

REVITALIZATION OF ISLAMIC EDUCATION: A MODEL OF SUPERVISION AND GUIDANCE OF HUMAN RESOURCES ORIENTED TOWARDS INCREASING PUBLIC INTEREST IN ISLAMIC EDUCATIONAL INSTITUTIONS

**Jaswadi¹, Binti Maunah², Imam Junaris³, Moch. Rikza Alkhubra Abdul Jabbar⁴,
Anta Gusnanda⁵**

e-mail address: jaswadi0480@gmail.com¹, bintimaunah@uinsatu.ac.id²,
im02juna@gmail.com³, rikzaabduljabbar@gmail.com⁴, nandaking313@gmail.com⁵

Affiliation: UIN Sayyid Ali Rahmatullah Tulungagung.^{1,2,3,4},
Universitas Islam Tribakti Lirboyo Kediri⁵

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Abstract

This research is motivated by the urgency of human resource (HR) supervision and development in Islamic educational institutions, considering the low level of public interest in actively participating in the educational programs being conducted. The main objective of this research is to develop and analyze an effective model of HR supervision and development, with the hope of encouraging public interest in Islamic educational institutions. The research method used in this study is library research, data obtained from literature related to HR management and public interest in Islamic education, analyzed through a systematic review with validity tested through triangulation of sources and expert opinions. The results indicate that a comprehensive HR needs analysis, recruitment of qualified educators, and supervision and performance evaluation involving the active participation of parents of students, contribute significantly to improving the quality of teaching and public interest. HR needs analysis plays a role in identifying required competencies, recruitment of qualified educators has a positive impact on improving student learning outcomes, and supervision and performance evaluation involving parents of students creates transparency and strengthens the image of educational institutions. In addition, active community involvement in workshops and seminars, as well as improving the image of institutions through effective social and promotional activities, have also proven effective in attracting public attention. This study concludes that the implementation of an effective model of human resource supervision and development can create a more attractive and relevant educational environment, as well as increase public interest in Islamic education.

Keywords: Revitalization, Islamic Education, Supervision Model, Guidance Model, Human Resources, Community Interest, Islamic Educational Institutions

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Abstrak

Penelitian ini dilatarbelakangi oleh urgensi pengawasan dan pembinaan sumber daya manusia (SDM) di lembaga pendidikan Islam, mengingat rendahnya minat masyarakat untuk berpartisipasi aktif dalam program pendidikan yang diselenggarakan. Tujuan utama penelitian ini adalah mengembangkan dan menganalisis model pengawasan dan pembinaan SDM yang efektif, dengan harapan dapat mendorong minat masyarakat terhadap lembaga pendidikan Islam. Metode penelitian yang digunakan dalam studi ini adalah penelitian kepustakaan, data diperoleh dari literatur terkait manajemen SDM dan minat masyarakat terhadap pendidikan Islam, dianalisis melalui kajian sistematis dengan validitas diuji melalui triangulasi sumber dan pendapat ahli. Hasil penelitian mengindikasikan bahwa analisis kebutuhan SDM yang komprehensif, rekrutmen tenaga pendidik yang berkualitas, serta supervisi dan evaluasi kinerja yang melibatkan partisipasi aktif orang tua siswa, memberikan kontribusi signifikan terhadap peningkatan kualitas pengajaran dan minat masyarakat. Analisis kebutuhan SDM berperan dalam mengidentifikasi kompetensi yang diperlukan, rekrutmen tenaga pendidik berkualitas berdampak positif pada peningkatan hasil belajar siswa, dan supervisi serta evaluasi kinerja yang melibatkan orang tua siswa menciptakan transparansi serta memperkuat citra lembaga pendidikan. Selain itu, keterlibatan aktif masyarakat dalam kegiatan workshop dan seminar, serta peningkatan citra lembaga melalui kegiatan sosial dan promosi yang efektif, juga terbukti efektif dalam menarik perhatian masyarakat. Penelitian ini menyimpulkan bahwa penerapan model pengawasan dan pembinaan SDM yang efektif dapat menciptakan lingkungan pendidikan yang lebih menarik dan relevan, serta meningkatkan minat masyarakat dalam pendidikan Islam.

