

Human Resource Management in the Management of Islamic Educational Institutions

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ABSTRACT

This research aims to analyze the implementation of human resource management in the management of Islamic educational institutions at SDIT Al Ihsan. The research uses a qualitative approach with a case study method. Data were obtained through interviews, observations, and documentation, and then analyzed using data reduction techniques, data presentation, and conclusion drawing. The research results show that human resource management at SDIT Al Ihsan has been implemented through management functions that include planning, recruitment and selection of educators, development of teacher and educational staff competencies, as well as continuous performance assessment and evaluation. Human resource planning is carried out based on the analysis of the needs for educators in accordance with the school's development. Recruitment and selection are conducted objectively, considering professional competence, pedagogical skills, and commitment to Islamic values. Competency development is carried out through training, academic supervision, Teacher Working Groups (KKG), religious guidance, and the utilization of learning technology. Meanwhile, performance evaluations are conducted periodically as a basis for the development and enhancement of teacher professionalism. The implementation of human resource management has implications for the improvement of school management quality, educator professionalism, Islamic work culture, and the quality of educational services. This research shows that planned, integrated, and competency-oriented human resource management with an Islamic character becomes a strategic factor in realizing an effective, adaptive, and sustainable Islamic educational institution.

I. INTRODUCTION

Education is one of the main instruments in building the quality of human resources who are faithful, knowledgeable, virtuous, and capable of facing the development of science and technology (Karadona et al., 2025). In the context of Islamic education, the success of educational administration is not only determined by the curriculum, facilities and infrastructure, or community support, but is also greatly influenced by the quality of human resource management (HRM) (Rahma et al., 2024., Hartina et al., 2025., Bahri et al., 2024). Teachers, principals, educational staff, and all elements involved in educational institutions are strategic assets that determine the achievement of Islamic education goals (Karadona et al., 2026., Karodona et al., 2026). Therefore, human resource management becomes one of the important aspects that must be managed professionally, systematically, and sustainably in order to produce quality educational services. Human resource management (HRM) in Islamic educational institutions is a series of processes that include planning the needs for educators and educational staff, recruitment, selection, placement, competency development, performance appraisal, reward provision, and career development (Mubarok, 2021.,

Asnik et al., 2022). The management not only focuses on enhancing the professionalism of educators but also on the formation of Islamic character reflected in integrity, trustworthiness, discipline, and responsibility in carrying out their duties (harkaya et al., 2026). The effective implementation of human resource management is expected to create a productive work environment, increase work motivation, and impact the improvement of educational quality (Aniyah, 2025., Setyo, 2025). In the perspective of Islamic education, human resource management is not only directed toward achieving organizational targets but also toward the formation of a work culture based on Islamic values, so that each individual can optimally fulfill their professional duties (Karadona et al., 2025., Rahma et al., 2024., Rohani et al., 2025).

Islamic educational institutions are currently facing increasingly complex challenges, including the development of digital technology, changes in educational policies, rising societal demands for the quality of educational services, and competition among educational institutions (Mustopa et al., 2023., Anugrah, 2025). These conditions require every school to have an adaptive, innovative, and quality-oriented human resource management strategy that focuses on continuous improvement. The principal, as the leader of the institution, is required to design policies that support the development of teachers' and educational staff's competencies so that they can perform their duties professionally without abandoning the Islamic values that characterize Islamic educational institutions. SDIT Al Ihsan is one of the Integrated Islamic Elementary Schools that strives to integrate general education with Islamic education through a professional school management system. In carrying out the educational process, SDIT Al Ihsan places teachers and educational staff as the main factors in realizing the school's vision and mission. Various competency development programs, character building, academic supervision, and performance evaluations are implemented as part of efforts to improve the quality of human resources. However, the implementation of human resource management in schools is not without various challenges, such as planning the need for educators, continuous competency development, increasing work motivation, and efforts to maintain the quality of educational services amidst the dynamics of changes in the educational environment. Studies on human resource management in Islamic educational institutions have been extensively conducted by previous researchers. Dacholfany's research results show that the implementation of human resource management in Islamic educational institutions includes the functions of planning, organizing, developing, and empowering educators, which contribute to the improvement of educational quality (Dacholfany, 2027). Aulia Gusli's research reveals that human resource management in madrasahs is carried out through the processes of planning educator needs, recruitment, placement, and systematic competency development, thereby supporting the achievement of the institution's goals (Aulia et al., 2024). Furthermore, Sholeh emphasizes that the development of human resources in Islamic educational institutions needs to be carried out continuously through training, coaching, and the enhancement of professionalism to be able to face the challenges of changes in the educational environment (Sholeh, 2023). Ansori A's research also shows that the human resource management system at Integrated Islamic Elementary Schools has included the processes of recruitment, competency development, performance assessment, and awarding, which have a positive impact on the improvement of the quality of educational services (Ansori, 2024).

