Madrasa education development in Indonesia: The role of government support, human resource improvement and institutional polices

Zailani Zailani [1*] Universitas Muhammadiyah Sumatera Utara, Jl. Kapten Muchtar Basri No.3, Medan, North Sumatera 20238, Indonesia.

Mursal Azis [2] Universitas Muhammadiyah Sumatera Utara, Jl. Kapten Muchtar Basri No.3, Medan, North Sumatera 20238, Indonesia.

Munawir Pasaribu [3] Universitas Muhammadiyah Sumatera Utara, Jl. Kapten Muchtar Basri No.3, Medan, North Sumatera 20238, Indonesia.

Robie Fanreza [4] Universitas Muhammadiyah Sumatera Utara, Jl. Kapten Muchtar Basri No.3, Medan, North Sumatera 20238, Indonesia.

Abstract

Recently, Madrasa education development, especially in Islamic countries like Indonesia, has become a significant issue that needs the attention of academic and regulators alike. Therefore, the present research examines the impact of government support and human resource (HR) improvement on Madrasa education development in Indonesia. The researchers also investigate the moderating role of institutional policies among the nexus of government support, HR improvement and Madrasa education development in Indonesia. The researchers have followed the primary data collection approach using questionnaires for data collection from the selected respondents. The present article also uses the smart-PLS to evaluate the relations among variables and the validity of the constructs. The results indicate that government support and HR improvement have a positive association with Madrasa education development in Indonesia. The results also revealed that institutional policies significantly moderate among the nexus of government support, HR improvement and Madrasa education development in Indonesia. These outcomes are meaningful for the Madrasa developing and regulating authorities while formulating rules and regulations regarding Madrasa education development in the country.

Keywords: Government support, human resource (HR) improvement, Madrasa education development, institutional policies

* ADDRESS FOR CORRESPONDENCE: Universitas Muhammadiyah Sumatera Utara, Jl. Kapten Muchtar Basri No.3, Medan, North Sumatera 20238, Indonesia
E-mail address: zailaini@umsuac.id

1. Introduction

It is a historical reality that Islamic cultures are work towards the betterment of a country's educational system. Madrasa is a key element in the Islamic education system all over the world as it prevails in Islamic countries. The establishment of Madrasa is the culmination of efforts aimed at educational regeneration (Akçay & Akcay, 2020; Balbay, 2020; Borker, 2020b; Demir, 2020; Erturk & Ziblim, 2020; Golam & Kusakabe, 2018). Then, around the turn of the twentieth century, Madrasa education institutes arose over the archipelago. Development attempts were made, but hurdles and barriers arose up until the Indonesian nation achieved independence, at which point the Department of Religion assumed responsibility for promoting Madrasas. Since then, attempts to harmonize the forms and teaching skills, particularly the Madrasa curriculum, have started to be carried out well. The emergence of SKB 3 Ministers, which was a critical period in the accomplishment of Madrasah development efforts, was at its pinnacle (Abdulai, 2020; Azra, 2018; Barranha, Teixeira, Felgueiras, & Doellinger, 2020; Choi & Kruis, 2020; Hidajati, Wulandari, Kholiq, & Mahfud, 2019). As a result, the present work's objective is to explain the evolution of Madrasas before and after Indonesia's independence.

The history of Madrasa is linked with the Abbasid period. The Seljuk minister Nim-al-Mulk founded one of the earliest significant official academic institutions, the Madrasah Nimyah, in the late 11th century, during the late Abbasid period, based on the informal majlis. At the end of the 11th century, Nim-al-Mulk, who would later be assassinated, established a system of state madrasas (called Nimiyyahs in his time, after him) in various Seljuk and Abbasid cities stretching from Mesopotamia to Khorasan. Although madrasa-like institutions appear to have existed in Iran before Nizam al-Mulk, many believe this period to be the beginning of the official madrasah's spread throughout the Muslim world, which was adopted for use by all four Sunni Islamic legal schools and Sufi organizations. Madrasa, as an Islamic educational institution in Indonesia, has formed and grown in tandem with the arrival and expansion of Islam in the country (Agrawal & Singh, 2020; Askari, 2020; S. Aziz, 2018; Bhat, 2020). Through the empire, the colonial period, and the independence period, the Madrasa has tracked the evolution of levels and kinds in tandem with the growth of the Indonesian country. This evolution has shifted instruction from home recitations to mosques, Khan mosques, and school buildings like the Madrasa in Indonesia (Al-Hasani, 2019; Altounjy, Alaeddin, Hussain, & KOT, 2020; Dlalisa & Govender, 2020; Eyongndi, 2020; Hidajati et al., 2019).

Indonesian Islamic education has a unique history if it is compared with other Islamic countries of the world. The growth and development of Islamic education coincided with the expansion and dynamics of Islam in the nation. In the last four decades at least, a new wave of modernity in Indonesian Islamic education has emerged. At least two approaches have been taken: first, completely integrating Islamic educational institutions into government-run and funded national education, and second, standardizing Islamic education in accordance with national norms while maintaining ownership (Antoni, Dlepu, & Notshe, 2020; Azra, 2018; Bakota, 2020; Berejena, Kleynhans, & Vibetti, 2020; Syafaruddin, Salim, & Hamdan, 2020). Madrasas are an important aspect of Indonesia's educational growth. Indonesia, being a largely Muslim country, witnesses a tremendous growth in the number of Madrasas. Madrasas have been an important aspect of Indonesian education since the colonial period, and they continue to be so today (Abulela & Davenport Jr, 2020; Anwar, 2018; N. S. Aziz & Ismail, 2018; Caliskan & Zhu, 2020; Cesarec, Mikac, & Spevec, 2020). As a result, the government is particularly concerned about the establishment of Madrasas in Indonesia, as Madrasas have grown highly regarded within Indonesia's Muslim community. Furthermore, madrasas are more accessible to students from lower-income families, rural areas, and parents with less education, all of whom make up a substantial portion of Indonesia's population (Alcaráz-Ibañez, Sicilia, & Lirola, 2020; Asadullah & Maliki, 2018; Azra, 2018; Badell, Claver, Brufau, Ensenyat et al., 2020; Batlle, Rodríguez, & Benedicto, 2020).

