

## Strategies for Implementing Human Resource Ethics to Create a Harmonious School Climate at Madrasah Tsanawiyah

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### ARTICLE INFO

#### Article history

Received June 15, 2026

Revised July 17, 2026

Accepted August 25, 2026

**Keywords:** Human resource ethics, harmonious school climate, Islamic educational management, school culture.

#### ABSTRACT

This study aims to analyze the implementation of human resource (HR) ethics and the strategies employed to create a harmonious school climate at Madrasah Tsanawiyah Negeri (MTsN) 2 Medan. This research used a descriptive qualitative approach with a field research design. Data were collected through observation, in-depth interviews, and documentation involving the principal, vice principal, teachers, educational staff, and students as research informants. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data reduction, data display, and conclusion drawing and verification. The validity of the data was ensured through source, technique, and time triangulation. The findings indicate that the implementation of HR ethics at MTsN 2 Medan has been carried out effectively and is reflected in values such as discipline, responsibility, honesty, professionalism, cooperation, and mutual respect among all members of the school community. The strategies implemented include exemplary leadership by the principal, the integration of ethical values into school culture, the strengthening of open and effective communication, the enforcement of discipline, and the continuous development of human resource professionalism. Supporting factors include strong leadership, a religious school culture, harmonious communication, and the competence of teachers and educational staff. Meanwhile, inhibiting factors include differences in individual characteristics, uneven levels of discipline, limited coordination time, and challenges related to technological adaptation. The study concludes that the consistent implementation of HR ethics contributes significantly to the creation of a harmonious school climate characterized by positive working relationships, effective communication, improved discipline, and a safe, comfortable, and conducive learning environment.

### 1. INTRODUCTION

Education is a fundamental aspect of nation-building, playing a crucial role in shaping high-quality, principled, and competitive human resources (Karadona & Sari, 2025; Munawir & Erindha, 2023; Muslich, 2022; Rahma et al., 2024; Sujarwo, 2024). In the context of Islamic education, the educational process aims not only to develop students' intellectual capabilities but also to cultivate character, morals, and personalities aligned with Islamic values (Hartina et al., 2025; Karadona, Rahmawati, & Mudatsir, 2026; Karadona, Rahmawati, Arsyad, et al., 2026; Rahmawati et al., 2025). Consequently, the success of educational delivery is heavily influenced by the quality of human resource management encompassing teachers, educational staff, and all elements supporting the educational process within the school. Human resources constitute the primary asset of educational organizations (Syakroni, 2023). The success of an educational institution is determined not merely by the availability of facilities and infrastructure, but also by the behavioral quality, professionalism,

and work ethics of educators and educational staff (Taufik & Rindaningsih, 2024). As the spearhead of education, teachers bear the responsibility of not only transferring knowledge but also serving as role models in shaping students' character. Meanwhile, educational staff play a vital role in ensuring the smooth operation of administration, services, and effective school management. Therefore, the application of human resource ethics is a crucial factor in fostering a healthy, productive, and harmonious work environment. From the perspective of educational management, human resource ethics constitute a set of values, norms, and moral principles that guide behavior and interaction within an organizational environment (Priyatno, 2020). These ethics encompass values such as discipline, responsibility, honesty, professionalism, cooperation, mutual respect, and commitment to duties and responsibilities. The application of sound ethics fosters positive working relationships, enhances the quality of organizational communication, and builds a work culture that supports the optimal achievement of educational goals (Ambiya et al., 2021; Arifin et al., 2023; Hidayat et al., 2025).