Nevertheless, various studies are still dominated by discussions on the general concept of human resource management or its implementation in Islamic educational institutions in a broad sense. Studies that specifically analyze the implementation of all functions of human resource management, from planning, recruitment, selection, placement, development, performance appraisal, to evaluation in the management of Integrated Islamic Elementary Schools, are still relatively limited. In addition, research linking human resource management practices with the effectiveness of

educational institution management based on empirical conditions at the elementary school level has also not been widely conducted. This condition indicates the existence of a research gap, namely the limited studies that comprehensively describe human resource management practices in the management of SDIT with its unique characteristics and organizational culture. Based on this gap, this research has novelty by presenting an empirical analysis of the implementation of human resource management functions in the management of Islamic educational institutions at SDIT Al Ihsan. This research not only describes the processes of planning, recruitment, development, assessment, and evaluation of human resources but also identifies supporting factors, obstacles, and strategies implemented by the school to enhance the professionalism of teachers and educational staff. Thus, the research results are expected to contribute to the development of Islamic education management studies and serve as a practical reference for Islamic education institution managers in optimizing human resource management to improve the quality of education sustainably. Based on the description, this research aims to analyze human resource management in the administration of Islamic educational institutions at SDIT Al Ihsan. Specifically, this study aims to describe the implementation of human resource management functions, identify the factors that support and hinder its implementation, and analyze the contribution of human resource management to the effectiveness of Islamic educational institution administration. The research results are expected to provide theoretical contributions to the development of Islamic education management science and serve as practical input for schools in improving the quality of human resource management and educational service quality.

II. METHODS

This research uses a qualitative approach with a case study design. The qualitative approach was chosen because the research aims to deeply understand human resource management practices in the administration of Islamic educational institutions at SDIT Al Ihsan based on the conditions occurring in the field. The case study design is used to obtain a comprehensive picture of the processes of planning, recruitment, placement, development, performance appraisal, and evaluation of human resources applied in school management. Through this approach, researchers can explore phenomena contextually, resulting in a complete understanding of the implementation of human resource management in Islamic educational institutions (Achjar et al., 2023., Wijaya, 2019). The research was conducted at SDIT Al Ihsan involving informants selected using purposive sampling technique, which is the selection of informants based on the consideration that they have knowledge, experience, and direct involvement in the management of human resources at the school. The research informants consisted of the principal, vice principal, teachers, educational staff, and other parties deemed relevant to the research focus. The number of informants was not determined from the beginning, but adjusted according to the principle of data saturation, which is the process of data collection being stopped when the information obtained has become repetitive and no new significant information is found. Research data were collected through observation techniques, in-depth interviews, and documentation. Observation was conducted to obtain an overview of the implementation of human resource management, work culture, and the activities of managing educators and educational staff at the school. In-depth interviews were conducted semi-structured with each informant to explore information regarding the process of planning the need for educators, recruitment, selection, placement, competency development, performance assessment, and human resource evaluation.

Meanwhile, documentation is used to complement the research data through the examination of various documents, such as organizational structure, task distribution, work programs, supervision documents, activity reports, and other documents related to human resource management at SDIT Al

Ihsan (Safarudin et al., 2023). Data analysis was conducted interactively using the Miles, Huberman, and Saldaña model, which includes three stages: data condensation, data display, and conclusion drawing and verification. The analysis process is conducted continuously from the moment data is collected until the research is completed, allowing the researcher to obtain valid and in-depth findings. To ensure the validity of the data, this research applies source triangulation and technique triangulation by comparing information obtained from various informants as well as the results of observations, interviews, and documentation. Additionally, member checking is conducted with informants to ensure that the researcher's interpretation aligns with the information provided, thereby enhancing the credibility of the research results (Qomaruddin et al., 2024).