Indonesia has one of the world's largest and most diversified educational systems. There are hundreds of Islamic institutions, known as madrasas, which cater only to the educational needs of Muslim pupils (Anugrah & Dianawati, 2020; Dieko, 2020; Favier & Fontana, 2020; A. Ismail, Taufik, & Aziz, 2019; Siskandar, 2020). These madrasas coexist with a variety of other educational institutions. These include public and private "secular" schools, as well as private Islamic institutions, all of which are governed by the Ministry of Education and follow the national curriculum (Brookes, 2020; Kennedy, Schmitz, & DeLong, 2020; Kisbiyanto & Setyoningsih, 2018; Latief, Sari, Yusuf, Armila et al., 2021). However, madrasas that only provide Islamic education account for the majority of madrasas in Indonesia. They are typically unregistered with the government and operate outside of the reach of the law. The number of madrasas in Indonesia more than quadrupled between 2002 and 2003, from roughly 63,000 to over 145,000 between 2011 and 2012. This is attributed to a surge in unregistered madrasas. Unrecognized madrasas accounted for more than 17% of all schools in the 2011-2012 academic year. At the secondary level, recognized madrasas had a large percentage - 31% and 36% for junior and senior secondary levels, respectively. Whether it's a developed or developing country, the progress of any country can be analyzed looking at the country's spending on the education system. Indonesian government spending on education is given in Figure 1:
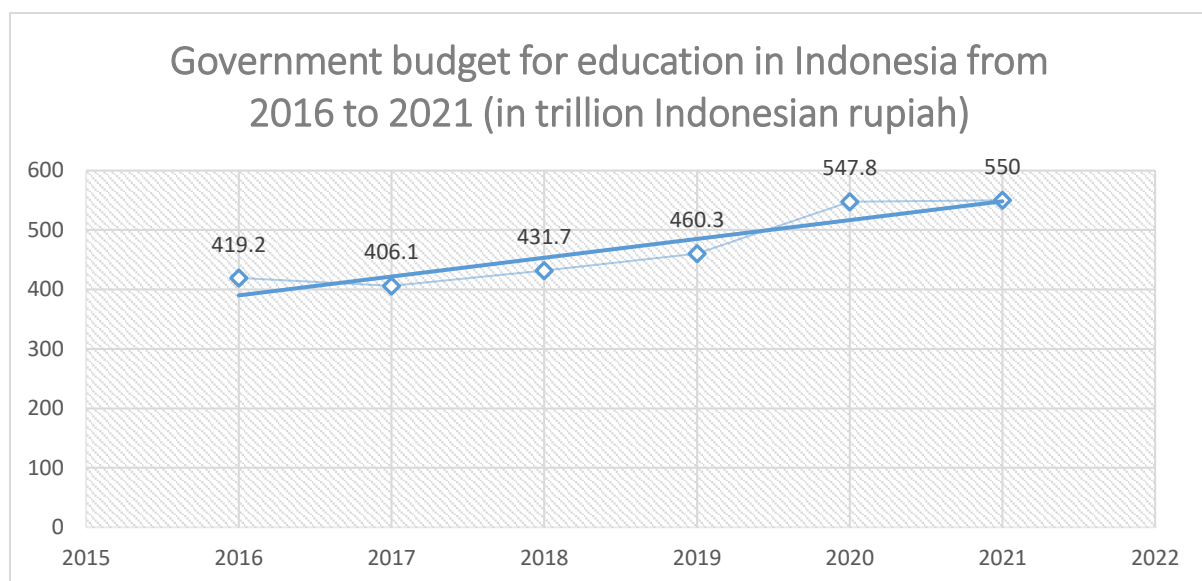

Figure 1: Spending on education in Indonesia

Madrasa education development, especially in Islamic countries like Indonesia, has become a significant issue that needs the focus of scholars and practitioners. Therefore, the present research examines the impact of government support and HR improvement on the Madrasa education development in Indonesia. In addition, the present study will address some gaps which exist in the literature for example 1) although Islamic education is an important area of concern for Islamic countries, research around it has still not reached its peak, 2) less evidence is available regarding Madrasa education especially in Indonesia, 3) Syar'i, Hamdanah, and Akrim (2020) investigated the development of Madrasa education in Indonesia where the present study will also test the effect of government support as the moderating variable. Furthermore, the present study is an empirical one, 3) Azra (2018) and Syarif (2020) tested the history of Islamic education in Indonesia as a theoretical study whereas the present study selected an important element of Islamic education i.e. Madrasa by employing moderation effect to generate empirical evidence. The significance of the present study is 1) it will highlight the importance of Madrasa in the Islamic education system particularly in Indonesia, 2) it will also help the Muslim World Islamic Education Authorities to realize the government policies' role in the development of the Madrasa system in order to support the Islamic education system.

The structure of the present study is composed of several phases. The first phase includes an introduction and following an introduction, the second phase of the study deals with evidence regarding human resource improvement, government support, Madrasa education, and institutional policies in light of past studies. The third phase of the study throws light on the methodology applied to collect the data regarding human resource improvement, government support, Madrasa education, and institutional policies and analyze its validity. The fourth phase compares the study results with the findings of other authors about the same subject and thus, approves these results. The paper ends with a number of key study implications, main conclusions, and future recommendations.

2. Literature Review

Human resource improvement requires effective planning with future assertions which could be attained by inducing religious education among people and students of Indonesia. Park, Jeong, and Ju (2021), investigated the prominent intervention of human resources not only in the workplaces but also in the context of the development of madrasa education. Exploring the potential effects of human resource improvement enhances the development and learning of employees and students of religious education. Theoretical frameworks assert that there is a positive relationship between the human resources and development of madrasa and religious education along with the connection of human capital. Boon, Eckardt, Lepak, and Boselie (2018), assessed the integration of human resource management and human capital into the development of religious education and other organizations. Various disciplinary perspectives are taken into account for the integration of opportunities for madrasa students. Statistical and theoretical approaches assert its importance with different contributions of knowledge and opportunities at various levels. The findings show the significant impact of human resource improvement on the development of madrasa education. Chen, Fan, Zhang, and Zhang (2021), interpreted the collectiveness of human resources with team creativity and interpersonal harmony and strength. The elements of creativity and motivation with interpersonal harmony are positive reflections toward the development of religious education. Using social experiments and theoretical approaches, the relationship is evident. Findings state that enhancement in human resource improvement is needed alongside team creativity for developing madrasa education. Mamman, Kamoche, Zakaria, and Agbebi (2018), assessed the development of human capital with a focus on the role of practitioners and professionals in the development of madrasa education and other contributions. The provision of classroom education is considered a prominent milestone for the creation of professionals and practitioners. Using social and economic approaches, findings depict the expected outcomes which could be attainable through human resource improvement along with the development of religious education.