Amidst technological advancements, globalization, and rising public expectations regarding the quality of education, educational institutions are required to create a conducive and harmonious school environment (Adekamisti et al., 2025; Amelia, 2023; Mahruf et al., 2026a; Timotius, 2017). A harmonious school climate is characterized by positive interpersonal relationships, effective communication, mutual trust, good cooperation, and an atmosphere that is safe and comfortable for all members of the school community. These conditions are crucial, as they influence teachers' work motivation, students' comfort in learning, and the overall effectiveness of educational delivery. Conversely, a lack of adherence to human resource ethics can lead to various problems within the school organization. Issues such as a lack of discipline, low levels of responsibility, ineffective communication, and poor coordination among school members can hinder the creation of a harmonious work environment. If such conditions persist, they can result in a decline in the quality of educational services, disruptions to the learning process, and a loss of public trust in the educational institution. Normatively, madrasas as Islamic educational institutions bear the responsibility of instilling and implementing ethical values across all educational activities (Fradito et al., 2025; Nifasri, 2025). These values apply not only to the teaching and learning process but also to professional relationships among educators, educational staff, students, and madrasa leadership. Consequently, the application of human resource ethics plays a crucial role in fostering a healthy organizational culture and a harmonious, Islamic-oriented school climate. However, various studies and real-world observations indicate that the implementation of human resource ethics in educational institutions still faces significant challenges. This is evident in persistent obstacles regarding organizational communication within schools, which hinder the optimal flow of information and impede organizational effectiveness (Adri Patton, 2020). In some schools and madrasa, issues such as inconsistent levels of discipline, suboptimal communication among staff, and inadequate coordination during the execution of school programs remain prevalent. Research demonstrates that ineffective communication can lead to misunderstandings, lower morale, and reduced organizational productivity, while also negatively impacting the performance of duties and responsibilities within educational institutions (Anggun Riski Lestari, 2024). This situation reveals a gap between the ethical values that ought to be upheld and the actual practices observed in the daily life of the educational organization. Effective organizational communication, harmonious working relationships, and a positive organizational climate have been proven crucial in supporting the achievement of educational goals and enhancing the performance of both teaching and non-teaching staff. Preliminary observations at Madrasah Tsanawiyah Negeri (MTsN) 2 Medan identified several phenomena regarding the application of human resource ethics.

Notably, there are disparities in the level of discipline among some teaching and non-teaching staff regarding the execution of their duties, particularly concerning punctuality and task completion. Furthermore, while communication among the school community is generally effective, there remain obstacles in information dissemination that occasionally lead to misunderstandings during the execution of school tasks and activities. Initial observations also indicate that coordination for certain school programs involving various organizational components requires strengthening to ensure more effective implementation. On the other hand, MTsN 2 Medan benefits from a relatively conducive educational environment, supported by the school community's commitment to maintaining a positive work atmosphere. Therefore, appropriate strategies are needed to reinforce the application of human resource ethics, thereby optimizing the realization of a harmonious school climate. These phenomena demonstrate that human resource ethics play a vital role in shaping the quality of working relationships and organizational culture within the madrasah environment. The application of sound ethics not only influences individual performance but also contributes to a work atmosphere that is harmonious, mutually supportive, and oriented toward improving educational quality. Consequently, an in-depth study is required regarding the strategies employed by the madrasah to instill and cultivate human resource ethics within the school environment. Based on this background, this study focuses on examining the strategies for implementing human resource ethics to create a harmonious school climate at Madrasah Tsanawiyah Negeri 2 Medan. This study is expected to provide a comprehensive overview of the strategies implemented, the supporting and inhibiting factors encountered, and the contribution made toward fostering a harmonious school climate. Beyond its academic contribution to the field of Islamic educational management, the study's findings are also intended to serve as a basis for evaluation and recommendations for madrasahs and other educational institutions alike on developing a professional, ethical, and harmonious work culture to support the enhancement of educational quality

