

Individual and Group Behavior in Islamic Educational Institutions

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ABSTRACT

Human resource management (HRM) holds significant importance in shaping the quality and efficiency of educational institutions within the Islamic framework. This research aims to examine how HRM is applied and its influence on the satisfaction levels of various stakeholders in Islamic education. The focus is on crucial elements of HRM such as planning, hiring, training, and assessing performance, along with the obstacles faced during implementation. A qualitative descriptive method was used to gain a thorough insight into HRM practices from the viewpoints of teachers, administrative personnel, and organizational leaders. Data were gathered through observations, interviews, and documentation, then analyzed using techniques for data reduction, presentation, and conclusions. The results show that while HRM practices tend to be effective, particularly in planning and development which positively impacts institutional performance there are still improvements to be made in recruitment and performance evaluation due to a lack of structured and competency-focused methods. The findings also indicate a strong link between effective HRM and stakeholder satisfaction; institutions that excel in HRM practices generally report higher levels of trust and quality of services. Moreover, this research emphasizes the necessity of merging managerial skills with Islamic principles like trust and ethical responsibility. This combination fosters a more comprehensive HRM framework that sets Islamic education apart from traditional approaches. The findings imply that ongoing assessments, strategic hiring, and thorough development programs are crucial for enhancing HRM effectiveness. This study aids in creating a value-driven HRM model that promotes both professional excellence and ethical integrity in Islamic educational institutions.

I. INTROUCTION

Human resource management (HRM) has become a crucial element in improving the quality and sustainability of educational institutions, including Islamic educational institutions. In the context of Islamic education, HRM is not only directed toward improving professional competence but also toward strengthening moral, ethical, and spiritual values based on Islamic teachings. Islamic educational institutions are expected to produce graduates who are academically competent while maintaining strong Islamic character and values. Therefore, effective HRM plays a strategic role in achieving educational goals and institutional competitiveness in the era of globalization and rapid technological development. Multiple earlier investigations have highlighted the significance of human resource management in Islamic education. Nurhasnah and her team [1], [2] point out that HRM in Islamic educational settings ought to blend administrative roles with Islamic principles like trust, fairness, and accountability. Similarly, Ningsih [3] discovered that the successful application of HRM enhances teachers' professionalism and boosts the performance of institutions. Recent research from other scholars also points out that strategic HRM practices, such as hiring, training, and assessing performance, play a crucial role in determining educational quality and organizational success [4], [5]. Moreover, recent studies emphasize that leadership rooted in Islamic values and human resource development focused on values can enhance employee loyalty and boost the competitiveness of institutions within Islamic education settings [6] [7]. These results affirm that HRM is a vital factor in attaining educational excellence and long-term viability. Despite the growing

body of research, several gaps remain unresolved. Most previous studies have primarily focused on the administrative and technical aspects of HRM, such as recruitment, training, and performance evaluation, without deeply examining the integration of Islamic spiritual and ethical values into HRM practices. In addition, prior studies tend to discuss HRM functions separately and have not yet developed a comprehensive and integrative framework connecting planning, recruitment, development, and evaluation processes with Islamic principles.

There is also limited discussion regarding how Islamic educational institutions can balance professional performance with moral and spiritual development simultaneously. In light of this gap, the present study proposes a new approach by suggesting an integrative HRM model that unifies managerial effectiveness with Islamic values. The uniqueness of this study rests in its effort to connect traditional HRM methods with the distinct features of Islamic education. It not only scrutinizes HRM functions but also investigates the alignment of these functions with religious principles to boost both performance and ethical outcomes. To address these issues, this study employs a qualitative descriptive methodology that facilitates a thorough investigation of HRM practices. This approach is appropriate for studying intricate social phenomena and for grasping the viewpoints of stakeholders engaged in Islamic education. By evaluating HRM processes and their results, this study seeks to uncover strategies that could improve the efficiency of human resource management. Based on the identified gaps, this research introduces a novel integrative HRM model that merges effective management with Islamic principles within a complete framework. In contrast to earlier studies that primarily highlighted technical aspects of HRM, this investigation zeroes in on how HRM functions can align with Islamic ethical and spiritual values. Moreover, this study examines the application of HRM practices within Islamic educational settings and investigates how Islamic principles can enhance the quality of human resources, organizational dedication, and educational results. Therefore, the originality of this research lies in blending professional HRM practices with value-driven Islamic education to form a more comprehensive and sustainable HRM model. The aim of this research is to offer a more profound insight into human resource management in Islamic educational contexts while creating a model that cohesively integrates professional and spiritual elements. This study is anticipated to pinpoint the strengths and limitations of current HRM practices and suggest enhancements that could improve educational standards, institutional efficiency, and stakeholder satisfaction. Ultimately, this research aspires to aid in the advancement of Islamic educational institutions that achieve academic excellence while remaining rooted in ethical and spiritual principles.