III. RESULTS AND DISCUSSION

Human Resource Planning

Research results show that human resource planning at SDIT Al Ihsan is carried out systematically through the identification of the needs for educators and educational staff at the beginning of the academic year. The planning considers the number of students, the teaching load of teachers, the needs of subjects, and the direction of school development. The principal, along with the management team, conducts a workforce needs analysis before establishing recruitment and teacher placement policies. In addition to considering academic competence, the school also takes into account personality aspects, commitment to Islamic values, ability to work together, and readiness to support the institution's vision and mission. Based on the interview results with the Principal of SDIT Al Ihsan, it was obtained that the statement was reinforced by the informant, namely that human resource planning is carried out through management meetings at the beginning of the academic year to identify the need for teachers based on the number of study groups, teaching load, and the direction of school development. The principal explained that "at the beginning of each academic year, we conduct an analysis of teacher needs according to the number of classes and subjects." In addition to academic qualifications, we also consider the ability to read the Quran, moral character, and commitment to the school's vision." The statement is reinforced by observation results showing the presence of teacher needs analysis documents, teaching load distribution, and planning meeting minutes as the basis for determining educator needs. The observation results also indicate the presence of teacher needs analysis documents, teaching load distribution, organizational structure, and school work programs, which serve as the basis for determining the needs for educators and educational staff. The findings indicate that the HR planning process has become part of the school management system, carried out in a planned and sustainable manner. These research findings align with human resource management theory, which states that HR planning is an initial function aimed at ensuring the availability of a workforce with the appropriate quantity and competence to meet the organization's needs. In the perspective of Islamic education management, human resource planning is not only directed toward meeting the needs of educators but also toward placing individuals according to their competencies, integrity, and values of trustworthiness, thereby supporting the achievement of Islamic education goals.

The results of this study are also in line with Anisa E's research, which explains that the success of human resource management in Islamic educational institutions begins with thorough planning through the identification of educator needs, the formulation of human resource development strategies, and the sustainable empowerment of human resources. The research emphasizes that the quality of educational institutions is greatly influenced by the leadership's ability to effectively plan human resource needs (Anisa et al., 2026). Additionally, the findings of this study are similar to those of Farid and Adisaputro, who found that HR planning in madrasahs is carried out through the analysis of educator needs, recruitment planning, placement, and systematic competency

development (Farid et al., 2025., Adisaputro et al., 2025). The similarity indicates that HR planning is the main foundation in the management of Islamic educational institutions because it serves as the basis for the implementation of subsequent management functions. Nevertheless, this research has different characteristics because it is conducted in the context of an Integrated Islamic Elementary School. The research results show that SDIT Al Ihsan not only considers aspects of professionalism and organizational needs but also makes commitment to Islamic values, integrity, morals, and the ability to build an Islamic work culture important indicators in the human resource planning process. Thus, HR planning at SDIT Al Ihsan is not only oriented toward organizational effectiveness but also toward strengthening the identity of Islamic educational institutions through the management of professional educators with Islamic character.

Recruitment and Selection of Educators

Results show that the recruitment and selection process for educators at SDIT Al Ihsan is conducted openly, prioritizing professionalism and alignment with Islamic values. The recruitment process begins with identifying the need for teachers based on the number of classes and subjects required, followed by administrative selection, interviews, teaching practice (microteaching), and assessment of the candidates' ability to read the Quran, basic understanding of Islam, and commitment to the school's vision, mission, and culture. The process shows that the school is not only oriented toward meeting the needs of educators but also strives to obtain teachers who possess professional competence as well as Islamic character, so they can become role models for the students. These findings align with the Human Resource Management theory, which emphasizes that recruitment and selection are strategic processes to obtain the right person in the right place, meaning placing individuals with competencies that match the organization's needs (Arastia et al., 2025., Kushariyadi, 2025). In the perspective of Islamic education management, the recruitment process not only considers academic and professional aspects but also moral, integrity, trustworthiness, and character, which are the foundation in the implementation of Islamic education. Teachers not only play the role of knowledge transmitters but also as educators responsible for shaping the character and personality of students in accordance with Islamic values. The results of this study reinforce Anshori M's research, which explains that the success of managing Islamic educational institutions is greatly influenced by the human resource management process carried out systematically, starting from planning, recruitment, placement, to the development of educators. The research emphasizes that the principal plays a central role in ensuring the recruitment process produces quality educators, thereby improving the quality of education (Anshori et al., 2026).

