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VALUE-BASED EMPLOYEE RELATIONSHIP MANAGEMENT FOR PROFESSIONAL INTEGRITY IN MADRASAH EDUCATION

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ABSTRACT

Penelitian ini berfokus pada analisis pengelolaan hubungan antar karyawan untuk memperkuat integrasi profesional di madrasah, serta mengidentifikasi faktor-faktor yang mendukung terciptanya hubungan kerja yang harmonis dan beretika. Pendekatan yang digunakan adalah metode kualitatif dengan studi kasus, yang dilakukan melalui wawancara mendalam, observasi, dan dokumentasi terhadap pemimpin madrasah, guru, dan staf pendidikan. Hasil penelitian menunjukkan bahwa pengelolaan hubungan karyawan yang efektif terbentuk melalui komunikasi dua arah yang transparan, penerapan kebijakan kerja yang adil, budaya kolaboratif, dan penguatan nilai-nilai Islam dalam etika profesional. Temuan juga menyatakan bahwa integritas karyawan meningkat ketika madrasah menerapkan sistem pengembangan berkelanjutan, pengawasan proporsional, dan pemberian penghargaan atas kinerja dan perilaku beretika. Implikasi dari penelitian ini menunjukkan bahwa penguatan integrasi profesional tidak hanya bergantung pada kebijakan formal, tetapi juga pada kualitas hubungan interpersonal, kepemimpinan yang berorientasi pada nilai, dan lingkungan kerja yang mendukung perilaku beretika. Madrasah disarankan untuk memperkuat program hubungan karyawan sebagai strategi untuk meningkatkan kualitas sumber daya manusia secara berkelanjutan. Studi ini memberikan kontribusi pada manajemen pendidikan Islam dengan menunjukkan bagaimana manajemen hubungan karyawan berbasis nilai berfungsi sebagai mekanisme strategis untuk memperkuat integritas profesional dalam organisasi madrasah

Keywords:

Employee Relations,
Professional
Integrity, Madrasah

ABSTRACTS

This research focuses on the analysis of the management of relationships between employees to strengthen professional integration in Madrasas, as well as identify factors that support the creation of harmonious and ethical working relationships. The approach used is a qualitative method with case studies, which is carried out through in-depth interviews, observations, and documentation of madrasah leaders, teachers, and education staff. The results indicate that effective employee relations management is formed through transparent two-way communication, the implementation of fair work policies, a collaborative culture, and the strengthening of Islamic values in professional ethics. The findings also state that employee integrity increases when madrasahs implement a system of continuous development, proportional supervision, and the provision of rewards for performance and ethical behavior. The implications of this study indicate that strengthening professional integration depends not only on formal policies, but also on the quality of interpersonal relationships, value-oriented leadership, and a work environment that supports ethical behavior. Madrasahs are advised to strengthen employee relations programs as a strategy to improve the quality of human resources in a sustainable manner. This study contributes to Islamic educational management by demonstrating how value-based employee relationship management serves as a strategic mechanism for strengthening professional integrity in madrasah organizations.

A. INTRODUCTION

Employee relations management in madrasas is theoretically understood as an effort to create harmonious relationships between leaders and staff through open communication, fair work policies, and continuous professional development (Hefniy & Alwahedi, 2025; Holidi, 2025; Khofsah & Rozi, 2025; Wahib, 2025) . However, in practice, there is still a gap between theory and implementation, where many madrasas have not implemented HR management systematically, so that employee professional integrity has not optimally developed. This condition is reinforced by field findings that indicate a weak understanding of the professional code of ethics, a lack of transparency, minimal performance-based rewards, and inconsistent supervision. This gap confirms that the concept of employee relations in madrasas has not been a top priority for management (Djalilah et al., 2024; Kusumawati, 2025; Syafiih, 2025) . Therefore, an in-depth study is needed to understand employee relations management and its impact on employee integrity in the context of Islamic educational institutions.