Human resource is defined as the main systematic process that enables and helps remove the gaps that exist in human improvement. The madrasa education of Indonesia is effectively and notably considered as prominent in human resource improvement. Barrena-Martínez, López-Fernández, and Romero-Fernández (2019), discussed the configuration of practices and policies of human resource management for the development of academic consensus in various countries. It is by the induction of strategic policies that it is possible to ensure the expansion of human resources and strengthening of social commitments at different levels. Statistical and content analysis shows a positive configuration of human resource improvement for the development of madrasa education. Aras (2019), examined the relationship between religious education and its concepts that help in the development of madrasa education. Mostly, the madrasa education is analyzed by keeping in view the borders of Muslim countries. For the effectiveness of human resource improvement, social networks are taken into consideration by applying various strategic and theoretical approaches. Results indicate improvement in human resource significantly help in madrasa education. Ucan and Wright (2019), analyzed the cultural and religious points of framework using human resource improvement as a factor cis-a-vis religious education. Islamic and critical religious factors are essentially used to assess the prominence of madrasa education through application of the learning study model and variation theory. The finding shows that improved human resource eminently impacts the madrasa and religious education through the phenomena of planning and implementation.

2386

H1: Human resource improvement significantly impacts the development of Madrasa education.

Government support for the Indonesian madrasa education is prominent which is manifested in the wide development of madrasa education all over Indonesia. Henne (2019), interpreted the interference of government in religious terrorism and institutions by applying various policies and countermeasures. Different policies are designed with government support to regulate and develop the religious and madrasa educations. Understnading various factors of government support in different ways, statistical and theoretical approaches have been applied. Findings indicate that need for government support is evident in not only controlling the madrasa education but also evident in the development of madrasa education. Martínez-Ariño (2019), investigated the religious diversity in the world from critical perspectives by the ways of inducing government support. The diversities of religious activities and education could not proceed without the support of the government. Therefore, various factors are streamlined by applying statistical and strategic approaches to religious education and government support. The result shows significant urbanism, state contracts, and implementation of laws by the government is positively related to the development of madrasa education. Ladwig (2021), examined various religions like secular and Christianity along with Islam by the government support. The intrinsic approach of government institutions and practices is applied to religious obligations to gain a deeper indight. Using theoretical and strategic approaches, findings show the significant impact of government support on the development of religious education all over the world.

A major portion of the budget of the Indonesian government is devoted tow the development of madrasa education for strengthening religious commitments of the State. Körs (2019), assessed the governing contracts of religious diversities in Germany with its consistent ambivalences. Instrumental policies are developed by the German government in strengthening the religious association between religious and state communities. Using different statistical approaches, the government support provided significant results by eliminating the inequality between these communities. This also marks an important step by the government towards the development of madrasa and religious education. Ives (2019), stated the prominence of religious institutionalism and the group of rebels that are providing external support. This wide explanation is the requirement of development asserted by governments that induced through its policies to eliminate discrimination and criminal activities. Using various statistical analyses, external states and groups of levels hike the religious institutionalism that could not be proceeded without government support. Saada and Magadlah (2021), analyzed the implications and meanings of religious education extended by the support of the government in various Islamic countries. Many western and non-western societies had gained the support of the government for the development of madrasa education. A significant implication of theoretical and strategic approaches indicated significant results. Finding states that government support is evident in the positive development of religious education. Niemi (2018), drew a significant line among secular and religious education in India and Sweden with the support of the government. Government support is the main system that renders possible various managing efforts to develop religious and madrasa education. Findings indicate that religious education is dependent on the beliefs which are provided by the government and its governing bodies.

H2: Government support significantly influences the development of Madrasa education.

The contemporary world is fast moving towards secularism in education which directly hits religious education. Therefore, Indonesian institutional policies significantly bifurcated the importance of religious education by eliminating the clash between secular and religious people. Hou, Hill, Justiniano, Yang et al. (2021), interpreted the relationship between higher education and employability while considering the role of institutional policies and accreditor perspectives. As the role of human resource improvement is central when it comes to madrasa education, the significant moderating effect of institutional policies is consistent with past research findings. Some statistical and strategic approaches have been applied using institutional policies as a major factor among the

human resource and development of madrasa education that depicted positive findings. Benesch (2020), examined the linkages between activism and emotions which are influenced by institutional powers. Slight improvement in the human resource could be used in a number of diverse ways for uplifting the state of religious education in different countries. Theoretical and strategic approaches are eminent which show the significant and positive implications associated with the dominant role of institutional policies on human resource and madrasa education. Wisshak and Hochholdinger (2018), assessed the skills and knowledge of trainers with the extended support of human resources development for religious education. These skills and have are, when fully supported by the institutional policies, moderating impacts on the improvement in human resources and religious education. Likert scale technique shows positive linkages among the human resources and development of madrasa education with the moderating the role of institutional policies.

Policies regarding the lack and huge development of madrasas education in Indonesia are not an option because of the equal institutional policies. Jabbar and Ali (2019), investigated the planning and development of a human resource that integrates its efforts to develop the madrasa education. Madrasa and religious education are intrinsically important to maintain the social order with an effective human resource that has a dominant influence on institutional policies. The regression analysis has been performed using human resources and madrasa education as a prominent factor. The study shows a significant relationship between human resource improvement and the development of madrasa education impacted by the institutional policies. Rahman (2020), analyzed the relationship between politics and madrasa education that is significantly supported by human resources. Politics has an eminent role in the madrasa education where without human resources the religious education could not be developed. Theoretical approaches indicate the significant establishment of human resource improvement that develops madrasa education. Views and orientations of human resources are also dominant in nature for madrasa education. Eboibi (2020), assessed the concerns of criminal activities in Nigeria, Ghana, South Africa, and Ethiopia that are tackled by the ways of implementing religious education with institutional policies. Various gaps and global problems are taken into consideration with existing challenges by using legal and strategic frameworks. Findings indicate that the incentive of institutional policies between human resource improvement and madrasa education positively determines the reduction of criminal activities. Lawrence (2018), emphasized the innovation in the real world that is explored by the significant institutional effects on tertiary teachers of New Zealand. Distance learning is also denoted as an important factor but religious education tends to be more important with a concentration in madrasas. The cultural-historical activity theory approach has been applied using the taken factors. Findings show significant institutional technologies and peer relationships that are enabling the improvement in human resources and the development of madrasa education.