The findings of this study are also similar to the research by Barkah and Sarwandianto, which states that good human resource management, including the selection process and the development of teacher competencies, positively affects the improvement of teacher performance. The research shows that the quality of teachers is not only determined by their educational background but also by a human resource management system that is conducted professionally and sustainably (Barkah et al., 2023). Compared to previous research, this study has more specific characteristics because it was conducted at an Integrated Islamic Elementary School that integrates professional competency standards with religiosity indicators in the educator selection process. Therefore, the success of recruitment at SDIT Al Ihsan is not only measured by the fulfillment of teacher needs but also by the school's ability to obtain educators who possess pedagogical, professional, social, and personal competencies, as well as a commitment to strengthening the school culture based on Islamic values. Development of Teacher and Educational Staff Competence Research results show that SDIT Al Ihsan implements the development of teacher and educational staff competence sustainably through various programs, such as training, workshops, academic supervision, Teacher Working Group (KKG) activities, religious guidance, and assistance in curriculum implementation and the use of

learning technology. Teachers are also encouraged to participate in seminars, professional training, and self-development activities to enhance their pedagogical, professional, social, and personal competencies. In addition, the school provides regular spiritual guidance as an effort to strengthen the Islamic character of all educators, so that the improvement of competencies is not only oriented toward academic aspects but also toward the formation of morals and integrity.

Based on an interview with the Principal of SDIT Al Ihsan, the development of teacher and educational staff competencies has become one of the school's priority programs in improving the quality of education. The principal explained that the school regularly conducts internal training, involves teachers in seminars and workshops, and encourages active participation in Teacher Working Group (KKG) activities. According to the principal, "We encourage every teacher to continuously develop their competencies through training, KKG, or seminars organized by the education department or other institutions." The results of these activities are then shared with other teachers through good practice sharing sessions at the school, so that the benefits can be felt by all educators. In line with this, one of the teachers stated that the KKG activities provide significant benefits in enhancing the ability to develop learning tools, creating innovative teaching methods, and solving various problems encountered during the learning process. The teacher explained, "Through KKG, we can discuss with teachers from other schools, exchange experiences, and obtain various more effective teaching strategies." After participating in the KKG, I am more confident in implementing active learning and utilizing technology in the classroom. Another teacher added that the school also periodically conducts academic supervision followed by coaching and mentoring. According to him, supervision not only serves as an evaluation but also as a means of professional development. He stated, "After the supervision, the principal provides feedback on teaching strategies, classroom management, and learning administration. This feedback is very helpful for us in improving the quality of learning. In addition to professional competence development, educational staff explained that the school provides spiritual guidance through Islamic studies, the practice of communal worship, and character-building activities. According to the informant, The guidance provided not only enhances work skills but also strengthens discipline, responsibility, and a spirit of service as part of the Islamic values implemented in the school.

The results of the observation show various forms of competency development activities within the school environment, such as the implementation of academic supervision, Teacher Working Groups (KKG) activities, internal training, religious guidance, and the use of digital media in the learning process. The researcher also observed the presence of school work program documents, training schedules, supervision reports, certificates of teacher participation in seminars, and documentation of coaching activities, which indicate that the competency development program is being implemented in a planned and sustainable manner. Observation of the learning process shows that teachers have implemented various active learning strategies, utilized technology as a learning medium, and integrated Islamic values into the teaching and learning process as part of the school culture. These findings indicate that human resource development has become the main strategy in improving the quality of school management. According to the Human Resource Management theory, training and development are organizational investments aimed at enhancing employees' knowledge, skills, attitudes, and productivity, enabling them to adapt to changes in the work environment. In the context of Islamic education management, competency development must be carried out holistically by integrating professional competencies and Islamic values so that teachers can perform their roles as educators, guides, and role models for students. The results of this study support the research of Mukhlison Efendi, which states that human resource development is a continuous process to improve the quality of educators through education, training, coaching, and empowerment, so that educational institutions can produce quality educational services [30]. In