Real-world conditions indicate that many madrasas rely on work relationships based on personal closeness and a family culture (Murshed, 2025) . While this can strengthen emotional bonds socially, written policies regarding coaching, evaluation, and professional ethical standards are often unclear. Furthermore, a number of madrasas face issues such as unbalanced workloads, interpersonal conflict, and a lack of competency development training. Consequently, assessments of employee integrity are often based on subjective perceptions rather than structured professional standards (Biniaminov & Moshel, 2025) . This situation emphasizes the importance of a more formal, transparent, and Islamically-based approach to employee relations management to support the development of strong professional integrity. Inconsistencies in the application of discipline indicate that the employee relations system is not yet effective (Bancin et al., 2024; Bukhori & Zahro, 2025; Fatmasari & Windiyani, 2025) .

Although studies on employee relations and professional integrity have been well established in corporate and general educational contexts, empirical research that systematically examines the interaction between these two constructs within madrasa organizations remains limited. Previous studies have demonstrated that employee relations contribute to employee commitment and performance (Bancin et al., 2024; Jannah, 2025; Khoiroh et al., 2025; Khomairotusshiyamah, 2025), while research in general educational institutions highlights the role of internal communication and organizational justice in strengthening educators' integrity (Konadu et al., 2025). In contrast, studies conducted in madrasas have predominantly focused on Islamic culture, religious values, and teacher work ethics, without sufficiently analyzing how structured employee relations practices shape professional integrity (Munawwaroh et al., 2025; Novita et al., 2025; Sholihah & Imam, 2025; Riadi et al., 2025). This study addresses this gap by systematically linking employee relations mechanisms with the formation of professional integrity in madrasa settings (Badriyah, 2025; Shah & Inamullah, 2025).

By positioning professional integrity as a socially constructed outcome influenced by interactions, organizational policies, and institutional culture, this research not only confirms previous findings but also extends the literature by integrating employee relations theory with the distinctive characteristics of Islamic educational institutions, including religious values, pesantren culture, and role-based leadership models (Bhat & Bisati, 2025; Ritonga, 2025). Furthermore, this study offers both theoretical and practical contributions by providing a comprehensive framework that maps the structural, cultural, and relational dimensions of employee relations management in strengthening professional integrity within madrasas (Abdelwahed et al., 2025; Meyer et al., 2025).

This study attempts to answer the main question: how does Employee Relations Management Strengthen the Professional Integrity of Madrasah Employees? The tentative argument is that employee integrity is built not only through formal policies, but also from the quality of fair, dialogical, and valuable working relationships. Strengthening professional integrity will be achieved if Madrasahs are able to build an employee relations system based on transparency, consistent coaching, appreciation for ethical behavior, and effective communication. Thus, this study aims to prove that employee relations is a strategic instrument to improve the professionalism of Madrasah employees in a sustainable manner.

B. METHOD

This research focuses on a qualitative design with a case study approach to gain an in-depth understanding of employee relationship management in strengthening professional integrity at Madrasah Tsanawiyah Nurul Wafa Besuki. (Cole, 2024) Case studies were chosen because of their ability to comprehensively explore the context, dynamics of work relationships, and internal institutional factors. This approach also facilitates a natural understanding of the meanings, experiences, and perceptions of both employees and leaders. Some sections also use a grounded research approach to identify patterns of work relationships that emerge directly from field data without much influence from initial theory. (Pregoner, 2024)

The research location, MTs Nurul Wafa Besuki, was chosen because this madrasah has unique characteristics as an Islamic educational institution that

implements a work relationship system based on religious values and local culture. Furthermore, this madrasah is strengthening its human resource governance, making it a relevant place to study the application of employee relations in the context of a developing institution. (Muttaqien et al., 2024) The location selection was also based on easy access, data availability, and the madrasah's readiness to collaborate on the research.

The research data sources included respondents such as teachers and education staff; key informants such as madrasah principals, deputy principals, and administrative staff; and textual sources, including madrasah policy documents, professional ethics guidelines, internal archives, educational manuscripts, and online articles or news about human resource management in madrasahs (Khozaini & Mundiri, 2024) .

The data collection process in this study includes a review of internal madrasah documents and relevant literature related to employee relationships, direct observation of work activities and interactions between employees, as well as existing managerial processes. In addition, in-depth interviews were conducted with respondents and informants based on semi-structured interview guidelines. This study also uses additional instruments such as questionnaires to collect employee perceptions regarding employment relations and professional integrity. All stages of research are carried out using triangulation techniques to ensure the validity of the data obtained.

