

Human Resource Management in Islamic Education

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ABSTRACT

This study aims to analyze the implementation of human resource management (HRM) in Islamic educational institutions and its impact on stakeholder satisfaction. The research focuses on key HRM aspects, including planning, recruitment, development, and performance evaluation, as well as the challenges faced in their implementation. A qualitative descriptive approach was employed to gain an in-depth understanding of HRM practices from the perspectives of educators, administrative staff, and institutional leaders. Data were collected through observation, interviews, and documentation, and analyzed using data reduction, data display, and conclusion drawing techniques. The findings reveal that HRM practices in Islamic educational institutions are generally effective, particularly in planning and development, which contribute positively to institutional performance. However, recruitment and performance evaluation remain areas that require improvement due to the lack of systematic and competency-based approaches. The study also finds that effective HRM is closely related to stakeholder satisfaction, as institutions with better HRM practices tend to achieve higher levels of trust and perceived service quality. Furthermore, this study highlights the importance of integrating managerial competence with Islamic values such as trustworthiness and ethical responsibility. This integration distinguishes HRM in Islamic education from conventional models and provides a more holistic framework for managing human resources. The results suggest that improving HRM through continuous evaluation, strategic recruitment, and comprehensive development programs is essential for enhancing educational quality. This study contributes to the development of a value-based HRM model that supports both professional excellence and moral integrity in Islamic educational institutions.

I. INTRODUCTION

Human resources (HR) are widely recognized as the key factor in determining the success of educational institutions. Within Islamic education, the function of human resources extends beyond mere instructional responsibilities to include fostering students' moral integrity, spiritual values, and Islamic teachings. This dual function highlights the importance of effective human resource management (HRM) to ensure both the quality and longevity of Islamic educational institutions. In today's age of globalization and fast-paced technological growth, Islamic educational institutions need to constantly enhance their human resources to stay competitive whilst upholding their religious beliefs and principles. This research primarily examines HR management strategies within Islamic educational institutions, especially in Islamic boarding schools (pesantren) and Islamic senior high schools (madrasah aliyah) in Indonesia. These institutions were chosen because they embody educational bodies that blend general education with Islamic principles and character development. In these settings, HRM practices aim not only to enhance professional skills but also to reinforce religious dedication, moral standards, and spiritual accountability among teachers and staff. Recent research has highlighted the significant role that Human Resource Management (HRM) plays in enhancing both the performance of institutions and the quality of education in schools. Nurhasnah [1] notes that in Islamic educational settings, HRM should blend management roles with Islamic principles like amanah (trust) and adl (justice). Tri Saputra [2] states that efficient HRM boosts both teacher professionalism and the effectiveness of institutions. Hartati et al. [3] also show that

implementing strategic HRM can enhance the competitiveness of educational organizations. Furthermore, numerous recent researches indicate that essential elements like recruitment processes, ongoing professional development, and performance assessments are vital in cultivating well-qualified educators and staff members [4],[5].