## 2. METHODS

This study employs a field research design with a descriptive qualitative approach (Achjar et al., 2023). This approach was selected because the study aims to gain an in-depth understanding of the strategies for implementing human resource ethics to create a harmonious school climate at Madrasah Tsanawiyah Negeri (MTsN) 2 Medan. Through the qualitative approach, the researcher seeks to obtain a comprehensive picture of the phenomenon based on the experiences, perspectives, and interactions of informants directly involved in the madrasah's activities. The study was conducted at MTsN 2 Medan, Medan City, North Sumatra, chosen because the institution possesses a developing educational management system and implements various strategies to build a conducive and harmonious work culture. The data sources for the study consist of both primary and secondary data. Primary data were obtained directly from the madrasah principal, vice-principals, teachers, educational staff, and students, selected using purposive sampling based on the criterion that they understood the issues under investigation (Winarni, 2021). Meanwhile, secondary data were obtained from various supporting documents, such as the madrasah profile, vision and mission statements, organizational structure, code of conduct, work programs, activity reports, and relevant scientific literature. Data collection was carried out through observation, in-depth interviews, and document analysis. Observation was used to examine behavior, social interactions, communication, and work culture within the madrasah environment, while semi-structured interviews were conducted to elicit deeper information regarding the strategies for implementing human resource ethics, as well as the supporting and inhibiting factors. Documentation served as a supplementary method to reinforce the data obtained through observation and interviews (Qomaruddin & Sa'diyah, 2024). In this study, the researcher acted as the primary instrument, playing a central role in collecting, analyzing, and

interpreting data, supported by observation guidelines, interview guides, recording devices, a camera, and field notes. Data analysis employed the interactive model developed by Miles, Huberman, and Saldaña, comprising the stages of data reduction, data display, and conclusion drawing and verification (Asipi et al., 2022; Miles & Huberman, 2020). To ensure data validity, the study utilized source, technique, and time triangulation. Through these systematic research procedures, the study aims to provide an in-depth and accurate overview of the strategies for implementing human resource ethics to foster a harmonious school climate at MTsN 2 Medan.

### 3. RESULTS AND DISCUSSION

#### Results

##### Implementation of Human Resource Ethics at MTsN 2 Medan

Based on interviews, observations, and document analysis conducted at MTsN 2 Medan, it was found that the implementation of human resource ethics has become an integral part of the madrasa's organizational culture. This ethical implementation is not merely manifested through formal rules and regulations but is also reflected in the attitudes, behaviors, and daily interaction patterns of the entire madrasa community. Human resource ethics are understood as guidelines for carrying out duties and responsibilities grounded in values of professionalism, morality, and Islamic teachings. Consequently, all members of the madrasa strive to embody values such as honesty, discipline, responsibility, cooperation, mutual respect, and trustworthiness in every educational and administrative activity. The research results indicate that the madrasa principal plays a crucial role in establishing and fostering an ethical culture within the school environment. As a leader, the principal not only performs managerial functions but also serves as a role model for the entire madrasa community. The principal demonstrates discipline regarding attendance, consistency in enforcing rules, and fairness in decision-making. Furthermore, the principal fosters open communication with teachers and educational staff, thereby creating a democratic work atmosphere characterized by mutual respect. Such leadership positively influences the work behavior of teachers and staff while strengthening an organizational culture rooted in ethics. Regarding educators, the implementation of human resource ethics is evident in the teachers' professionalism while carrying out instructional duties. Teachers are responsible not only for delivering lesson material but also for acting as mentors, motivators, and role models for students. Observations revealed that the majority of teachers demonstrate discipline in teaching, prepare instructional materials thoroughly, and strive to provide optimal educational services to their students. In daily interactions, teachers also endeavor to maintain a polite, courteous, patient, and fair attitude toward all students, regardless of their social backgrounds or academic abilities. This situation demonstrates that the application of teacher ethics is oriented not only toward professional aspects but also toward the character development of students. The application of human resource ethics is also evident among the educational support staff responsible for facilitating smooth school administration and services. These staff members demonstrate work ethics through a friendly demeanor when providing services, meticulousness in administrative management, and a sense of responsibility in completing assigned tasks. Administrative services that are fast, accurate, and transparent represent a form of ethical implementation directly experienced by the madrasah community. Furthermore, the staff strives to maintain the confidentiality of data and information regarding both students and the institution as a matter of professional responsibility.