Data analysis was conducted in three main stages. First, data condensation, which includes the process of reducing, categorizing, and simplifying important data. Second, data display, which involves presenting data in narrative form, tables, or charts for easier understanding. Third, verification or drawing conclusions through a process of cross-checking and in-depth interpretation. The analytical methods used included content analysis to understand the meaning of documents, discourse analysis to uncover working relationships in internal communications, and interpretative analysis to identify patterns and gain insights from the experiences of employees and leaders.

C. RESULT AND DISCUSSION

Internal Communication System in Building Employee Integrity

Meeting documents show the existence of a regular communication agenda between leaders and employees, both in the form of weekly meetings, monthly briefings, and the delivery of information through the official madrasah group . Based on the results of documentation obtained from various madrasah archives, such as meeting minutes, internal policy documents, and organizational communication guidelines, it appears that the internal communication system at MTs Nurul Wafa has been formally regulated through several main mechanisms. In addition, there are notes in the form of internal circulars that emphasize the importance of information transparency, especially those related to work policies, division of tasks, and fostering professional ethics.

Communication, Documentation, and Ethics in the Workplace

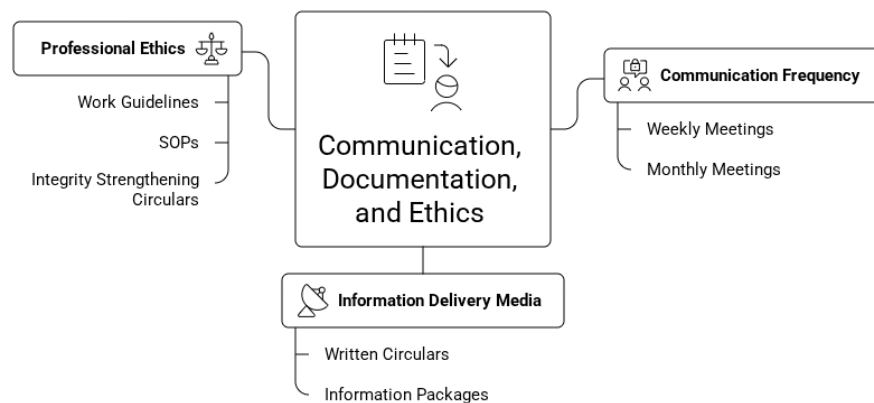


Table 1, Documentation Findings

The research also shows that clear, two-way internal communication can help internalize ethical values and support ethical behavior among employees. These findings are in line with organizational communication theory which states that an effective communication system clarifies an organization's expectations of employee behavior. However, there are differences in the approach used. At MTs Nurul Wafa, face-to-face communication is more dominant in building employee integrity.

The results of the study revealed that the internal communication system at MTs Nurul Wafa plays a crucial role in strengthening employee integrity. Clear, consistent, and two-way communication helps to increase understanding of the ethical values that exist in the organization. These findings support the view that open communication and effective feedback channels can contribute to the formation of ethical behavior within organizations. However, this assessment also identifies differences in the communication media used, although digital technology is used, informal communication such as face-to-face meetings and group discussions is more influential in strengthening employee integrity.

These findings show the importance of the role of internal communication systems which are not only a tool to convey information, but also as the basis for the

formation of a culture of integrity in the organization. If internal communication does not function properly, then the integrity of employees can be affected, which in turn will have an impact on the quality of work and the reputation of the educational institution. Effective communication increases employee engagement and helps them better understand their roles and responsibilities. Conversely, if internal communication is weak, employees may feel isolated and less involved in maintaining ethical standards, which can ultimately lower their morale and performance.

The implications of these findings suggest that an effective internal communication system serves as a key driver in building employee integrity. Open and two-way communication provides a clearer understanding of the organization's values, so employees can more easily apply professional ethics appropriately. However, dysfunction arises if communication is one-way or top-down, which can lead to miscommunication or a lack of understanding of the values to be instilled. Therefore, active employee involvement in the communication process as well as the existence of continuous feedback are essential to maintain integrity in the organization.