Keywords: Revitalisasi, Pendidikan Islam, Model Pengawasan, Model Pembinaan, Sumber Daya manusia, Minat Masyarakat, Lembaga Pendidikan Islam

A. Introduction

In the context of Islamic educational institutions, strengthening and developing human resources (HR) is a crucial issue. Many Islamic educational institutions face significant challenges in attracting public interest in participating in their educational programs. According to (Aifalesasunanda et al., 2024), the level of public participation in Islamic educational institutions remains relatively low, despite the various potential and benefits that can be obtained from such education. This is reinforced by the statement (Fauzi, A., 2024) that low public interest in Islamic educational institutions creates a gap between the community's need for quality education and the ability of Islamic educational institutions to meet those needs. Therefore, it is important to understand the factors that influence public interest and how models of supervision and HR development can contribute to increasing this participation.

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A number of previous studies have discussed the relationship between effective HR management and increasing public interest in Islamic educational institutions, such as research conducted by (Safrudin, A., 2024). Studies show a link between efficient human resource management and increased public interest in Islamic educational institutions. However, according to Patricia et al., 2021 Many existing theories fail to provide concrete solutions to the problems faced by Islamic educational institutions. For example, theories of motivation and job satisfaction are often not fully applied in the context of Islamic education, resulting in a lack of public interest. (Zulkarnain, 2023) explains that addressing this issue requires a more holistic and integrated approach. Therefore, the purpose of this research is to address these shortcomings by developing a more effective model for human resource supervision and development.

Based on these gaps, this study aims to develop and analyze a model Effective supervision and development of human resources to encourage public interest in Islamic educational institutions. This study will explore various superior plans and practices that can be implemented by Islamic educational institutions to attract more students. In addition, this study also aims to provide evidence-based recommendations for Islamic educational institution managers in their efforts to improve educational quality and community participation.

The urgency of this research is also strengthened by the findings (Sandi & Maunah, 2023) revealed that strengthening human resources can be key to increasing public interest in Islamic education. By developing appropriate supervision and guidance models, Islamic educational institutions can create a supportive and motivating atmosphere for community participation in education. The hypothesis proposed in this study is that implementing the proposed model will significantly contribute to increasing public interest. Therefore, this research is not only relevant but also essential to provide solutions that can be implemented in the context of Islamic education.

B. Method

This research uses a qualitative approach and is classified as library *research*. The qualitative approach was chosen to explore in-depth the concepts, practices, and dynamics of human resource (HR) supervision and development in the context of Islamic educational institutions. The library study allows for a comprehensive analysis of written materials such as books, journal articles, research reports, policy documents, and other relevant scientific sources (Sari, 2020).

The research was conducted between March and June 2025. The research location was *desk research* (non-field research) because all data were obtained from written sources. Literature selection followed inclusion criteria that included topic relevance, source credibility (e.g., peer-reviewed or reputable publishers), and suitability to the focus of supervision and human resource development in Islamic educational institutions.

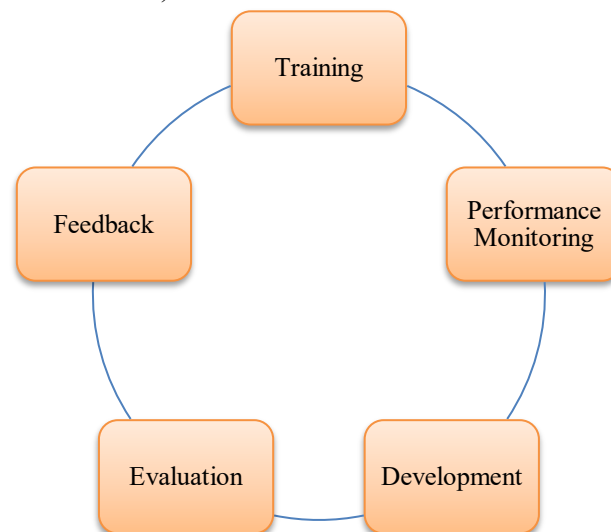
Data collection techniques are carried out through document review and a systematic literature review. The procedure included searching sources in academic databases and digital libraries, screening based on inclusion or exclusion criteria, and extracting thematic information from primary literature (human resource management theory and studies on public interest in Islamic education) and secondary literature (reports, policies, and supporting publications). Source validity was maintained through metadata recording and *cross-checking* across documents.