II. METHODS

This study employed a qualitative descriptive research design to examine the implementation of human resource management (HRM) in Islamic educational institutions. This design was selected because it enables a comprehensive understanding of social phenomena, particularly those related to values, perceptions, and organizational practices in educational settings. Qualitative descriptive research is widely used to explore complex issues in education and to provide a contextualized interpretation of real-world conditions [8]. This research was conducted at an Islamic educational institution in West Sumatra, Indonesia, specifically at the senior secondary education level. The institution was selected because it integrates general education with Islamic values and implements human resource management practices aimed at improving both academic quality and character development [9]. As an Islamic-based educational institution, it emphasizes not only professional competence but also moral and spiritual values in managing teachers and educational staff. The institutional context is considered important in this study because the organizational culture, religious orientation, and educational environment may influence the implementation of HRM practices within the institution.

The object of this research is the implementation of HRM in Islamic education, focusing on key processes such as planning, recruitment, development, and performance evaluation. The subjects of the study include teachers, administrative staff, and institutional leaders who are directly involved in HRM practices. These participants were chosen because they possess relevant knowledge and experience related to the research topic. The population consists of stakeholders within Islamic educational institutions, while the sample was determined using a purposive sampling technique, which selects informants based on specific criteria such as expertise, involvement, and relevance to the study [10]. Data collection was carried out through three main techniques: observation, interviews, and documentation. Observation was conducted to examine actual HRM practices within the institution, including organizational structure, work processes, and daily activities. Interviews were conducted using a semi-structured format to allow participants to provide detailed explanations of their experiences and perspectives regarding HRM implementation. Documentation was used to gather supporting data from institutional records, such as policies, reports, and administrative documents, which help validate and complement the primary data. These techniques are commonly used in qualitative research to ensure data richness and credibility [11]. The informants involved in this study were selected purposively based on their direct involvement in HRM practices within the institution. The selection criteria included position, work experience, and understanding of institutional HRM policies and practices. Detailed information regarding the informants is presented in Table 1.

Table 1. Research Informants

No	Position/Role	Number of Participants	Work Experience
1	Principal/Vice Principal	2	More than 10 years
2	Teachers	6	5–15 years
3	Administrative Staff	2	3–10 years

The participants were chosen because they possess relevant knowledge, experience, and responsibilities related to the implementation of human resource management in the institution. The research instruments consisted of observation guidelines, interview protocols, and documentation checklists. The observation guidelines were designed to systematically record relevant phenomena related to HRM practices. The interview protocols included open-ended questions that guided the discussion while allowing flexibility for participants to express their views. Documentation checklists ensured that relevant documents were identified and analyzed consistently. Data analysis was conducted using a qualitative analysis framework that includes data reduction, data display, and conclusion drawing. Data reduction involved selecting and organizing relevant information from the collected data. Data display was carried out by presenting the data in a structured narrative form to facilitate interpretation. Finally, conclusions were drawn by identifying patterns, relationships, and key findings, and linking them to existing theories and previous research on HRM in education. This analytical approach follows the widely recognized model proposed by Miles et al. [8]. To ensure the validity and reliability of the findings, this study applied triangulation techniques, including source triangulation and method triangulation. Source triangulation was conducted by comparing data obtained from different participants, while method triangulation involved comparing findings from observation, interviews, and documentation. These strategies enhance the credibility and trustworthiness of qualitative research [12]. Overall, the methodology used in this study provides a systematic and reliable framework for analyzing HRM practices in Islamic education, enabling a deeper understanding of both managerial processes and value-based dimensions.

III. RESULTS AND DISCUSSION

This section presents the findings of the study on human resource management (HRM) in Islamic educational institutions, followed by an in-depth discussion that interprets the results and relates them to existing theories and previous research.

3.1 Result

The results of this research suggest that the application of Human Resource Management in Islamic educational institutions encompasses several key elements, including planning, hiring, training, and assessing performance. Information was collected through observations, interviews, and documentation involving institutional leaders, educators, and administrative personnel. The findings reveal that human resource planning is executed in a structured manner through yearly work plans, teacher assignment strategies, and staffing approaches for the institution. Recruitment efforts happen in alignment with the institution's requirements; however, some respondents indicated that these efforts primarily rely on administrative credentials rather than being completely focused on selection based on abilities [13], [14]. Regarding professional development, the institution frequently holds training sessions, workshops, and programs for religious growth aimed at enhancing both professional skills and Islamic values. At the same time, performance evaluations are conducted regularly through oversight and institutional reviews, although some participants pointed out that the evaluation framework still lacks full objectivity and standardization.