H3: Institutional policies significantly moderate the relationship between human resource improvement and the development of Madrasa education.

The Indonesian education system is promoting and shaping the future of Islam by developing the madrasa education all over the country. This development positively relates with the faith and beliefs of people that exist and prevail with regards to religious education. Guberman and McDossi (2019), analyzed the paths for career development, especially as defined under the line of institutional leadership, research, and teaching among national and international religious education. Using the relationship among these factors, theoretical and strategic approaches have been applied. The finding shows the dominance of government support for the development of madrasa education that has also a significant role in influencing institutional policies. Neale-McFall (2020), assessed the role of faculty of religious education among the institutional policy, enrichment, and job satisfaction supported with the government. Numerous factors of institutional policies are taken into consideration in the strategic and statistical approaches that highlighted prominent findings. Results indicate that awareness and change in the religious madrasa education are dominant and eminent with government support and institutional policies. Astor, Griera, and Cornejo (2019), anticipated that religious governance in the

cities of Spain accommodates the diversities of religion in Madrid and Barcelona. A state in a state always leads to conflict and could result in clashes, therefore, the government's role in the national context with respect to religious affairs must be clear. Applying different statistical approaches, the proactive hands of religious activities could be controlled by the government. The findings demonstrate that significant institutional policies play a moderating role among the nexus of religious education and government support.

Clear discourse and governing policies of the Indonesian education sector are creating levels of tolerance among people. Hadi and Mikail (2021) and A. S. Ismail and Aziz (2019), examined the field views and policy perspectives on the development of madrasa education in India, studying the prominent role of institutional policies. Significant policy prescriptions by the government address the backwardness of religious education and reflect effective policies to eliminate that backwardness. Theoretical results demonstrate the challenges and flaws associated with modern and traditional religious education systems. Effective institutional policies play a prominent role in the development of madrasa education and government support. Jaju (2018), investigated the cultural implications among the madrasa students of India and West Bengal with effective government support. Madrasas are prominently reformed with the aim of social change which is manufactured through government support and he moderating effect of institutional policies. When studying the development of madrasa education, some theoretical approaches rendered positive involvement of institutional policies. Burford, Uerpairojkit, Eppolite, and Vachananda (2019), emphasized the landscape of institutional and national policies for academics of Thailand due to variance in threats, ambivalence, and opportunity. Institutional policies play a prominent role in the development of madrasa education by asserting simplicity and removing the threats among people. Availability of strategic and theoretical approaches show that slight disruptions in institutional policies could disposition the support of government and development of madrasa education. Santana (2018), examined the importance of institutional complementarities for government support and the development of state capacities for the education and other sectors. While underpinning the institutional policies aimed at government support is evident to address the dilemma of character evaluation, findings indicate that there is a significant moderating effect of institutional policies between the development of madrasa education and government support.

H4: Institutional policies significantly moderate the relationship between government support and development of Madrasa education.

3. Research Methods

The article examines the impact of government support and HR improvement on the Madrasa education development and also investigates the moderating role of institutional policies among the nexus of government support, HR improvement and Madrasa education development in Indonesia. The researchers have used primary data collected through questionnaires for from the selected respondents. The researchers have selected the Madrasa for data analysis that are situated in Jakarta, Indonesia. Madrasas were selected based on purposive sampling, while students were selected based on simple random sampling. Thus, a total of 590 questionnaires were sent to the selected students, and after ten days, only 290 were received showed a 49.15 per cent response rate.

In addition, the present article also used the smart-PLS to evaluate the relations among variables and the validity of the constructs. PLS is an effective tool that provides the estimation effectively even if a study has large data-sets and a complex model (Aksoy-Pekacar, Kanat-Mutluoğlu, & Hakkı-Erten, 2020; Hair, Hollingsworth, Randolph, & Chong, 2017). This article has used four constructs and out of them, two variables are predictors such as government support (GS) with five items and human resource improvement (HRI) with eight items. In addition, Madrasa education development (MED) has been taken as the dependent variable with five items, and institutional policies (IP) has been taken as the moderating variable with eight items.

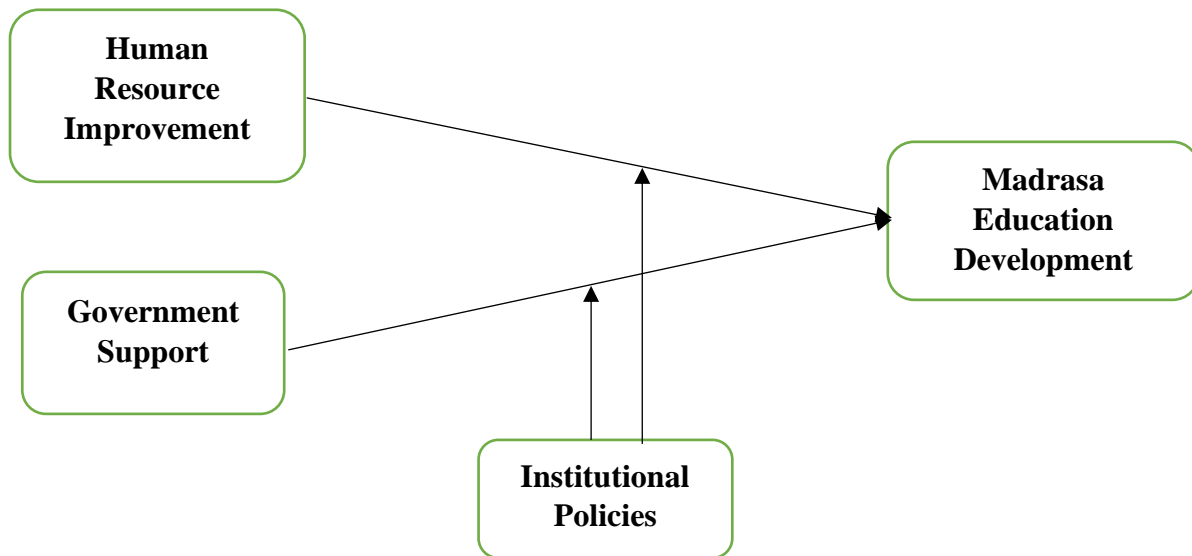Figure 1, given as under, depicts the study framework.