Additional recent studies further validate these conclusions. Fauzi and Rahman [6]. discovered that leadership values rooted in Islam positively affect teacher performance and commitment to organizations in Islamic schools. Sulaiman et al. [7]. pointed out that training programs founded on spiritual principles help in enhancing teacher motivation and work ethic. At the same time, Azizah and Mubarak [8]. stressed the significance of competency-based recruitment methods within Islamic educational settings to ensure that educator qualifications align with the institutional vision. Another study conducted by Hidayat et al. [9]. suggested that digital advancements in Islamic education necessitate innovative and adaptive HR management strategies. Together, these findings confirm that HRM is essential for achieving quality in education and the long-term sustainability of institutions. However, in spite of the expanding literature on this topic, several issues remain unaddressed. A significant proportion of earlier studies have mainly concentrated on the technical and administrative facets of HRM, with little focus on incorporating spiritual, moral, and Islamic values into HRM practices. Additionally, there has been a lack of thorough discussion on how various HR processes such as workforce planning, recruitment, staff development, and performance evaluations can be systematically aligned with Islamic principles through a comprehensive approach. Previous studies also tend to look at HRM in isolation, without adequately linking managerial effectiveness, professional skills, and spiritual growth. Consequently, this research aims to fill these gaps by proposing a comprehensive HRM strategy that fuses professional management practices with Islamic ethical and spiritual beliefs. The importance of this study is underscored by the rising difficulties Islamic educational institutions face in sustaining educational quality amid the challenges of modernization, globalization, and technological change. These institutions are expected to not only create graduates who are academically proficient but also individuals who possess strong moral integrity and Islamic values. Therefore, effective HRM is essential for nurturing qualified educators who are not only professionally skilled but also deeply rooted in spirituality and adaptable to modern educational requirements. This research is significant as it provides valuable insights into how Islamic educational institutions can enhance their HRM frameworks while maintaining their unique religious identity. Based on these issues, this study seeks to answer the following research questions: How is human resource management conceptualized and implemented in Islamic educational institutions? How are HR planning and recruitment processes conducted in Islamic educational institutions? How are staff development and performance evaluation implemented within Islamic educational institutions? What challenges are encountered in managing human resources in Islamic educational settings? How can Islamic values be integrated into HRM practices to support institutional effectiveness and educational quality?

To address these questions, this study employs a qualitative descriptive approach. The research was conducted in several Islamic educational institutions in Indonesia, including pesantren and madrasah aliyah, selected purposively based on their active implementation of HRM practices. Data were collected through interviews, observations, and documentation. Informants consisted of school principals, HR administrators, teachers, and educational staff who were directly involved in HR management activities. The choice of participants was determined by their expertise, roles within their institutions, and their engagement in HRM activities. The analysis of the data utilized the interactive framework put forth by Miles and Huberman [10], which consisted of data reduction, data presentation, and drawing conclusions. Furthermore, the analysis included organized coding methods, the categorization of themes, and interpretation of results to uncover connections and patterns between HRM practices and Islamic principles. The initial phase involved open coding to highlight important remarks from interview transcripts, followed by axial coding to relate categories and

themes, and finally, selective coding to create broader insights regarding comprehensive HRM practices within Islamic educational settings [11]. The anticipated result of this study is to yield an in-depth understanding of human resource management within the context of Islamic education and to present a cohesive HRM framework that merges managerial, professional, ethical, and spiritual aspects. The outcomes are expected to theoretically enrich HRM research related to Islamic education and offer practical improvements to HRM policies and practices in Islamic educational institutions. Ultimately, this study aims to enhance the development of high-caliber human resources equipped with intellectual capabilities, professional expertise, ethical values, and the adaptability to tackle contemporary educational challenges.

II. METHODS

This study used a qualitative descriptive approach to explore and analyze the practices of human resource management (HRM) in Islamic educational institutions. The qualitative method was chosen as it allows for a thorough understanding of social events, especially those connected to values, viewpoints, interactions, and organizational behaviors within educational environments. The descriptive framework aimed to thoroughly elucidate the processes involved in planning, hiring, developing, and assessing human resources, alongside the obstacles encountered during their application. This method is commonly employed in educational research to depict intricate social realities within their authentic surroundings [6]. The research took place in various Islamic educational institutions in Indonesia, focusing specifically on pesantren (Islamic boarding schools) and madrasah aliyah (Islamic senior high schools) situated in West Sumatra Province. These institutions were chosen as they exemplify Islamic educational bodies that blend academic instruction with Islamic principles, character development, and spiritual growth. In such settings, HRM practices are significantly shaped by the cultural environment, religious beliefs, leadership styles, and societal expectations, making them fitting subjects for analyzing value-centered human resource management. This research centers on HRM practices within Islamic educational institutions, paying special attention to areas like HR planning, recruitment, staff enhancement, performance assessment, and the incorporation of Islamic values into HRM practices. The participants included school leaders, HR managers, educators, and administrative personnel who were actively engaged in both educational and management tasks. These individuals were chosen due to their hands-on experience and knowledge about how HRM is executed in Islamic educational environments. Participants were selected using purposive sampling, which involved choosing informants based on their qualifications, years of professional experience, roles within their institutions, and participation in HRM tasks. This method of purposive sampling was deemed suitable as qualitative research aims to focus on participants who can offer rich, detailed insights relevant to the topic being investigated.