Table 2. Human Resource Management Performance

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

Table 1 indicates that planning has the highest score (82%), followed by development (80%), while performance evaluation has the lowest score (76%). These results suggest that although HR planning is relatively well implemented, evaluation mechanisms are still less optimal. To ensure the reliability of the measurement used in this study, the following formula is applied:

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

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

Where:

r_{11} = reliability coefficient

k = number of items

S_b^2 = variance of each item

S_t^2 = total variance

Y_i = individual score

N = number of respondents

These equations confirm that the data collected in this study meet the reliability criteria and can be used for further analysis. In addition, stakeholder satisfaction related to HRM practices is presented in Table 2

Table 3. Stakeholder Satisfaction Levels

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

3.2. Discussion

The results indicate that human resource planning is the most prominent feature of implementing HR management in the organization. The elevated score in planning suggests that the organization has developed organized workforce strategies and well-defined goals. This result aligns with the principles of strategic human resource management, highlighting that sound planning plays a crucial role in enhancing organizational success and the quality of education. Earlier research has also shown that effective HR planning allows educational institutions to use their human resources more effectively and boosts overall performance [15] [16]. The recruitment dimension received a lower rating when compared to planning and development. According to the results from interviews, hiring practices tend to emphasize administrative skills more than evaluating competencies. This observation aligns with earlier studies that indicate recruitment in Islamic educational settings frequently lacks thorough competency assessments, which leads to a disconnect between the needs of the institution and the qualifications of the employees. From the Islamic human resource management viewpoint, hiring should embrace not only educational qualifications but also ethical character, accountability, and congruence with Islamic principles. Conversely, the development dimension yielded favorable outcomes since the institution frequently engages in professional training and religious enrichment activities. This aligns with the perspective of Anshori et al. , who maintain that ongoing professional growth boosts both teacher effectiveness and the institution's market position [17]. In Islamic educational environments, human resource development is distinct from traditional settings as it merges professional abilities with spiritual and ethical growth. As a result, development initiatives not only enhance technical skills but also bolster Islamic values and work standards.

Meanwhile, assessing performance turned out to be the least robust element in the execution of HRM. Insights from interviews indicated that current evaluation methods lack a systematic, objective, and standardized approach. This observation aligns with earlier research highlighting the necessity for performance assessments in Islamic educational settings to fuse professional achievements with ethical and spiritual evaluations. The lack of thorough evaluation criteria could hinder institutions' ability to effectively track employee performance and drive organizational advancement [18]. The results also indicate a link between the quality of HRM and the satisfaction of stakeholders. The majority of participants reported being pleased with existing HRM practices, especially regarding planning and development initiatives [19] [20] . Nevertheless, some stakeholders expressed discontent, signifying that enhancements are still necessary in the areas of recruitment clarity and performance appraisal systems. This aligns with management theories that suggest that employee satisfaction and trust in institutions are heavily impacted by equitable and transparent HRM practices. In summary, this research confirms that HRM deployment in Islamic educational institutions has generally been successful, yet there remain certain areas that need enhancement. Merging professional HRM techniques with Islamic principles such as amanah (trustworthiness), justice, and ihsan (excellence) is critical for building a more holistic and sustainable HRM framework. Thus, Islamic educational entities must focus on fortifying competency-driven recruitment, ongoing

professional development, and impartial performance assessments to elevate educational standards and stakeholder satisfaction.

IV. CONCLUSION

This research indicates that human resource management (HRM) is crucial for enhancing the quality and efficiency of Islamic educational institutions. The results show that HRM practices, especially in the areas of planning and development, have been carried out effectively and lead to improved institutional outcomes. Nonetheless, recruitment processes and performance assessments still need attention, as they currently lack structured, competency-focused, and objective methods. The findings also reveal a significant connection between the effectiveness of HRM and the satisfaction of stakeholders [21]–[23]. Organizations that adopt organized HR planning, ongoing professional growth, and management based on values tend to enjoy greater trust and satisfaction from their stakeholders. This result reinforces earlier studies that highlight the necessity of blending managerial skills with Islamic beliefs like amanah (trustworthiness) and ihsan (excellence) in the management of education. In addition, this study underscores the need for a comprehensive HRM strategy that integrates technical, managerial, and spiritual elements. Unlike traditional HRM frameworks, Islamic educational institutions need a value-focused approach that aligns their practices with religious tenets. Such integration not only improves the quality of human resources but also enhances the identity and sustainability of the institution [24]. To sum up, advancements in HRM for Islamic education call for ongoing assessments, improved recruitment methods, and the creation of thorough performance evaluation systems. Future studies should investigate new HRM models, including the incorporation of digital technologies and adaptive leadership methods, to tackle emerging challenges in the educational field [25]. This approach will enable Islamic educational institutions to cultivate highly skilled professionals who are also ethically grounded.

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