At the student level, the application of ethics is reflected in disciplined behavior during learning activities, adherence to school regulations, and respectful attitudes toward teachers and staff. The madrasah consistently instills ethical values through instructional activities, religious practices, and various character-building programs. Observations indicate that students have developed habits

of participating in religious activities, maintaining a clean school environment, and interacting politely with peers and teachers alike. These habits play a crucial role in shaping students into individuals of noble character and responsibility. Additionally, the application of human resource ethics at MTsN 2 Medan is reflected in a commendable level of work discipline. All members of the school community are expected to comply with established rules regarding attendance, task execution, and individual responsibilities. Discipline is understood as an integral part of the work ethic that every individual must possess when fulfilling their duties. Through consistent enforcement of discipline, the madrasah fosters orderliness in educational activities, thereby ensuring an effective teaching and learning process. Research findings also indicate that organizational communication serves as a tangible example of human resource ethics in practice at MTsN 2 Medan. Communication among the madrasah principal, teachers, staff, and students is conducted openly, politely, and with mutual respect. Every member of the school community is given the opportunity to express their opinions, criticisms, and constructive suggestions. Such communication patterns can strengthen interpersonal relationships and minimize conflicts that might disrupt the harmony of the school environment. Furthermore, the application of human resource ethics is evident in the educational services provided to students and the community. Teachers and educational staff strive to deliver services that are responsive, friendly, and professional, in accordance with their respective roles and functions. Quality service not only enhances the satisfaction of students and parents but also reinforces the madrasah's positive image as an institution committed to quality and service excellence. Overall, the research findings indicate that the implementation of human resource ethics at MTsN 2 Medan has been successful and has become an integral part of the madrasah's organizational culture. Consistent adherence to these ethical standards fosters harmonious working relationships, improves the quality of educational services, strengthens discipline among the school community, and supports the creation of a safe, comfortable, and conducive learning environment for everyone at the madrasah.

### **Strategies, Supporting Factors, and Inhibiting Factors in the Implementation of Human Resource Ethics to Create a Harmonious School Climate**

Based on the research findings, MTsN 2 Medan has implemented various strategies to develop human resource ethics in order to create a harmonious school climate. The most dominant strategy is the implementation of exemplary leadership by the head of the madrasah. The head of the madrasah strives to serve as a role model in terms of discipline, responsibility, integrity, and commitment to professional duties. Such exemplary leadership serves as an effective means of shaping the ethical behavior of school members because it provides concrete examples that can be emulated by teachers, educational staff, and students. In addition to exemplary leadership, another strategy involves instilling ethical values through the school culture. Values such as discipline, honesty, cooperation, responsibility, and mutual respect are continuously cultivated through learning activities, religious programs, ceremonies, meetings, and various other school activities. Consistent habituation enables these values to gradually develop into an integral part of the daily culture and practices of the madrasah community. Another strategy is the strengthening of effective and open communication. The head of the madrasah provides opportunities for teachers and educational staff to express their opinions, ideas, and concerns related to the implementation of their duties. Such open communication contributes to the establishment of a democratic work environment and strengthens mutual trust among members of the school community. Through effective communication, various issues can be addressed through deliberation and consensus, thereby minimizing conflicts and maintaining harmonious professional relationships. The madrasah also implements strategies to strengthen discipline through the enforcement of clear regulations, continuous supervision, and the fair application of rewards and sanctions. Rewards are given to individuals who demonstrate good performance and discipline, while sanctions are imposed on those who violate established regulations

in accordance with applicable provisions. This strategy aims to foster an awareness that discipline constitutes an essential component of professional ethics that should be possessed by every member of the school community. Furthermore, the development of human resource professionalism is an important focus in the implementation of ethical practices. The madrasah actively encourages teachers and educational staff to participate in training programs, workshops, seminars, and other professional development activities. Through these programs, the professional competencies of school personnel continue to improve, enabling them to perform their duties more effectively and responsibly. The successful implementation of these strategies is supported by several important factors. The first is the leadership of the head of the madrasah, who serves not only as a role model but also as the primary driving force in developing an ethical culture within the school. The second is the quality of teachers and educational staff, who demonstrate a relatively high level of awareness regarding the importance of professional ethics. The third is the religious school culture, which is grounded in Islamic values and therefore supports the development of behavior that is consistent with ethical and moral principles. Other supporting factors include harmonious communication among school members, a conducive working environment, adequate facilities and infrastructure, and a supervision and evaluation system that is implemented periodically.