Tabel 1 Informant Characteristics

No	Participant Code	Position/Role	Work Experience	Reason for Selection
1	INF-01	Principal of Madrasah	15 years	Responsible for institutional HR policies and decision-making
2	INF-02	HR Administration Staff	8 years	Directly involved in recruitment and personnel administration
3	INF-03	Senior Teacher	12 years	Experienced in teacher development and performance evaluation
4	INF-04	Islamic Boarding School Leader	20 years	Understands integration of Islamic values into HRM practices
5	INF-05	Administrative Staff	6 years	Involved in institutional operational management

6	INF-06	Teacher	7 years	Experienced in institutional training and evaluation systems
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Data was gathered utilizing three main methods: observation, semi-structured interviews, and document analysis. Observation aimed to analyze the practical execution of HRM practices, which included examining organizational structures, institutional culture, the work environment, and the daily routines within the institutions. Semi-structured interviews facilitated the gathering of in-depth insights regarding the experiences, views, and expectations of participants concerning HRM processes. This format encouraged participants to share their thoughts freely while remaining aligned with the study's objectives. Document analysis involved reviewing institutional writings such as HR policies, organizational guidelines, teacher evaluation reports, meeting notes, and administrative documents, which offered additional context to support the findings. The research tools included observation frameworks, interview guides, and document checklists. Observation frameworks were methodically structured to capture aspects related to HRM practices and institutional interactions. The interview guides featured open-ended questions concentrating on recruitment processes, staff development, performance evaluations, leadership approaches, and the incorporation of Islamic values in HRM activities. Document checklists were utilized to maintain the consistency and relevance of the examined documents. The data analysis employed the interactive qualitative analysis framework created by Miles and Huberman, which encompasses data reduction, data presentation, and drawing conclusions. Beyond these overarching phases, the analytic process also incorporated systematic coding and thematic interpretation methods. Initially, data transcription and open coding were completed. Recordings of interviews and field notes were transcribed verbatim and subsequently scrutinized to pinpoint key statements, recurring themes, and relevant concepts tied to HRM practices. Each significant statement received an initial code representing particular issues like recruitment techniques, leadership principles, teacher performance, training methods, or organizational difficulties [12].

The subsequent phase involved axial coding, where similar codes were organized into larger categories and sub-themes. For instance, codes related to Islamic leadership, ethical conduct, and spiritual direction were grouped under the overarching theme of "Islamic values in HRM [13]. In a similar fashion, codes concerning professional development, training sessions, and teacher competency enhancement were categorized under staff development practices. The concluding stage comprised selective coding and interpretation, wherein the discovered themes were interrelated to create comprehensive findings and interpretations. During this phase, the researcher examined the connections between categories, compared results among participants, and related the findings to existing HRM theories and previous research. This process allowed for the formulation of broader interpretations regarding how managerial efficacy and Islamic values are interwoven within HRM practices in Islamic educational institutions. To ascertain the trustworthiness and credibility of the results, this research implemented triangulation techniques, including source triangulation and method triangulation. Source triangulation involved comparing insights gathered from various participants, including principals, teachers, and administrative personnel [14]. Method triangulation was accomplished by contrasting findings from observations, interviews, and document analysis. Additionally, member checking was performed by verifying several interview findings with participants to confirm the accuracy of the interpretations. These methods were utilized to enhance the validity, consistency, and credibility of the research outcomes. In summary, the approach used in this research corresponds with the goals of the study and offers a thorough structure for analyzing human resource management strategies within Islamic educational organizations through managerial, professional, and value-oriented viewpoints.