Implementation of Employee Relations Policies Related to Professional Ethics Compliance

At MTs Nurul Wafa, the main driver of ethical compliance is not the mandate or disciplinary provisions, but the aspects of work relations and psychological support. The implications of the research findings show that the implementation of employee relations functions as an enabler for the formation of a culture of professional ethical compliance. Functionally, policies that emphasize open communication and social support increase teachers' sense of self-esteem and professional commitment, which has an impact on the integrity of daily work behavior. On the other hand, the dysfunction identified is a potential lack of effectiveness if the policy is only normative without the support of a clear monitoring mechanism and feedback loop. Without such a support structure, a positive working relationship alone is not enough to ensure consistency of ethical compliance in situations of value conflict or operational pressure.

The results of the study show that the implementation of employee relations policies at MTs Nuruk Wafa has a positive influence on the level of ethical compliance of the teaching profession. Empirically, aspects of open communication, appreciation of teachers' contributions, and order in the decision-making process are related to the improvement of ethical behavior in professional practice. These findings are in line with previous research that states that healthy working relationships and effective organizational communication can increase an individual's ethical commitment to professional norms. The findings at MTs Nurul Wafa show that non-financial incentives such as social support and professional recognition are more relevant in the context of basic education.

These findings are important because they show that employee relations are not just administrative programs, but are the foundation of the structures that shape the reality of professional culture in schools. Practically, school management that fails to implement effective workplace policies will face the risk of low ethical compliance, which in turn can affect the quality of educational services and the image of the institution. This policy function has been shown to increase teacher involvement and moral responsibility, while dysfunction arises if the policy is not equipped with evaluation tools and shared responsibility. These findings reinforce the argument that

the quality of employment relationships is an important variable in fostering professional integrity.

Human Resource Development as a Strategy to Strengthen Integration

These findings confirm that human resource development focuses not only on improving technical competence, but also on the formation of moral integration. The results of the study show that MTs Nurul Wafa is structured in developing human resources (HR) through professional training for teachers, work ethics coaching, and religious and pedagogic capacity building. Based on internal documents and interviews, madrassas routinely hold training related to discipline, strengthening religious character, and instilling honesty in educational services

This supervision is not only in the form of coaching dialogue, but also a work evaluation that provides an opportunity to make corrections and strengthen integrity. This model is in line with the theory of Transformational Leadership, which states that Leaders who act as moral examples and show personal attention can increase the level of ethical commitment of employees. Research also shows that academic supervision and personality supervision carried out by the madrasah principal play a major role in maintaining the consistency of integrity values among teachers and education staff . Therefore, human resource development at MTs Nurul Wafa is a basic structure that explains why employee integrity is relatively maintained and deviant behavior can be minimized.

From the point of view of the main implications, these findings show that human resource development plays a role in building a stable culture of integrity in the madrasah environment. When training and coaching are carried out consistently, there will be positive benefits such as increased discipline, honesty in task reporting, and a sense of moral responsibility in the teaching and learning process. However, the study also identified the potential for dysfunction: unequal or unsustainable development programs can lead to inequality in the quality of integrity between employees.

MTs Nurul Wafa implements an award system that is based on ethical behavior, has clear attendance rules, and carries out regular coaching that forms a work order that focuses on moral values. The findings of the study also show that the relationship between human resource development and integrity is causal, which is influenced by organizational structures that support the internalization of values. This structure reinforces integrity behavior as a habit, not a formal compliance secretary. On the other hand, if the development structure is not supported, such as the absence of monitoring, feedback, or exemplary leadership, integrity is easily weakened because there is no mechanism that reinforces moral norms in daily practice.

In general, research shows that the human resource development strategy at MTs Nurul Wafa is an important foundation to strengthen personal and institutional integrity. Value-based training programs, dialogical supervision, and moral coaching have been proven to be able to increase ethical awareness, sense of responsibility, and consistency of employee behavior. Strengthening integrity occurs because human resource development involves a continuous process of internalizing values, not just temporary instructions. Thus, MTs Nurul Wafa can be seen as an institution that utilizes the development of human resources strategically to build the moral identity of the organization and maintain credibility as an Islamic educational institution.