Data analysis was conducted descriptively and qualitatively using a thematic approach and an inductive thinking model. The analysis stages included issue identification, information classification based on themes, thematic coding, content analysis, and synthesis of results to formulate an applicable model for human resource supervision and development (Ji, 2024). The validity of the findings was ensured through source triangulation and expert verification, ensuring credibility and practical relevance for model development.

C. Results and Discussion

Definition of the concept of Human Resources Supervision and Development

Human resource (HR) supervision and development is an approach designed to improve the quality and performance of individuals in an organization. (Ariyati & Ratnasari, 2024). In the context of Islamic educational institutions, supervision and development of human resources (HR) encompasses various strategies and practices aimed at developing HR potential, including competency, motivation, and skills (Indana et al., 2023). Supervision in this model serves to ensure that the development process is running according to established plans and objectives. (Julianti, F., et al., 2024). This definition is strengthened by (Kusumaningrum, H., et al., 2024) stated that human resource development, on the other hand, involves ongoing training, development, and evaluation to improve individual capabilities and performance. Therefore, a model of human resource supervision and development is crucial in creating a conducive environment for increasing public interest in Islamic education.



Picture 1. Manifestation of HR Supervision and Development

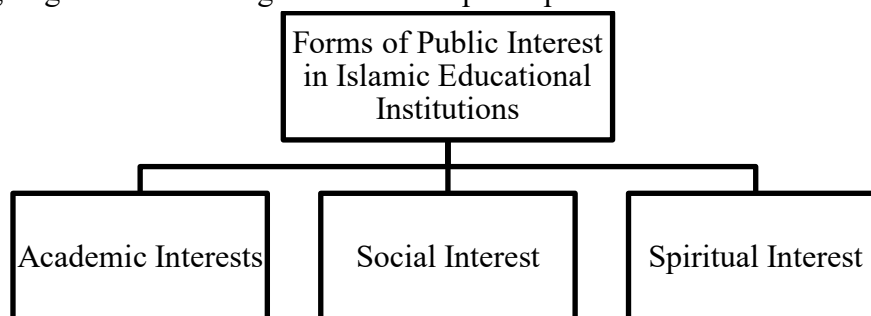
Source: Data processed by the author

Based on the research conducted by (Hanoum, FC, 2024) , as seen in the diagram above, it explains that HR supervision and development can be categorized into several manifestations, including performance monitoring, training, development, and evaluation and feedback. Performance monitoring includes monitoring and assessing individual activities and work results, which aims to ensure that organizational goals are achieved. Training and development is a process designed to improve HR skills and knowledge, so they can adapt to existing changes and demands. Meanwhile, evaluation and feedback serve to provide useful information for individuals to improve their performance. These three manifestations are interrelated and contribute to creating effective HR supervision and development in Islamic educational institutions.

Research results (Suwarno, SA et al., 2021) revealed that human resource supervision and development implemented in Islamic educational institutions not only play a role in improving individual performance but also play a crucial role in achieving the organization's overall goals. A study by (Mujianto et al., 2024) also added that With good supervision, institutions can ensure that each individual has a clear understanding of their duties and responsibilities. In addition, (Fajriyah & Budianto, 2025) added that structured training helps in the development of relevant skills, so that human resources can adapt to changes that occur in the educational environment.