Nevertheless, the research also identified several factors that hinder the implementation of human resource ethics. One of the main challenges is the diversity of individual characteristics, backgrounds, and ways of thinking, which may occasionally lead to differences in perceptions regarding the performance of professional duties. In addition, a small number of school personnel have not yet demonstrated an optimal level of discipline, particularly with regard to punctuality and the completion of administrative tasks. Another obstacle is the limited time available for intensive coordination due to demanding workloads and the increasingly complex administrative requirements of educational institutions.

The development of information technology also presents a particular challenge for some teachers and educational staff. Not all individuals possess the same level of ability to adapt to continuously evolving technological developments. This condition may affect the effectiveness of task implementation if it is not accompanied by adequate training, guidance, and technical assistance. To address these challenges, the madrasah has undertaken various efforts, including strengthening regular guidance and supervision, improving communication and coordination among school members, developing character-building and religious programs, and enhancing the competencies of teachers and educational staff through various professional development activities. These efforts are implemented continuously to strengthen the application of human resource ethics and ensure that it contributes positively to the overall quality of education. Overall, the research findings indicate that the strategies implemented by MTsN 2 Medan in promoting human resource ethics have made a significant contribution to the creation of a harmonious school climate. This harmonious climate is reflected in positive relationships among members of the school community, improved levels of discipline and responsibility, effective communication, and the development of a professional and religious work culture. Ultimately, these conditions support the achievement of educational objectives and contribute to the continuous improvement of the quality of the madrasah.

## DISCUSSION

The discussion of the research findings focuses on the implementation of human resource (HR) ethics in creating a harmonious school climate at MTsN 2 Medan. Based on observations, interviews, and documentation, the findings indicate that HR ethics have become an integral part of the madrasah's organizational culture. Ethics are not merely understood as a set of formal rules that must be followed, but are also manifested in the daily behavior, attitudes, and patterns of interaction among all members of the school community. This finding is consistent with Hasibuan's view that

human resources are a key factor in organizational success, as organizational quality is largely determined by the quality of the behavior and ethical conduct of the individuals within it. In the context of education, the implementation of HR ethics is increasingly important because schools function not only as institutions for transferring knowledge but also as institutions for character development and the cultivation of moral values (Abu Darim, 2020). The research findings demonstrate that, in general, the implementation of HR ethics at MTsN 2 Medan has been carried out effectively and has made a positive contribution to the establishment of an orderly, comfortable, and harmonious school environment. This finding supports Mulyasa's perspective that the success of educational institutions is strongly influenced by the quality of leadership, organizational culture, and healthy interpersonal relationships within the school environment. Thus, the implementation of HR ethics affects not only individual performance but also contributes to the overall quality of the school climate.

### **Implementation of HR Ethics by the Head of the Madrasah in Shaping the School Climate, Learning Processes, and Social Interactions**

