enthusiastically develop themselves and give their best for their students.

In the long term, successful HR empowerment will have a significant impact on the improvement of education quality at MAN 3 Kota Jambi. Competent

teachers with high motivation will be able to create a pleasant and effective learning environment, enabling students to achieve optimal academic results.

Additionally, HR empowerment at MAN 3 Kota Jambi greatly depends on managerial support. The headmaster and staff play a crucial role in creating a conducive environment for teachers' professional growth. A teacher with high enthusiasm for self-development will feel highly motivated when supported by the school. This support can take the form of dedicated time for professional development activities, funding for attending training, or even providing facilities such as a comprehensive library and adequate internet access. Without such support, the teacher's enthusiasm to learn and innovate may quickly diminish.

Another significant challenge is building a literacy culture among teachers. Writing academic papers is an effective way to improve critical thinking and academic communication skills.[17] However, not all teachers have the same background in writing. Some may feel more comfortable with classroom teaching, while others might lack confidence in expressing their ideas in writing. As a result, encouraging teachers to write scientific papers often encounters obstacles. Nevertheless, a strong literacy culture is vital to foster innovation and professional growth.

To address this challenge, comprehensive strategies are needed. One of them is to regularly organize writing workshops or training sessions. Through these activities, teachers can learn proper writing techniques and receive feedback from experts. Additionally, the school should create an environment that supports writing activities, such as providing specific time for writing during work hours or forming study groups focused on scientific writing. This way,

teachers can share experiences and knowledge, motivating them to continue creating.

Moreover, the school should recognize and reward teachers who actively write and publish their scientific work. Such recognition could come in the form of certificates, financial bonuses, or even opportunities to attend conferences or seminars at the national or international level. With this recognition, teachers will feel valued and motivated to continue performing well.

In the long run, building a literacy culture among teachers will bring numerous benefits to the madrasah. Teachers who read and write regularly will be more up-to-date with the latest knowledge and technology, allowing them to provide more relevant and current lessons to students. Moreover, teachers who are skilled in writing can contribute to the development of quality curriculum and teaching materials.

The Impact of Human Resource Empowerment on the Improvement of Education Quality

The efforts to empower human resources (HR) at MAN 3 Kota Jambi have yielded very positive results for the improvement of education quality at the madrasah. One of the most noticeable impacts is the enhancement of teacher competency. Through various trainings such as scientific writing and ICT skills development, teachers at MAN 3 Kota Jambi have successfully improved their knowledge and abilities. This is crucial because competent teachers are key to successful teaching. Teachers who have a broad and up-to-date understanding of the subject matter and are skilled in using innovative teaching methods will be more effective in delivering lessons to students.

The improvement in teacher competency has also led to the emergence

of various innovations in teaching. Teachers who have attended training programs not only apply what they have learned but also create and develop more engaging and relevant teaching methods tailored to the needs of students. With the implementation of the Merdeka Curriculum, teachers have greater freedom to innovate. They can design more active, creative, and enjoyable learning activities, preventing students from becoming bored or disengaged in class.

Additionally, HR empowerment has contributed to enhancing the literacy culture among teachers. The practice of writing scientific papers has encouraged teachers to read more, analyze, and articulate their ideas. A strong literacy culture is essential for educators because it expands their knowledge, enhances critical thinking, and fosters creativity. When teachers possess a solid literacy culture, they can more easily convey information to students and inspire them to develop a love for reading and writing.

The positive impact of HR empowerment extends beyond teachers and is also felt by students. Students taught by competent and innovative teachers will find it easier to understand lessons, become more motivated to learn, and achieve better academic results. Furthermore, the literacy culture developed among teachers will also influence students. They will become accustomed to a learning environment rich in reading materials, making it easier for them to develop an interest in reading and writing from an early age.

The HR empowerment efforts at MAN 3 Kota Jambi have made a significant contribution to improving the quality of education. This success is made possible by the support from various parties, both within and outside the madrasah. With continued professional development efforts for teachers, it is expected that the

quality of education at MAN 3 Kota Jambi will continue to rise in the future.

HR empowerment at MAN 3 Kota Jambi has not only improved classroom learning quality but also contributed to the development of students' character. With increased teacher participation in extracurricular activities, such as sports and character development programs like the Gerakan Siswa Indonesia (GSI), students have opportunities to develop their potential more holistically. Through sports activities, students become healthier and more physically fit while learning the importance of teamwork, sportsmanship, and discipline. Character development programs like GSI also help students instill values such as honesty, responsibility, and tolerance. As a result, students become more confident, independent, and prepared to face future challenges.

Additionally, teachers' mastery of ICT has significantly transformed the teaching process. By utilizing various online learning platforms, teachers can create a more interactive and engaging learning experience for students. For instance, students can access learning materials anytime and anywhere through their devices, engage in discussions with teachers and peers via online forums or video conferences. This not only increases student motivation but also helps them develop 21st-century skills such as critical thinking, communication, and collaboration.