Public Interest

Public interest can be defined as the interest or concern of individuals or groups toward something, in this case, Islamic educational institutions (Andri, 2020). This interest reflects a desire to engage, learn, and participate in activities related to Islamic education. According to (Syahfitri et al., 2024), public interest in the context of Islamic education is crucial because it can influence the level of participation and success of educational programs offered. High interest will encourage individuals to seek further information, participate in educational activities, and contribute to the development of educational institutions. (Saufi et al, 2024) . Therefore, understanding the concept of community interest is key in designing effective strategies to increase participation in Islamic education.



Picture 2. Forms of public interest in Islamic educational institutions

Source: Data processed by the author

The diagram above is the result of research conducted by (Khasbulloh, et al., 2020) which revealed that Public interest in Islamic educational institutions is divided into several forms: academic interest, social interest, and spiritual interest. Academic interest refers to interest in the subject matter and curriculum provided by Islamic educational institutions. Social interest relates to the desire to interact and collaborate with others in the educational environment, such as participating in extracurricular activities or study groups. (Hasbar et al, 2024) . On the other hand, spiritual interest reflects an individual's interest in the religious values and teachings conveyed in Islamic education. (Khadavi et al, 2023) . These three forms interact with each other and can influence an individual's decision to participate in Islamic education.

Another study, by Waruwu, EA (2023) revealed that various factors influence an individual's interest in participating in Islamic education, namely intrinsic motivation, social support, and the relevance of educational programs to their needs. Furthermore, the presence of concrete examples of individual success in education

also plays a significant role in attracting public attention. Therefore, it is important for educational institutions to create relevant and engaging programs and promote student success as role models (Yanto, A., 2023) . This is in line with Alamsyah, MA (2023)' s statement that to increase public interest, educational institutions need to understand and address the factors influencing individual interest.

Islamic Educational Institutions

Islamic educational institutions are institutions that are based on Islamic teachings and values in carrying out the educational process. (Maspuroh et al, 2025). The main objective is to shape the morals and character of students and equip them with knowledge that is relevant to everyday life. (Murniati, M. et al., 2023). These institutions are divided into three types, namely formal such as schools and madrasas, non-formal such as Islamic boarding schools and course institutions, and informal which include religious study and discussion activities. (Laili, N., & Ashari., 2024).

The diversity of Islamic educational institutions reflects their flexibility and broad reach across all levels of society. Each type offers an approach tailored to the needs of students, both academically and spiritually. This demonstrates that Islamic educational institutions function not only as a means of transferring knowledge but also as agents for the character and moral development of the younger generation (Ningsih, W., & Zalisman, 2024).

Effective Human Resource Supervision and Development Model in Islamic Educational Institutions

In the context of Islamic educational institutions, an effective model of supervision and development of human resources (HR) is very important to increase public interest. (Ariyanto, A., 2023) . The following are various forms of human resource (HR) supervision and development models:

Table 1. Human resource (HR) supervision and development model

No	Aspect	Key Findings
1.	Human Resources Needs Analysis	Identification of required competencies through HR needs analysis contributes to increased participation.
2.	Recruitment of Teaching Staff	Quality educators improve student learning outcomes and attract parental interest.
3.	Performance Supervision and Evaluation	Regular supervision and evaluation involving parents creates transparency and strengthens the institution's image.
4.	Community Involvement	Workshops and seminars strengthen the relationship between institutions and the community and convey the values of

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	Islamic education.
5. Improving Institutional Image	Social activities and promotions are effective in building good relationships and increasing public interest.

Source : Data processed by the author

Human Resource Needs Analysis

In efforts to improve the quality of human resources (HR) in Islamic educational institutions, analyzing HR needs is a crucial initial step. This process involves surveys and interviews with various stakeholders, including parents, students, and educators (Nurhasanah, N., 2024) . Through this method, institutions can identify the competencies necessary to achieve established educational goals.

Analysis of human resource needs has been proven to increase public interest in Islamic educational institutions, as can be seen from the research results (Yanto, et al., 2024). At a madrasah in Rejang Lebong, Bengkulu, a human resource needs analysis involving parents and students revealed a need to expand the variety of extracurricular programs. In response, the madrasah added new programs such as arts, sports, and information technology. The varied extracurricular programs not only helped students develop their interests and talents but also contributed to increased new student enrollment. As a result, community interest in enrolling increased, and the madrasah recorded an increase in new student enrollment within one year.