Conflict Management in Employee Relations and Its Impact on Integrity

To provide a more structured overview, a summary of the documentation is presented in the following table. This table shows the three main components of conflict management recorded in the internal documents of the madrasah, complete with supporting evidence and its impact on strengthening employee integrity.

Based on the results of documentation from the official archives of MTs Nurul Wafa, conflict management is an important element in employee relationship management which aims to maintain work stability and strengthen their integrity. Documents such as conflict resolution reports, internal mediation minutes, dispute resolution guidelines, and discipline-related circulars confirm that madrasahs have formal mechanisms to handle conflicts between employees and also between employees and leaders. In the mediation report, various approaches applied by the institution are recorded, including deliberation, reaffirmation of professional ethics rules, and the application of gradual sanctions.

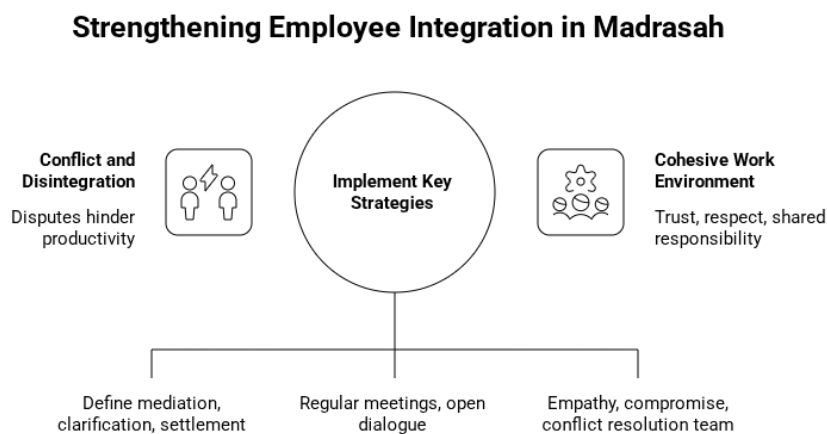


Table 2, Documentation Findings

From all the available data, it is clear that conflict management is carried out through three main steps, namely recording, mediation, and coaching. Furthermore, the coaching patterns reflected in the post-mediation document demonstrate a long-term commitment to improving behavior and strengthening working relationships. In addition, this pattern shows a direct relationship between conflict management and mediation strengthening. The more orderly the conflict handling mechanism, the higher the level of ethical awareness and professionalism of employees. Thus, the document data shows that conflict management is not only an effort to reduce tension, but also an important part in building a culture of integrity in the madrasah environment.

Based on the above findings, the researcher concluded that madrasahs implement conflict management with an approach that focuses on justice, transparency, and moral development. Any conflicts are formally recorded to avoid subjective judgment, and then resolved through channels in accordance with professional rules and ethics. These findings from the coaching document show that conflict resolution does not only stop at the clarification stage, but also continues with the strengthening of professional behavior so that similar conflicts do not recur. This

interpretation shows that the conflict management of the madrasah has an importance in maintaining the integrity of employees, since each settlement process aims to form a more responsible work behavior.

D. DISCUSSION

Documentation findings at MTs Nurul Wafa indicate that the internal communication system has been formally designed and structured through regular meetings, written circulars, work guidelines, and organizational communication media. When compared with the literature, this pattern is consistent with the view that documented formal communication is the foundation of work coordination and the formation of role clarity (Bukar et al., 2025) . Alignment is also apparent with organizational communication theory, which states that information transparency and message consistency directly influence the formation of employee trust and integrity (Lee & Mitson, 2025) . However, it differs from recommendations regarding the need for two-way communication as a means of dialogue (Hinata et al., 2024) . Documentation at MTs Nurul Wafa displays a dominance of top-down communication, although there has been some dialogue in certain meetings. This difference is important because it indicates that the communication structure is strong, but the quality of two-way message exchange still has room for improvement to strengthen the internalization of values (Petrič & Just, 2025) .

