

## The Future of Educational Human Resources: Between Spiritual Values and Technological Disruption

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### Abstract

This study explores human resource management in Islamic educational institutions, focusing on planning, recruitment, professional development, performance evaluation, and organizational culture. Using a qualitative case study approach, data were collected through interviews, observations, and document analysis involving school leaders, teachers, and staff. The findings show that human resource management is not yet fully integrated. Planning tends to be reactive, while recruitment often relies on informal networks, which support institutional values but may limit professionalism. Professional development is implemented periodically without strong alignment to actual needs, and performance evaluation is mostly administrative rather than developmental. Organizational culture and leadership significantly influence the effectiveness of these practices, with collaborative environments showing better outcomes. The study concludes that the main challenge lies in the lack of integration among key HR components. A more strategic and holistic approach is needed to improve institutional quality.

### Keywords:

Human Resource Management, Islamic Education, Professional Development, Leadership

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## Introduction

Human resources (HR) have long been recognized as the most critical component in determining the effectiveness and sustainability of educational institutions. In the contemporary landscape of education, institutions are no longer evaluated solely based on infrastructure or curriculum design, but increasingly on the quality, adaptability, and professionalism of their human resources, particularly



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teachers, administrators, and school leaders.<sup>1</sup> The growing emphasis on human capital underscores the need to shift from traditional personnel administration toward a more strategic and developmental approach that prioritizes continuous learning, innovation, and institutional competitiveness.<sup>2</sup>

In many educational contexts, however, the management of human resources remains largely administrative and procedural. Recruitment, placement, and evaluation are often conducted as routine activities without a comprehensive framework that aligns individual development with institutional goals.<sup>3</sup> This condition leads to several persistent issues, including low teacher motivation, limited professional growth, and a lack of alignment between organizational vision and individual performance. Studies have shown that ineffective human resource management contributes significantly to declining educational quality and institutional stagnation.<sup>4</sup> Therefore, strengthening HR management is not merely a technical necessity but a strategic imperative.

Within the field of educational management, human resource development is closely linked to the concept of professionalism. Teachers are expected to possess not only subject-matter expertise but also pedagogical competence, social skills, and ethical awareness.<sup>5</sup> The multidimensional nature of teaching requires a systematic approach to capacity building that includes training, mentoring, performance evaluation, and career development. According to Hargreaves and Fullan (2012), professional capital in education consists of human capital, social capital, and decisional capital. These three elements interact dynamically to shape the

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<sup>1</sup>Mohd Nor Wan Daud, *The Educational Philosophy and Practice of Syed Muhammad Naguib Al-Attas: An Exposition of the Original Concept of Islamization*, 1998, <https://philpapers.org/rec/DAUTEP>.

<sup>2</sup> Jörg Becker and Björn Niehaves, "Epistemological Perspectives on IS Research: A Framework for Analysing and Systematizing Epistemological Assumptions," *Information Systems Journal* 17, no. 2 (2007): 197–214, <https://doi.org/10.1111/j.1365-2575.2007.00234.x>.

<sup>3</sup> Paul B. Armstrong, *Conflicting Readings: Variety and Validity in Interpretation* (UNC Press Books, 2017).

<sup>4</sup> Tony Bush, *Theories of Educational Leadership and Management*, 2020, 1–208.

<sup>5</sup> Abdul Hakim Abdullah et al., "Continuing Professional Development (CPD) Models for Islamic Education Teachers in Malaysia and Indonesia," *Ar-Fachruddin: Journal of Islamic Education* 2, no. 1 (2025): 44–57, <https://doi.org/10.7401/awyn7j56>.

effectiveness of educators in responding to complex classroom and institutional challenges.<sup>6</sup>

In the context of Islamic education, the discourse on human resources carries additional dimensions related to values, identity, and institutional mission. Islamic educational institutions such as madrasahs and pesantren are not only centers of knowledge transmission but also spaces for character formation and moral cultivation.<sup>7</sup> This dual function requires educators who are not only competent but also capable of embodying and transmitting ethical values in their daily practices. Scholars such as Syed Muhammad Naquib al-Attas emphasize that education in Islam is fundamentally concerned with the development of a balanced human being, integrating intellectual, moral, and spiritual dimensions .