Recruitment Of Qualified Teaching Staff

In his research, (Huda, 2024) stated that by establishing clear recruitment criteria and conducting a rigorous selection process, Islamic educational institutions can ensure that the teaching staff they recruit possess the appropriate qualifications and competencies. Qualified teaching staff will provide better teaching, which in turn can improve student learning outcomes. When the community sees that the institution has competent teaching staff, they will be more interested in enrolling their children.

According to (Dzulkurnain, I. et al., 2024), they can use various innovative teaching methods, such as project-based learning, group discussions, and educational technology. When students have positive learning experiences, they tend to demonstrate better learning outcomes. These good learning outcomes will attract the attention of parents and the community, who see the institution as a good place for their children's education.

Supervision And Performance Evaluation Involving Students' Parents

In his research, (Efendi, N., & Sholeh, 2023) explain that regular supervision plays a crucial role in supporting educators to improve their teaching methods. This improvement in teaching quality directly contributes to optimal student learning outcomes. When students demonstrate good performance, this attracts public attention to the educational institution.

Evaluations that involve feedback from peers, students, and parents will create transparency and accountability in teaching. The public tends to have more trust in institutions that are open to evaluation and improvement. (Sholeh, MI, 2023) . Furthermore, (Aprilyani, T., & Anwar, 2021) added that when parents are involved in the evaluation process, they feel they have a voice and a role in their children's education. This creates a greater sense of ownership and involvement in the institution.

Increased Community Involvement In Workshops And Seminars

Workshops and seminars serve as an effective platform to create direct interaction between the community, educators, and managers of Islamic educational institutions. (Mahsunudin, M. et al., 2024) . According to (Aini et al., 2024) , direct interaction allows the community to ask questions, share views, and obtain more in-depth information about the educational programs offered. This not only strengthens the bond between educational institutions and the community but also builds mutual trust between the two.

Improving The Image Of Islamic Educational Institutions

Improving the image of Islamic educational institutions is also an integral part of human resource development. Social and community activities, such as religious study groups and community service, can help build positive relationships between the institution and the community (Alamsyah, M., 2023) . Furthermore, (Annabila, CI, et al., 2024) added that promotion through social media is an effective means of introducing the institution's flagship programs. Holding open events, such as open houses, allows the public to directly observe teaching and learning activities and interact with educators. With these steps, Islamic educational institutions can increase public interest and strengthen their position in the world of education.

D. Closing

This research yielded new findings in the form of a design for a human resource (HR) supervision and development model that not only focuses on improving the competence of educators but also integrates the active involvement

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of parents and the community in the performance evaluation process of Islamic educational institutions. This approach broadens the HR management paradigm, which has tended to focus on internal aspects of the institution, into a collaborative and participatory model. The integration of HR needs analysis, recruitment of qualified educators, partnership-based supervision, and strategies for strengthening the institution's image through social activities is a distinguishing element that has not been widely developed in previous research.

This research contributes to two main aspects. Theoretically, it enriches the study of Islamic education management by offering a holistic, contextual, and community-based framework for human resource supervision and development. Practically, these findings provide a strategic reference for Islamic educational institution managers to formulate policies and programs that can improve teaching quality while attracting community interest. Implementing this model also has the potential to create an educational environment conducive to the development of students' character and morals, as well as strengthening the institution's positive public image.

Despite its significant contribution, this study is limited by its data sources, which are entirely derived from literature, and therefore cannot empirically test the model's effectiveness in the field. Therefore, further research is recommended to test the model's implementation in various local contexts of Islamic educational institutions, while simultaneously evaluating its impact on students' long-term academic and social success. Furthermore, broader stakeholder involvement, including alumni, community leaders, and institutional partners, is expected to provide a more comprehensive perspective in refining this model.

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