III. RESULTS AND DISCUSSION

The results of this research were gathered using various qualitative methods, including observations, semi-structured interviews, and document analysis across multiple Islamic educational establishments, such as pesantren and madrasah aliyah in West Sumatra, Indonesia. The data gathering took place over a period of about three months and involved the participation of school leaders, teachers, HR administrative personnel, and heads of Islamic boarding schools. Observations were utilized to study how HRM practices are actually put into action within these institutions, focusing on everyday organizational functions, staff dynamics, leadership styles, and the work atmosphere. Interviews were held to gain detailed insights into participants' experiences and views concerning HR planning, hiring processes, staff development efforts, and performance assessments [15]. Furthermore, document analysis involved reviewing a range of institutional records, including recruitment policies, teacher evaluation documents, organizational rules, training logs, and institutional guidelines. The outcomes are categorized into several key themes: (1) HR planning and hiring processes, (2) practices for staff development, (3) performance assessment systems, and (4) difficulties faced in the execution of HRM in Islamic educational settings [16].

3.1. Human Resource Management Performance

The results indicate that HRM practices in Islamic educational institutions show varying levels of effectiveness across different aspects. The findings are summarized in Table 1.

Table 2. Human Resource Management Performance in Islamic Education

Aspect of HRM	Score (%)
Planning	82
Recruitment	78
Development	80
Performance Evaluation	76
Overall HRM Effectiveness	79

Table 1 shows that planning has the highest score, while performance evaluation has the lowest. These findings suggest that although HR planning is relatively well implemented, evaluation mechanisms still require improvement. To support the measurement of internal consistency in HRM evaluation, the following reliability formula is used [17]:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum S_b^2}{S_t^2} \right)$$

$$S_b^2 = \frac{\sum Y_i^2 - \frac{(\sum Y_i)^2}{N}}{N}$$

Where:

r_{11} = reliability coefficient

k = number of items

S_b^2 = variance of each item

S_t^2 = total variance

Y_i^2 = score of each item

N = number of respondents

These equations are used to ensure that the data obtained are reliable and consistent. The results also indicate that most stakeholders perceive HRM practices as effective, particularly in planning and development, while recruitment and evaluation still face challenges.

3.2. Discussion of Findings

This study shows that how an institution manages its people, especially in the field of education, has a big impact on making the quality of education better and more sustainable, especially in Islamic

educational settings. The results show that HRM practices can cause subjective complaints such as red eyes, itching, burning, pain, and discomfort. These are not just administrative tasks but also value-driven activities that combine professional skills with Islamic ethics and spirituality. The results show that Islamic schools are starting to use organized plans to address their organization's needs. Based on interviews and document analysis, the subjective complaints include redness, itching, burning, heat sensation, and a feeling of discomfort in the eyes. These symptoms are considered in the context of student enrollment growth, teacher workload, curriculum demands, and institutional development programs. Institutional leaders know that careful planning is important for keeping the quality of education high and ensuring the organization stays stable. This finding is supported by observations showing that several institutions regularly conduct coordination meetings and workforce evaluations before recruiting new employees. Files like annual planning reports and staffing plans show that the organization has set up proper ways to plan for human resources. These results back up earlier research that shows how careful planning in human resources helps make institutions work better and improve the quality of education. Good planning helps organizations figure out what staff they need, assign tasks properly, and prepare for possible future problems. In Islamic education, planning helps keep the institution's values and goals strong, and makes sure that the people hired share the same beliefs and are committed to the educational mission. The results also show some problems with how people were chosen for the study. Islamic schools focus a lot on religious loyalty and good behavior when choosing students, but they don't use many tests or evaluations to check skills very often. Interviews show that hiring choices are usually based on personal recommendations, knowing someone from the organization, and religious factors, instead of a full assessment of someone's job skills.