Figure 1: Theoretical model

4. Research Findings

The results sections shows the convergent validity which is a measure of the correlation among items. The statistics have highlighted that the values of Alpha and CR are higher than 0.70. The results also indicated that factor loadings and AVE values are higher than 0.50. These statistics have revealed a high correlation between items and valid convergent validity. Table 1, given as under, has mentioned the convergent validity.

Table 1: Convergent validity

Constructs	Items	Loadings	Alpha	CR	AVE
Government Support	GS1	0.864	0.899	0.929	0.766
	GS2	0.876			
	GS4	0.882			
	GS5	0.880			
Human Resource Improvement	HRI1	0.921	0.978	0.981	0.865
	HRI2	0.942			
	HRI3	0.930			
	HRI4	0.931			
	HRI5	0.939			
	HRI6	0.926			
	HRI7	0.928			
	HRI8	0.924			
Institutional Policies	IP1	0.955	0.959	0.968	0.835
	IP2	0.825			
	IP4	0.954			
	IP6	0.956			
	IP7	0.823			
	IP8	0.956			
Madrasa Education Development	MED1	0.825	0.827	0.878	0.594
	MED2	0.819			
	MED3	0.838			

MED4	0.649
MED5	0.702

The results sections also shows the discriminant validity to show the correlation among variables. Firstly, Fornell Larcker was used to test the nexus among the variables. The statistics have highlighted that the values that show the relations among variables themselves are bigger than the values that exposed the relations with other constructs. These statistics have exposed a low correlation between variables and valid discriminant validity. Table 2, given as under, shows the Fornell Larcker results.

Table 2: Fornell Larcker

	GS	HRI	IP	MED
GS	0.875			
HRI	0.408	0.930		
IP	0.372	0.499	0.914	
MED	0.381	0.502	0.494	0.770

Secondly, cross-loadings were used to test the nexus among the variables to check for discriminant validity. The statistics have highlighted that the values that exposed the relations among items of variable themselves are bigger than the values that exposed the relations with other constructs' items. These statistics have exposed a low correlation between variables and valid discriminant validity. Table 3, given as under, illustrates the cross-loadings results.

Table 3: Cross-loadings

	GS	HRI	IP	MED
GS1	**0.864**	0.350	0.291	0.323
GS2	**0.876**	0.354	0.341	0.328
GS4	**0.882**	0.345	0.305	0.309
GS5	**0.880**	0.376	0.360	0.369
HRI1	0.380	**0.921**	0.465	0.447
HRI2	0.400	**0.942**	0.457	0.467
HRI3	0.407	**0.930**	0.450	0.447
HRI4	0.376	**0.931**	0.473	0.459
HRI5	0.396	**0.939**	0.462	0.468
HRI6	0.354	**0.926**	0.471	0.495
HRI7	0.376	**0.928**	0.469	0.458
HRI8	0.351	**0.924**	0.467	0.492
IP1	0.322	0.460	**0.955**	0.456
IP2	0.373	0.442	**0.825**	0.451
IP4	0.324	0.463	**0.954**	0.457
IP6	0.324	0.462	**0.956**	0.444
IP7	0.374	0.444	**0.823**	0.447
IP8	0.319	0.459	**0.956**	0.445
MED1	0.327	0.398	0.493	**0.825**
MED2	0.359	0.430	0.446	**0.819**
MED3	0.319	0.404	0.382	**0.838**
MED4	0.185	0.359	0.278	**0.649**
MED5	0.242	0.338	0.244	**0.702**

Thirdly, Heterotrait Monotrait (HTMT) ratio was used to test the nexus among the variables to check discriminant validity. The statistics have highlighted that the values of HTMT ratios are lower

than 0.90. These statistics have exposed a low correlation between variables and valid discriminant validity. Table 4, given as under, shows the results of the HTMT ratios.