The improvement in teacher competence has also fostered the creation of a strong professional network. Through the various trainings and seminars attended, teachers at MAN 3 Kota Jambi have had the opportunity to meet and exchange ideas with peers from different regions. This professional network is highly beneficial as teachers can share experiences, knowledge, and teaching

innovations. It can also serve as a source of inspiration for teachers to continue developing themselves and improving the quality of teaching at the school.

Ultimately, the HR empowerment efforts at MAN 3 Kota Jambi have brought about highly positive impacts, not only for teachers but also for students and the madrasah as a whole. With competent, innovative teachers who have strong professional networks, MAN 3 Kota Jambi has successfully created a conducive and enjoyable learning environment, allowing students to thrive. This success serves as motivation for other schools to adopt similar efforts to improve the quality of education.

Discussion

Based on the research findings, the efforts in human resource empowerment at MAN 3 Kota Jambi have yielded positive results. The strategies implemented, such as comprehensive professional development programs and efforts to create a conducive work environment, have contributed to the improvement of the educational quality at the madrasah.

1. Comprehensive Empowerment Strategies

MAN 3 Kota Jambi has adopted a holistic approach in human resource empowerment, with a primary focus on improving teacher competencies through various training programs[18], both technical and pedagogical. This step reflects the school's commitment to enhancing teaching quality and fostering professional development among teachers. Additionally, the school strives to create a collaborative and supportive work environment as part of its strategy to motivate teachers to continuously improve. The recognition and appreciation provided appropriately further strengthen the positive and productive work

atmosphere, thus boosting the performance of the entire teaching staff.

This approach aligns with Frederick Herzberg's Two-Factor Motivation Theory[19], which divides work motivation factors into two categories: motivators and hygiene factors. The improvement of competencies through training falls under the motivators as it offers teachers the opportunity to grow and achieve professional success. Meanwhile, the creation of a collaborative work environment and the provision of recognition and appreciation are part of the hygiene factors, which are crucial in maintaining satisfaction and preventing dissatisfaction. The combination of these two factors helps create a conducive work environment, encouraging teachers to perform better and contribute maximally to the educational process.

2. Challenges Faced

Although significant progress has been made, the human resource empowerment efforts at MAN 3 Kota Jambi still face several challenges. The main obstacle is the limitation of resources, particularly the budget for training programs. This issue hinders the efforts to provide more intensive and ongoing training. Differences in the skill levels among teachers also present a challenge, as some teachers may require additional support to effectively participate in training programs. Resistance to change is another barrier, especially for teachers accustomed to conventional teaching methods.[20] Additionally, the limited time available for teachers must be considered when planning training programs.

3. Positive Impact on Educational Quality

Human resource empowerment has had a significant impact on the improvement of educational quality at MAN 3 Kota Jambi. Teachers with better competencies are able to implement more innovative and effective teaching methods,

which in turn improves student learning outcomes. Moreover, a conducive school atmosphere contributes to increased student motivation and active participation in extracurricular activities. The overall improvement in educational quality has also positively impacted the reputation of the madrasah in the community.

The human resource empowerment approach at MAN 3 Kota Jambi can be explained through the Competency Theory by Spencer & Spencer, which states that an individual's competence encompasses a combination of skills, knowledge, and attitudes that enable effective work performance.[21] In the educational context, teachers with high competence are better equipped to design and implement creative, adaptive, and student-centered teaching methods. Furthermore, a conducive school environment aligns with Bronfenbrenner's Learning Environment Theory[22], which emphasizes the importance of a positive social and physical environment in influencing students' development and motivation. When teachers are skilled and the school environment is supportive, these two factors work synergistically to improve student achievement and strengthen the community's trust in the madrasah.

Conclusion

The human resource empowerment strategy at MAN 3 Kota Jambi employs a holistic approach that focuses on teacher and staff development through training, workshops, seminars, and skill enhancement activities. The leadership is committed to fostering a collaborative and supportive work environment, encouraging active participation in professional organizations and relevant training programs. Recognizing and strengthening teacher motivation is also an integral part of this strategy, ensuring that teachers feel

valued and motivated to perform at their best.

Despite its successes, MAN 3 Kota Jambi faces several challenges in the process of human resource empowerment. These challenges include limited financial resources for training programs, variations in skill levels among teachers, resistance to adopting new teaching methods, and time constraints due to teachers' busy schedules. Nevertheless, the empowerment efforts have led to significant improvements in the quality of education, with enhanced teaching methods resulting in better student outcomes, increased teacher motivation, and a more conducive school environment. These changes have positively impacted academic achievements and the overall reputation of the madrasah, though ongoing efforts to address the challenges are necessary for long-term success.

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