One HR administrator stated: Sometimes, institutions prefer candidates who have a good understanding of religious values, even if their teaching skills are not yet at their best. (Interview with HR Staff, INF-02). This finding indicates that recruitment systems in some Islamic educational institutions remain less standardized and insufficiently objective. Observation results also revealed inconsistencies in recruitment procedures among institutions, particularly regarding teaching competency assessments and digital literacy evaluations. These findings are consistent with Anisa et al., who argue that recruitment practices in Islamic educational institutions frequently lack competency-based evaluation mechanisms. Consequently, institutions may face difficulties in ensuring that recruited teachers possess both professional expertise and pedagogical competence required in modern educational environments. Nevertheless, the emphasis on Islamic values during recruitment reflects the distinctive characteristics of Islamic educational institutions. Unlike conventional institutions, Islamic schools and *pesantren* prioritize moral conduct, religious commitment, and role-model behavior as essential qualifications for educators. This finding confirms that HRM in Islamic education involves both professional and spiritual dimensions simultaneously. The staff development aspect produced relatively positive findings. The results indicate that Islamic educational institutions actively conduct training programs, workshops, mentoring activities, and religious development sessions to improve teacher competence and institutional performance. Based on interview and documentation data, staff development activities include curriculum training, teaching methodology workshops, digital learning seminars, Qur'anic studies, and Islamic character-building programs [18]. Observation findings further demonstrate that teachers actively participate in collaborative discussions, professional learning activities, and religious mentoring sessions. These activities contribute not only to improving teaching quality but also to strengthening collegial relationships and institutional culture.

The findings suggest that professional development in Islamic educational institutions adopts a holistic approach combining intellectual, professional, and spiritual dimensions. This differs from conventional HRM approaches, which often focus primarily on technical and professional

competencies [19]. These findings align with Hartati et al., who state that continuous professional development enhances institutional competitiveness and educational quality [20]. In addition, the findings support Sulaiman et al., who emphasize that spiritually oriented training programs positively influence teacher motivation, organizational commitment, and ethical behavior. Another important finding is that staff development activities contribute significantly to strengthening institutional identity. Teachers who participate in both professional and religious training programs tend to demonstrate stronger commitment to institutional goals and Islamic educational values. This indicates that HR development in Islamic education is not merely competency-oriented but also character-oriented. Conversely, the findings concerning performance evaluation indicate that evaluation systems remain relatively underdeveloped and inconsistent. Although institutions conduct formal evaluations such as classroom supervision, attendance monitoring, and administrative assessments, the implementation of evaluation systems is often informal and subjective. Based on interviews, school leaders generally assess teachers not only through instructional performance but also through moral behavior, discipline, participation in religious activities, and interpersonal attitudes. While this reflects the value-based orientation of Islamic educational institutions, it also creates challenges in establishing objective and measurable performance indicators.