Table 4: Heterotrait Monotrait ratio

	GS	HRI	IP	MED
GS				
HRI	0.435			
IP	0.399	0.515		
MED	0.430	0.557	0.538	
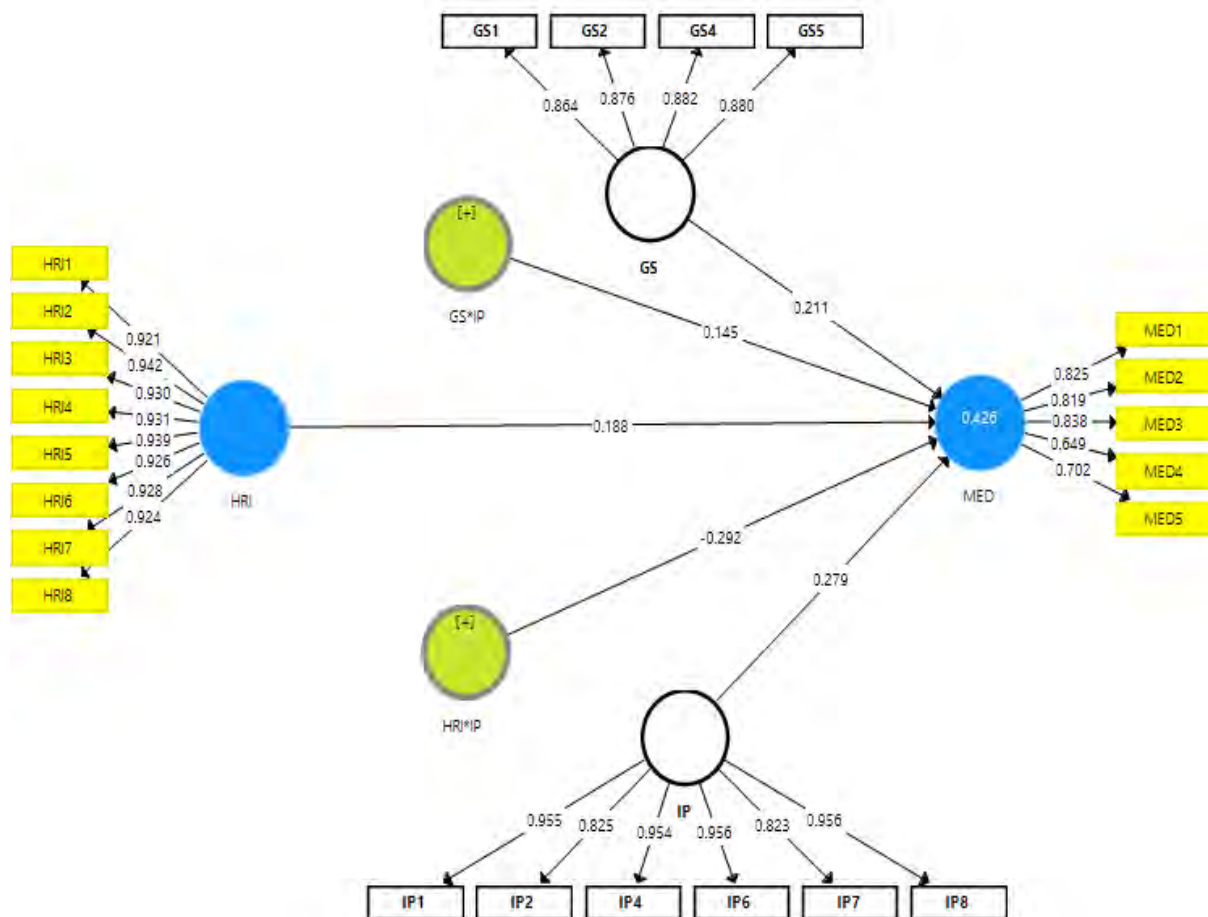
Figure 2: Measurement model assessment

Finally, the path analysis results show the nexus among constructs. The results indicate that government support and HR improvement have a positive association with Madrasa education development in Indonesia and accept H1 and H2. In addition, the results also reveal that institutional policies significantly moderates among the nexus of government support, HR improvement and Madrasa education development in Indonesia and therefore, we accept H3 and H4. Table 5 and Figure 3, given as under, have shown the menus among constructs.

Table 5: A path analysis

Relationships	Beta	S.D.	T Statistics	P Values	L.L.	U.L.
GS -> MED	0.211	0.063	3.364	0.001	0.107	0.313
GS*IP -> MED	0.145	0.059	2.465	0.008	0.040	0.245
HRI -> MED	0.188	0.072	2.622	0.005	0.049	0.280

2392

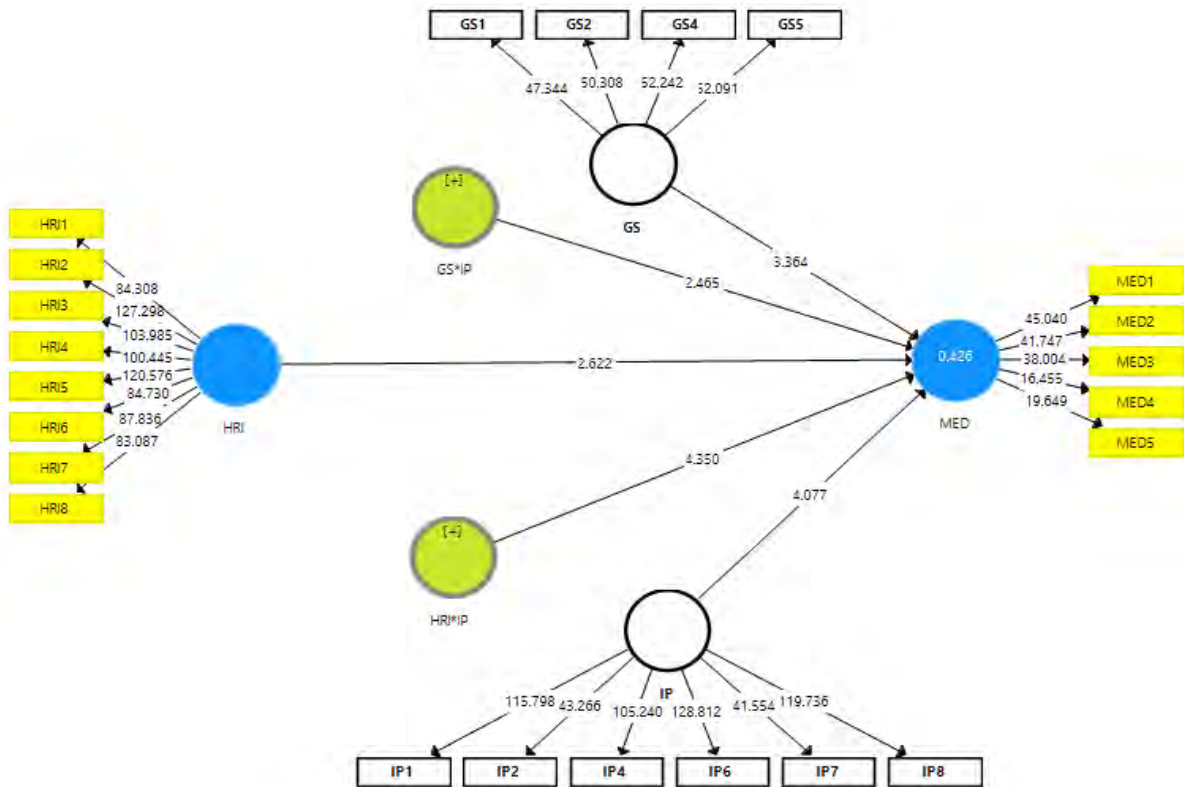|						
HRI*IP -> MED	-0.292	0.067	4.350	0.000	-0.409	-0.196
IP -> MED	0.279	0.068	4.077	0.000	0.178	0.406