addition, these findings align with Barkah J's research, which proves that teacher competency development management positively influences teacher performance improvement. The study shows that planned competency development can enhance teacher professionalism, thereby impacting the quality of learning and the caliber of graduates (Barkah et al., 2023). Although it shares similarities with previous research, this study shows that competency development at SDIT Al Ihsan not only focuses on improving pedagogical and professional competencies but also aims at fostering an Islamic work culture through spiritual guidance, moral strengthening, and the internalization of Islamic values in every teacher development program. Thus, the human resource development strategy at SDIT Al Ihsan not only enhances the technical abilities of educators but also strengthens their character and commitment to the vision of the Islamic educational institution, thereby supporting the sustainable improvement of educational quality.

Performance Assessment and Human Resource Evaluation

The research results show that the performance assessment of teachers and educational staff at SDIT Al Ihsan is conducted periodically through academic supervision, observation of the learning process, evaluation of learning administration, and regular evaluation meetings led by the principal. The assessment results are not only used to measure the performance achievements of teachers but also serve as the basis for developing coaching, training, and competency development programs tailored to the needs of each educator. Through this mechanism, schools can identify strengths, weaknesses, and competency improvement needs, making the coaching process more targeted. These findings indicate that performance evaluations have become part of the internal quality control system that supports the improvement of teacher professionalism and the effectiveness of school management. The findings are in line with the Human Resource Management theory, which states that performance appraisal is an important instrument for measuring individual achievement levels and serves as a basis for decision-making related to promotions, rewards, training, and career development. In the perspective of Islamic education management, performance evaluation is not only understood as an administrative process but also as a form of responsibility (*amanah*) in carrying out educational duties, so that every educator is encouraged to continuously improve the quality of their work. Evaluation conducted objectively and continuously will create a professional, transparent, and accountable work culture. The results of this study reinforce the research by Aulia Gusli R, which explains that human resource management in Islamic educational institutions must be carried out comprehensively, from planning, implementation, to evaluation as an effort to improve the quality of education. The research emphasizes that the principal has a strategic role in mentoring and evaluating educators to ensure the institution's goals are effectively achieved (Aulia et al., 2025).

Furthermore, the findings of this study are also in line with Sukamto Y's research, which shows that the development of teacher competencies has a positive impact on improving teacher performance with a contribution of 68.1%. These results indicate that performance assessments followed by competency development programs can enhance teacher professionalism and lead to an improvement in the quality of learning (Sukamto et al., 2017). Compared to previous research, this study shows more contextual characteristics because the performance appraisal system at SDIT Al Ihsan is not only oriented toward achieving administrative indicators and professional competencies but also includes dimensions of Islamic character building, discipline, exemplary behavior, and the commitment of teachers in implementing Islamic values in the school environment. Thus, the evaluation of human resources at SDIT Al Ihsan not only serves as a performance measurement tool but also as an instrument for fostering an Islamic work culture that supports the improvement of educational quality.

Implications of Human Resource

Management on the Management of Islamic Educational Institutions Based on the results of an interview with the Principal of SDIT Al Ihsan, the implementation of human resource management has a positive impact on the management of educational institutions. The principal explained that the entire process of managing teachers and educational staff is carried out in a planned manner through human resource needs planning, selective recruitment, periodic competency development, and continuous performance evaluation. According to the principal, "We strive to ensure that every teacher not only possesses good academic competence but is also able to be a role model in morals and Islamic values." Therefore, competency development is carried out regularly through training, supervision, and religious guidance to continuously improve the quality of educational services. An interview with the Vice Principal for Curriculum showed that the human resource development program has brought changes to the quality of classroom learning. He stated, "After the teachers participated in training and the Teacher Working Group (KKG) activities, the teaching materials became more comprehensive, the teaching methods more varied, and the use of digital media in learning increased." The impact is evident from the increased engagement of students during the learning process. Meanwhile, an interview with one of the teachers revealed that the academic supervision and evaluation system implemented by the school is not only aimed at assessing performance but also providing professional guidance. The teacher explained, "After each supervision, we receive feedback on teaching strategies, classroom management, and learning administration. This feedback serves as an evaluation tool to improve the learning process in the next meeting. Additionally, interviews with educational staff show that human resource development is also provided to administrative staff through training in school administration management, the use of digital applications, and the improvement of service quality to teachers, students, and parents.