The research findings indicate that the head of the madrasah plays a central role in establishing and directing the implementation of HR ethics at MTsN 2 Medan. The head of the madrasah demonstrates discipline, responsibility, openness, honesty, and fairness in carrying out leadership duties. Such exemplary conduct constitutes an important factor influencing the behavior of teachers, educational staff, and students. This finding is consistent with the concept of leadership by example proposed by Northouse, which emphasizes that leaders who demonstrate ethical behavior are more likely to build organizational commitment and foster a positive organizational culture. Furthermore, Mulyasa emphasizes that the principal serves as an educator, manager, administrator, supervisor, leader, innovator, and motivator who must be capable of setting an example in every aspect of school life. Accordingly, the exemplary leadership demonstrated by the head of MTsN 2 Medan represents one of the key factors in establishing a harmonious and conducive work culture. The findings also reveal that the head of the madrasah applies an open and democratic communication pattern. Teachers and educational staff are provided with opportunities to express their opinions and participate in certain decision-making processes. This condition strengthens their sense of belonging to the institution and improves the quality of professional relationships among members of the school community. According to Robbins and Judge, open communication within an organization can enhance trust, reduce conflict, and strengthen cooperation among personnel (Abdur Rozek, 2025). Therefore, the leadership pattern implemented by the head of the madrasah constitutes an important indicator of the successful implementation of HR ethics within the school environment. Teachers are the primary actors in the educational process; therefore, the implementation of HR ethics by teachers has a significant influence on both the success of learning and the development of students' character. The findings indicate that most teachers at MTsN 2 Medan have demonstrated good professional ethics through discipline, responsibility, professionalism, and fairness toward students. Teachers function not only as transmitters of subject matter but also as moral role models for students in their daily lives.

This finding is consistent with Law Number 14 of 2005 concerning Teachers and Lecturers, which stipulates that teachers are professional educators whose responsibilities include educating, teaching, guiding, directing, training, assessing, and evaluating students. Furthermore, Muthmainnah Choliq (2025) explains that professional teachers should possess pedagogical, professional, social, and personal competencies, all of which should be reflected in ethical behavior. In this study, teachers demonstrate ethical conduct through their preparation for teaching, respect for students, ability to communicate politely, and willingness to assist students experiencing learning difficulties. Nevertheless, the research also found that the level of teacher discipline is not yet entirely consistent. A small number of teachers still need to improve their consistency in certain aspects, particularly

punctuality and the completion of learning-related administrative tasks (Ahmad Ridwan, 2025). This finding indicates that continuous guidance and supervision remain necessary to ensure that professional ethics are implemented more optimally.

### **Implementation of HARI Ethics by Educational Staff in Administrative Services and by Students in School Life**

Educational staff play a crucial role in supporting the effective delivery of educational services. Based on the research findings, educational staff at MTsN 2 Medan have demonstrated work ethics through friendly, responsive, professional, and responsible services. Good administrative services have a positive impact on the smooth implementation of school activities and contribute to greater satisfaction among members of the madrasah community. This finding is consistent with Siagian's view that the quality of organizational services is strongly influenced by the ethical behavior of the human resources responsible for delivering those services (Nur Ambia, 2018). Service ethics include honesty, responsibility, accuracy, courtesy, and the ability to maintain the confidentiality of information. In the context of this study, educational staff demonstrate a strong commitment to providing administrative services to teachers, students, and external stakeholders (Riza Nur Khikmiah, 2025). Furthermore, the presence of professional educational staff contributes to the establishment of an orderly and well-organized working environment. This finding supports Sedarmayanti's view that effective administration is an important indicator of a healthy and productive organizational environment (Sadikin, 2024; Terbit Peria Noma Pasaribu, 2025). The implementation of HR ethics at MTsN 2 Medan is not limited to teachers and educational staff but also involves students as members of the school community. The findings indicate that students are accustomed to applying ethical values through various academic and non-academic activities. Discipline, respect for teachers, maintaining environmental cleanliness, and compliance with school regulations represent concrete forms of ethical behavior in students' daily lives. This finding is consistent with Lickona's view that character education should be implemented through the habituation of moral values in students' daily activities (Mahruf et al., 2026). According to Lickona, good character is developed through the continuous process of knowing the good, loving the good, and doing the good. In the context of MTsN 2 Medan, these habits are cultivated through learning activities, religious development programs, extracurricular activities, and the implementation of school regulations. Nevertheless, the research found that a small proportion of students still require further guidance regarding discipline and compliance with school rules. Therefore, strengthening character education and moral development should be carried out continuously and consistently.