Figure 3: Structural model assessment

The results also revealed that institutional policies significantly and negatively moderates among the nexus of HR improvement and Madrasa education development in Indonesia. Figure 4, given as under, shows the moderating effects.
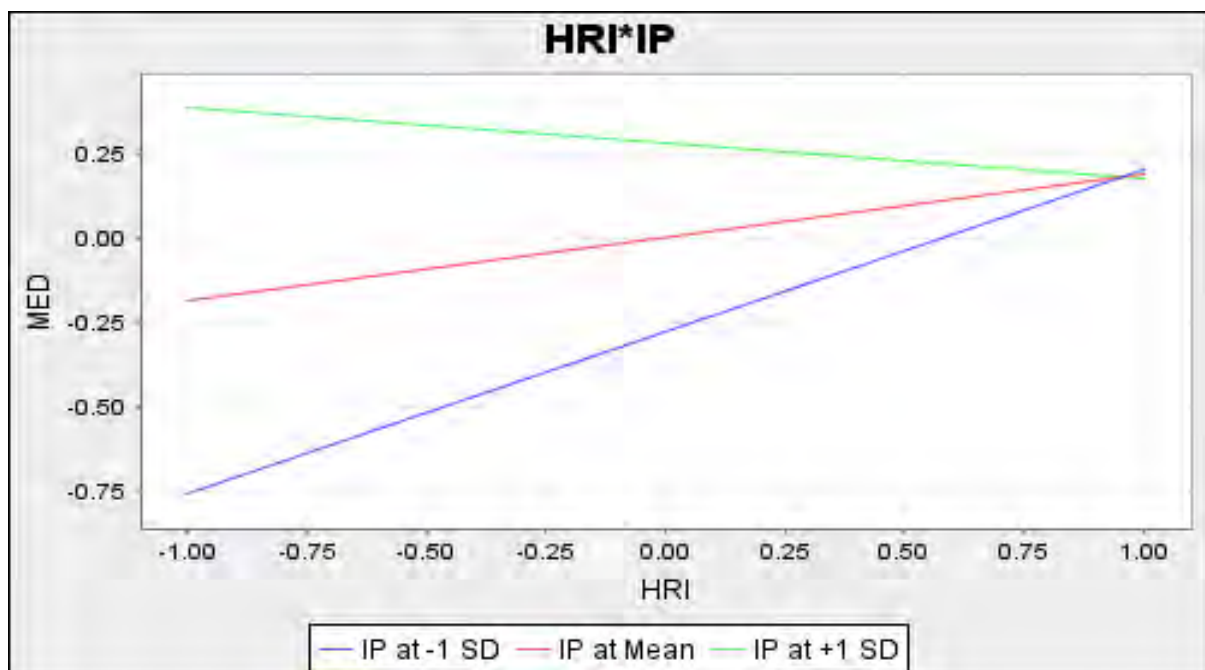

Figure 4: HRI*IP

Zailani, Z., Azis, M., Pasaribu, M., Fanreza, R. (2022). Madrasa education development in Indonesia: The role of government support, human resource improvement and institutional polices. *Cypriot Journal of Educational Science, 17*(7), 2383-2401. https://doi.org/10.18844/cjes.v17i7.7678

The results also revealed that institutional policies significantly and positively moderates among the nexus of government support and Madrasa education development in Indonesia. Figure 5, given as under, shows the moderating effects.
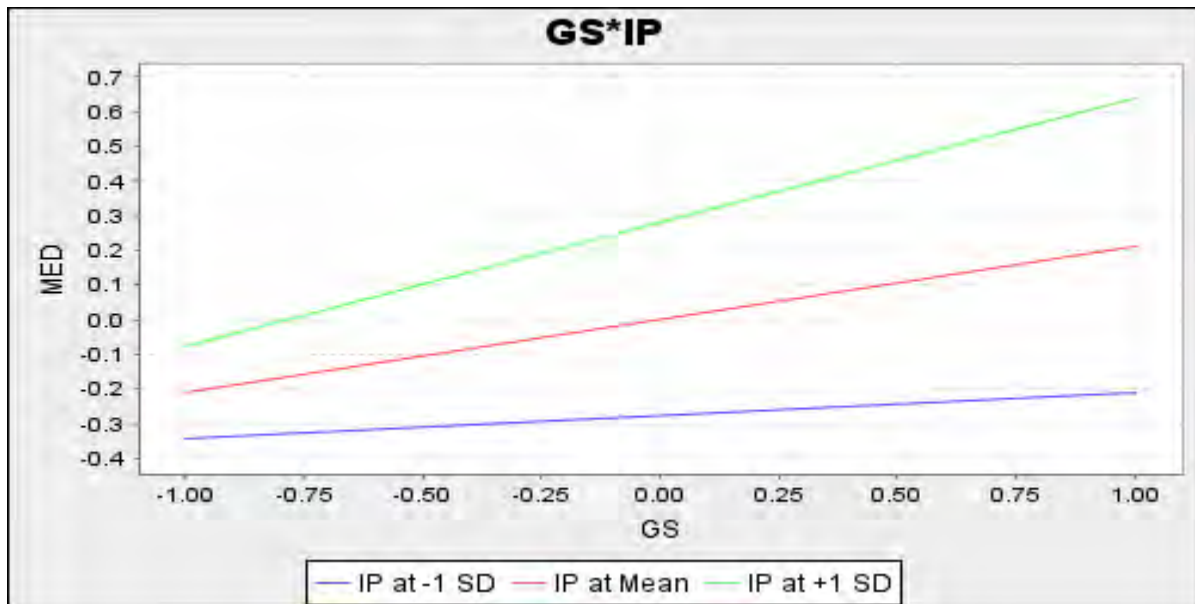

Figure 5: GS*IP

5. Discussions of the Findings

The study results have indicated that human resource improvement is in a positive association with the development of madrasa education within the country. These results are supported by the previous study of Muyiman (2018), which analyzes the role of human resource management in developing madrasa education. According to the results of this study, the production of a large number of students with a high level of education in the relevant disciplines is dependent on tutors' knowledge, cognitive, emotive, and physical skills, and ways of teaching. Therefore, improvement in human resources through effective human resource management promotes madrasa education. These results are in line with the previous study of Asad and Fridiyanto (2020), which suggests that if the innovation is brought about in the human resource within madrasas, through effective implementation of human resource management practices like selection and recruitment, training, performance evaluation, and reward and compensation, tutors can teach Islamic and other subjects to the students efficiently. The study results have also shown that government support is in a positive association with the development of madrasa education within the country. These results are in line with the literary work of Mousumi and Kusakabe (2020), which analyzes the role of government support in developing education through madrasas within the country. As madrasas teach Islamic education and propagate Islam in addition to teaching other professional or vocational subjects, they may have to face legal barriers in the way to development, especially within a country where non-Muslims also reside and have shared stake in government authorities. In this situation, it is only government support that assists in establishing and developing madrasa. These results agree with the previous study of Jabbar and Ali (2019), which states that when the government pays attention to the madrasa education and provides legal and financial support for the establishment and functioning of madrasas within the country, it becomes easy for the Muslim majority of the population to enroll their children madrasas to give them Islamic education along with professional or vocational education.