According to the informant, "Administration training and the use of digital systems help us work faster, more neatly, and more accurately in providing services to the entire school community." Based on observations, it is evident that the implementation of human resource management at SDIT Al Ihsan is supported by various school documents and activities. The researcher observed the presence of a clear organizational structure, division of tasks among teachers and educational staff, an academic supervision schedule, an annual training program, documentation of Teacher Working Group (KKG) activities, teacher performance evaluation reports, and documentation of religious guidance activities. During the learning process, teachers were observed applying various active learning methods, utilizing digital learning media, and integrating Islamic values through the practice of prayer, reading the Quran, and instilling morals in every teaching and learning activity. The results of the observation also show the presence of a collaborative work culture within the school environment. Teachers discuss the preparation of learning tools, share experiences after attending training, and actively participate in evaluation meetings led by the principal. The conducive work atmosphere demonstrates that human resource management is not only oriented toward improving professional competence but also toward fostering an organizational culture that upholds the values of trustworthiness, discipline, responsibility, cooperation, and a spirit of continuous improvement. Based on the results of the interviews and observations, it can be concluded that the implementation of human resource management contributes to the effectiveness of educational institution management through the improvement of teacher competencies, strengthening of Islamic work culture, enhancement of the quality of educational services, and the creation of a professional, religious, and quality-oriented school environment. Overall, the research results indicate that the implementation of human resource management functions, including planning, recruitment, competency development, performance evaluation, and assessment, significantly contributes to the effectiveness of managing SDIT Al Ihsan. Systematic human resource management can enhance teacher professionalism, strengthen the organizational culture based on Islamic values, and improve

the quality of educational services for students. The integration of professional competence and Islamic character development makes human resource management not only oriented toward achieving organizational targets but also toward creating a religious, disciplined, and sustainable educational environment.

The findings of this research align with the Human Resource Management theory, which positions people as strategic assets of the organization that must be planned, developed, evaluated, and optimally empowered to achieve the institution's goals. In the perspective of Islamic education management, all functions of human resource management must be carried out based on the principles of trust, justice, responsibility, consultation, and excellence so that the management of educational institutions not only produces effective organizational performance but also creates a work culture that aligns with Islamic values. If compared to previous research, the results of this study reinforce Darajat J's findings, which state that the success of Islamic educational institutions is greatly influenced by the quality of human resource management. The research explains that planning, development, and evaluation of human resources are the main components in improving the quality of education (Darojat et al., 2023). The results of this study also support Indrawan I's findings, which prove that the development of teacher competencies positively affects the improvement of teacher performance, thereby impacting the overall quality of education (Indrawan et al., 2025). Although it shares similarities with previous research, this study provides a more specific contribution by illustrating the implementation of all human resource management functions in the context of Integrated Islamic Elementary Schools. This research shows that the effectiveness of HR management is not only determined by the administrative implementation of management functions but also by the school's success in integrating Islamic values into the processes of planning, recruitment, competency development, performance assessment, and evaluation. Therefore, planned, integrated, and competency-strengthening human resource management with an Islamic character orientation becomes a strategic factor in realizing an effective, adaptive Islamic educational institution capable of addressing the challenges of educational development in the modern era.

IV. CONCLUSION

Based on the research results, it can be concluded that human resource management at SDIT Al Ihsan has been systematically implemented through key functions including planning, recruitment and selection, competency development, as well as performance appraisal and human resource evaluation. Planning is conducted based on the analysis of school needs, while the recruitment and selection process prioritizes academic, pedagogical, professional competencies, and Islamic character that align with the institution's vision and mission. Competency development is carried out continuously through training, workshops, academic supervision, Teacher Working Groups (KKG), religious guidance, and the utilization of learning technology, thereby enhancing the quality of educators and educational staff. The implementation of human resource management has positive implications for the management of Islamic educational institutions. Planned and continuous HR management is capable of enhancing teacher professionalism, strengthening a work culture based on Islamic values, improving the quality of educational services, and supporting the creation of an effective, religious, and adaptive school environment in response to the times. Thus, the success of managing SDIT Al Ihsan is not only determined by the administrative application of management functions but also by the success of integrating Islamic values into every process of human resource management, thereby supporting the continuous improvement of educational quality.

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