The implications of these findings suggest that a scheduled, multi-channel communication system serves as a mechanism for consistently disseminating integrity values (Rahmat et al., 2025) . SOP documents, ethical guidelines, and internal circulars not only convey leverage but also convey moral messages such as honesty, discipline, and accountability. This conclusion aligns with research (Okunade, 2025) , which states that clarity in internal communication enhances employees' ethical commitment and professional behavior. However, these findings also point to potential dysfunction if ethical messages are merely part of formal documents without elaborate dialogue. If employees simply receive instructions without any room for discussion and clarification, there is a risk of compliance without proper procedures.

Internal communication plays a crucial role as a strategy in building integrity as the primary medium, and can even lead to dysfunction if it is merely informative (Oukropec, 2025) . Its primary function is to guide behavior, align understanding of work norms, and create an environment that emphasizes accountability. Conversely, communication becomes problematic when it is only one-way, so employees may comply without truly understanding the ethical values behind the rules (Qomariatul Jannah & Baharun, 2025) . This condition supports the argument that integrity cannot be built solely through regulation, but rather through the internalization of values through a process of meaningful social interaction. Therefore, successful communication is a key factor in whether integrity will develop in real terms or remain merely a formality. (Hasanah, Agus R, et al., 2024; Hasanah, Munawwaroh, et al., 2024; Nuriyah et al., 2024) .

The organizational structure of MTs Nurul Wafa places the leadership as the center of information and communication control (Adeoye & Munawwaroh, 2025; Ataman et al., 2024; Baharun & Tohet, 2024) . This hierarchical structure creates a top-down communication pattern, so that the integrity values in the document become standards that must be followed by all employees (Yakin et al., 2025) . This builds

consistency of ethical messages, but also limits two-way dialogue. According to Giddens' structuration theory, a stable communication structure ultimately forms an ethical habitus within the organization. Employees learn discipline and responsibility because the communication system accustoms them to receiving regular reinforcement of values (Bahri, 2024; Rizal et al., 2025) . However, if the structure does not provide enough space for participation, employees' ability to internalize ethical meaning is limited.

Overall, the research findings indicate that the internal communication system at MTs Nurul Wafa functions effectively as an integrity-building instrument because it is supported by consistent documentation of meetings, circulars, and ethical guidelines. Communication serves as a mechanism for reinforcing values, reminding morale, and controlling professional behavior (Baldwin & Krumm, 2024) . However, this study also confirms that the effectiveness of communication allows employees to play an active role in the communication process. Thus, internal communication not only serves as a channel of information, but also as an arena to form integrity that is more substantial, collaborative, and deeply embedded in madrasah culture.

E. CONCLUSION

This study reveals that the internal communication system functions as a strategic mechanism for strengthening employee relations and fostering professional integrity within madrasa organizations. The main analytical finding indicates that while formal and top-down communication effectively ensures procedural compliance and organizational discipline, the internalization of ethical and moral values requires more dialogical, participatory, and two-way communication processes. Structured human resource development, dialogical supervision, and collaboration-based conflict management significantly contribute to the formation of both personal and institutional integrity. Theoretically, this study contributes to Islamic management literature by positioning professional integrity as a socially constructed outcome shaped through structured interactions, deliberative communication, and ethical organizational culture rooted in Islamic values. This perspective extends conventional employee relations theory by integrating moral deliberation (*musyawarah*), justice (*'adl*), and persuasive leadership as core elements of integrity formation in Islamic educational institutions.

From a practical standpoint, the findings imply that madrasa leaders should strengthen participatory communication forums, encourage ethical dialogue, and institutionalize consultative conflict-resolution mechanisms to deepen value internalization among employees. Leaders are advised to move beyond compliance-oriented communication toward value-based engagement supported by clear documentation, standard operating procedures, and continuous coaching. However, this study is limited by its focus on a single madrasa context and its reliance on qualitative organizational evidence, which may restrict the generalizability of the findings. Future research should involve comparative studies across different madrasas, employ mixed-method or longitudinal designs, and examine additional variables such as spiritual leadership, organizational trust, and employee well-being to provide a more comprehensive understanding of integrity formation in Islamic educational management.

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