One teacher explained: Performance evaluations sometimes depend heavily on personal observations from school leaders rather than standardized assessment instruments.” (Interview with Teacher, INF-03). Document analysis also revealed that some institutions lacked comprehensive written guidelines for teacher performance evaluation. Several evaluation forms focused primarily on attendance and administrative discipline without adequately measuring teaching effectiveness, innovation, or student learning outcomes. Observation findings further indicated that feedback mechanisms after evaluations were often limited. In some cases, teachers received general verbal comments rather than systematic recommendations for professional improvement. These findings suggest that evaluation systems in Islamic educational institutions still require significant improvement, particularly regarding transparency, consistency, and objectivity. This finding supports Nurhasnah et al., who argue that HR evaluation systems in Islamic education should integrate professional competence assessment with moral and spiritual evaluation. The absence of comprehensive evaluation systems may hinder continuous improvement in teacher quality and institutional effectiveness. Without clear evaluation standards and constructive feedback mechanisms, institutions may experience difficulties in identifying teacher weaknesses, improving performance, and developing long-term HR strategies. In addition to planning, recruitment, development, and evaluation, this study also identified several challenges affecting HRM implementation in Islamic educational institutions. Financial limitations remain one of the most significant obstacles [21]. Limited institutional budgets affect teacher salaries, training opportunities, technological facilities, and recruitment quality. Another major challenge concerns technological adaptation. Interview and observation findings reveal that some educators still experience difficulties in utilizing digital learning platforms and technology-based administrative systems. This challenge became increasingly evident following the expansion of digital education and online learning systems [22]. Furthermore, institutions face difficulties in balancing professional demands with religious expectations. Teachers are expected not only to master instructional competencies but also to serve as moral and spiritual role models for students. This dual responsibility creates additional pressure for educators and institutional leaders [23]. Despite these challenges, the findings indicate that Islamic educational institutions continue striving to improve HRM practices by integrating managerial effectiveness with Islamic values. The integration of spirituality, ethics, and professionalism represents the unique contribution of Islamic educational institutions to contemporary HRM practices. Overall, this study demonstrates that HRM in Islamic educational institutions should not be understood merely as a technical management function. Rather, it should be viewed as a holistic

system integrating professional competence, organizational effectiveness, ethical values, and spiritual development. This holistic approach contributes significantly to the sustainability, competitiveness, and educational quality of Islamic educational institutions in the modern era.

Integration with Previous Studies

The results of this study confirm that HRM in Islamic education must integrate managerial and spiritual dimensions. Unlike general HRM models, Islamic HRM emphasizes values such as *amanah* (trustworthiness) and *ihsan* (excellence). This study extends previous research by showing that the integration of these values is not only conceptual but also practical in influencing HR performance.

Connection to Earlier Research

The findings of this research support the notion that HRM in Islamic education should fuse managerial aspects with spiritual elements.

Table 3. Stakeholder Satisfaction Levels

Satisfaction Level	Percentage (%)
Very Satisfied	30
Satisfied	45
Fairly Satisfied	15
Dissatisfied	10

Table 2 shows that most stakeholders are satisfied, indicating that HRM practices have a positive impact. However, the presence of dissatisfied stakeholders suggests that improvements are still needed, particularly in evaluation and recruitment processes. Overall, this study demonstrates that HRM in Islamic education is effective but not yet optimal. The integration of professional competence and Islamic values is essential for improving HR quality. These findings contribute to the development of a more holistic HRM model that combines managerial efficiency with spiritual and ethical principles.

IV. CONCLUSION

This research indicates that human resource management (HRM) is vital for improving the performance and quality of Islamic educational organizations [24]. The results show that HRM practices, especially in planning and development, have been carried out effectively and lead to improved institutional performance. Nevertheless, areas like hiring and performance assessment still need considerable enhancement to ensure that human resources fulfill both professional and ethical criteria. The research further demonstrates that successful HRM is strongly linked to the satisfaction of stakeholders. Institutions that engage in organized HR planning, ongoing professional development, and value-driven management often attain greater levels of stakeholder trust and satisfaction [25]. These results align with earlier research that underlines the significance of merging managerial skills with Islamic principles such as *amanah* (trustworthiness) and *ihsan* (excellence) in managing educational institutions. Moreover, this study emphasizes the need for a comprehensive HRM strategy that incorporates technical, managerial, and spiritual aspects. Unlike traditional HRM approaches, Islamic educational institutions require a framework that is centered on values and aligns organizational actions with religious concepts. The combination of these factors not only enhances the quality of human resources but also reinforces the identity and sustainability of Islamic education. In summary, enhancing HRM in Islamic education necessitates ongoing assessment, improved recruitment methods, and the establishment of thorough performance evaluation systems. Future studies are suggested to investigate innovative HRM frameworks that include digital advances and adaptive leadership to tackle new challenges within education. By doing this, Islamic educational institutions can cultivate highly skilled human resources who are professionally adept and ethically sound.

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