It has also been indicated by the study results that institutional policies play a moderating role between human resource improvement and the development of madrasa education. These

results are supported by the past study of Borker (2020a) which states that when the policies designed by the management of madrasa are effectively implemented, the knowledge, and skills of human resources can be improved, and the development of madrasa education can be accelerated. These results are also supported by the previous study of Suryadi (2019), which implies that the effective implementation of institutional policies improves human resources abilities and assures the development of madrasa education, and it also enhances the role of human resources in developing madrasa education. The study results have also revealed that institutional policies play a moderating role between government support and the development of madrasa education. These results are supported by the past study of Choudhury (2017), which states that the formation and execution of institutional policies can help and encourage government to provide financial and legal support and accelerate the development of madrasa education within the country. These results are also in line with the previous study of Roy, Huq, and Rob (2020), according to which, with the implementation of effective institutional policies, government support can be achieved for the establishment and functioning of the madrasa. Thus, madrasa education can be promoted in the country.

Theoretical and Empirical Implications

The present study has theoretical as well as empirical implications. This study has key theoretical significance as it makes a number of contributions to the literature on the Islamic way of education. This study gives a detailed description of the development of madrasa education and explores the influences of human resource improvement and government support on the development of Madrassa education. Although we found a considerable amount of research on schools, colleges, or other educational institutions, only a few researchers have given an in-depth description of madrasas as a source of not only Islamic education but also of education on different subjects like science, technology, business etc. Thus, our study is an exception because it is one of few pieces of research which focus on the development of madrasa education from different perspectives. In the past, research has been conducted with a view to investigate the role of human resource improvement and government support in developing the madrasa education within the country, but no past study particularly deals with the influences of human resource improvement and government support on the development of madrasa education simultaneously. Therefore, our study describes the role of both human resource improvement and government support on the development of madrasa education at the same time. In the past, though the institutional policies of madrasa have been focused on by a number authors, little research has been done focusing on the moderating influences of institutional policies on the association between human resource improvement and government support and the development of madrasa education. For this reason, our study, which deals with the moderating role of institutional support between the human resource improvement and government support and the development of madrasa education, assumes an exceptional place in existing literature. This study has great value in practical life. This research is particularly important for the educational sector of a country that trains actors like society promoters, artists, scientists, doctors, authors, philosophers, and thinkers etc. This study provides a guideline to the education ministry on how to promote madras education in a way that not only provides professional education but helps make people recognize Islam as a source of eternal success. The study shows that with an improvement in human resources and by encouraging government support, madrasa education can be developed within the country. Madrasa education development, especially in Islamic countries like Indonesia, has become a significant issue that needs the attention of academics and policy regulators focus. This study is meaningful for the Madrasa development regulating authorities while formulating the rules and regulations regarding Madrasa education development in the country. Moreover, the

study suggests that in the presence of effective institutional policies, human resources improvement and government support can be more effective in developing madrasa education. The study also concluded that in the presence of effective institutional policies, human resource improvement and government support are more effective in developing the madrasa education system within the country.

6. Conclusion and Limitations

In Indonesia, the majority of the population is Muslim. The number of Muslims in Indonesia is 207.2 million, which accounts for 87.2 per cent of the country's total population. In Indonesia, thousands of Islamic schools or madrasas cater to the educational needs (religious, professional, and vocational education) of children from Muslim families. However, there is a need for establishing more madrasas in order to improve the condition of existing madrasas to meet the educational needs of such a large Muslim population. Thus, the present study was conducted with an aim to overcome the problem of scarce educational institutions for the Muslim majority. The study aims to test the role of human resource improvement and government support in developing the madrasa education within the country and also to check the impact of human resource improvement and government support on the development of the madrasa education within the country in the presence of effective institutional policies. The data about human resource improvement in madrasas and government support and their impact on the development of the madrasa education within the country were collected from the economy of Indonesia. The institutional policies' role in influencing human resource improvement and government support in developing the madrasa education within the country was also analyzed. The results shed light on the role of human resource improvement, government support, and institutional policies in developing the madrasa education within the country on the basis of data collected from the economy of Indonesia. The results showed that human resources who are responsible for all functions of madrasas, from funding to management and teaching, can operate the madrasas in an effective manner. Skilled human resources work not only for the survival of madrasas but also for the development of madrasas, therefore, human resource management must care for the maintenance and improvement of human resources. The results indicated that if the government provides support, it becomes easy for Muslims to establish and promote the madrasas because, in this way, they do have not to face legal or financial barriers.

The current study has several limitations in spite of achieving an exceptional place in the literature. This limitation gives an opportunity to scholars in future to address the same issue (of the development of madrasa education) in their research in a more effective way. The focus of the authors is only on the impact of two factors like human resource improvement and government support on the development of the madrasa education within the country. Elements like religion, public demand, education ministry policies, and culture of the country have a significant role in developing the madrasa education within the country. However, these factors have been given no attention here. This makes the scope less comprehensive and does not fully meet the requirement of establishing and promoting the madrasa education system. In this research, institutional policies have been used as a moderator between human resource improvement and government support and the development of the madrasa education within the country as human resource improvement and government support play a vital role in the formation and implementation of institutional policies in developing the madrasa education within the country. Therefore, in future studies, institutional policies can be used as a mediator among human resource improvement and government support and the development of the madrasa education within the country.

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