### **The Impact of HR Ethics Implementation on a Harmonious School Climate**

The research findings indicate that the implementation of human resource (HR) ethics has a significant impact on the development of a harmonious school climate at MTsN 2 Medan. The school environment has become more orderly, safe, comfortable, and conducive to the learning process. Relationships among the head of the madrasah, teachers, educational staff, and students also function effectively, creating a work environment characterized by a strong sense of collegiality, mutual respect, and a family-oriented atmosphere. This finding supports the school climate theory proposed by Hoy and Miskel, which views school climate as the quality of the internal environment that influences the behavior of organizational members and affects school effectiveness. The better the interpersonal relationships and organizational culture that are established, the more positive the resulting school climate will be. Therefore, HR ethics can be regarded as one of the important factors in creating a harmonious educational environment. Based on the research findings, several factors contribute to the successful implementation of HR ethics at MTsN 2 Medan. The first is the leadership of the head of the madrasah, which emphasizes exemplary conduct, guidance, and open communication. The second is the relatively strong competence of teachers and educational staff, enabling them to perform their duties professionally. The third is the religious school culture

grounded in Islamic values such as *amanah* (trustworthiness), responsibility, *ukhuwah* (brotherhood), and *musyawarah* (deliberation and consensus). This finding is consistent with Schein's view that a strong organizational culture influences individual behavior within an organization and serves as a framework for guiding actions (Delipiter Lase, 2025; Jamilatul Hasanah, 2023). In addition, regular religious activities serve as an important supporting factor in strengthening the internalization of ethical values within the madrasah environment. Although the implementation of HR ethics has generally been effective, the study also identified several inhibiting factors. These include differences in individual characteristics and ways of thinking, inconsistent levels of discipline among school personnel, limited time for intensive coordination, increasing administrative demands, and technological developments that require greater adaptive capacity.

This finding is consistent with Dhanang Cahya Prabawa (2024), who argues that diversity in individual characteristics within an organization can present challenges in establishing a consistent work culture. Furthermore, the increasingly dynamic work environment requires educational institutions to continuously adapt in order to maintain the quality of services and harmonious professional relationships. To address these challenges, MTsN 2 Medan has implemented several strategic measures, including strengthening disciplinary guidance, reinforcing exemplary leadership, optimizing communication and coordination, and enhancing religious activities as a means of character development. The madrasah also provides teachers and educational staff with opportunities to participate in training programs, workshops, and other professional development activities. These efforts are consistent with Armstrong's perspective that human resource development should be carried out continuously to enable individuals to improve their competence, professionalism, and quality of work-related behavior (Syamsud Dluha, 2026). Through these development and guidance programs, MTsN 2 Medan seeks to maintain an ethical work culture while creating an increasingly harmonious, productive, and quality-oriented school climate that supports the advancement of Islamic education.

#### 4. CONCLUSION

Based on the research findings, it can be concluded that the implementation of human resource ethics at MTsN 2 Medan has been carried out effectively and has become an integral part of the madrasa's organizational culture. This ethical implementation is reflected in the discipline, responsibility, honesty, professionalism, cooperation, and mutual respect demonstrated by the madrasa principal, teachers, educational staff, and students. These values contribute to fostering positive working relationships and supporting the delivery of effective, high-quality education. The strategies employed by MTsN 2 Medan to implement human resource ethics include the principal setting a good example, instilling ethical values through school culture, strengthening open and democratic communication, consistently enforcing discipline, and developing the professionalism of both teaching and educational staff. The success of these strategies is underpinned by effective leadership, a religious school culture, harmonious communication, a conducive work environment, and a well-functioning supervision and evaluation system. Nevertheless, certain obstacles remain, such as differences in individual character, uneven levels of discipline, limited time for coordination, and challenges in adapting to technological advancements. The sustained implementation of human resource ethics has proven to have a positive impact on creating a harmonious school climate at MTsN 2 Medan. This is evident in improved communication quality, strong relationships among the school community, the development of a professional and religious work culture, and the creation of a learning environment that is safe, comfortable, orderly, and conducive. Therefore, efforts to strengthen human resource ethics must continue through guidance, role modeling, competency development, and the internalization of Islamic values to ensure the continuous improvement of educational quality and school environment harmony.

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