Despite this normative ideal, many Islamic educational institutions continue to face challenges in managing their human resources effectively.<sup>8</sup> These challenges include limited access to professional development programs, inadequate evaluation systems, and a lack of strategic planning in HR management.<sup>9</sup> In some cases, institutional practices are still influenced by traditional patterns that do not fully accommodate the demands of modern educational systems. As a result, there is often a gap between the expected roles of educators and the actual conditions in which they operate.

The rapid development of technology and globalization has further intensified the need for effective human resource management in education. The integration of digital tools in teaching and learning processes requires educators to continuously update their competencies and adapt to new pedagogical approaches. Digital literacy, critical thinking, and collaborative skills have become essential components of teacher

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<sup>6</sup> Michael Fullan, *Leading in a Culture of Change* (John Wiley & Sons, 2007).

<sup>7</sup> Abas Hidayat et al., "Challenges and Prospects of Islamic Education Institutions and Sustainability in The Digital Era," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (2021): 351–66.

<sup>8</sup> Amini Amini, "ANALYSIS OF ISLAMIC EDUCATION INSTITUTIONAL MANAGEMENT," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 01 (2022), <https://doi.org/10.30868/ei.v11i01.2858>.

<sup>9</sup> Ani Apiyani, "Concept and Function Of Educational Management In Islamic Perspective," *International Journal of Islamic Educational Research* 1, no. 3 (2024): 42–51, <https://doi.org/10.61132/ijier.v1i3.51>.

professionalism in the twenty-first century.<sup>10</sup> At the same time, educational institutions must ensure that technological adoption does not compromise the humanistic and ethical dimensions of education.

Another important aspect of human resource management in education is leadership. School leaders play a crucial role in shaping organizational culture, motivating staff, and ensuring the implementation of institutional policies. Effective leadership is characterized by the ability to inspire, guide, and support educators in achieving both individual and collective goals. Research by Day et al. (2014) indicates that successful school leadership has a direct impact on teacher performance and student outcomes.<sup>11</sup> Therefore, leadership development should be an integral part of HR management strategies in education.

In addition to leadership, organizational culture also influences the effectiveness of human resource management. A positive organizational culture fosters collaboration, trust, and continuous improvement, while a negative culture can hinder innovation and reduce employee engagement. Educational institutions need to create an environment that encourages professional growth, open communication, and shared responsibility. This requires a shift from hierarchical and rigid management structures to more participatory and flexible approaches.

Furthermore, the alignment between policy and practice remains a critical issue in educational HR management. While many institutions have established policies related to recruitment, training, and evaluation, their implementation often lacks consistency and coherence. This gap can be attributed to limited resources, weak monitoring systems, and a lack of commitment from stakeholders. To address this issue, institutions need to develop integrated HR management systems that connect planning, implementation, and evaluation in a systematic manner.

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<sup>10</sup> Sukmawati Abdullah et al., *Pengembangan Masyarakat Berbasis Digital* (Yayasan Tri Edukasi Ilmiah, 2025).

<sup>11</sup> Ahmad et al., "The Role of Leadership of Kyai as the Caretaker of Islamic Boarding Schools in Building Social Piety," *International Journal of Research in Social Science and Humanities (IJRSS)* ISSN:2582-6220, DOI: 10.47505/IJRSS 6, no. 11 (2025): 11–41, <https://doi.org/10.47505/IJRSS.2025.11.2>.

From a theoretical perspective, the study of human resource management in education has evolved significantly over the past decades. Early approaches focused primarily on administrative functions, while more recent models emphasize strategic alignment, organizational learning, and employee engagement. In the educational context, this evolution highlights the importance of viewing teachers and staff not merely as employees but as key contributors to institutional success. This perspective encourages investment in professional development and recognizes the long-term value of human capital.

Based on these considerations, this study aims to examine the management of human resources in educational institutions with a focus on improving effectiveness, professionalism, and institutional performance. The study seeks to analyze current practices, identify existing challenges, and propose strategies for enhancing HR management in education. By integrating insights from contemporary management theory and the specific context of Islamic education, this research is expected to contribute to the development of a more comprehensive and applicable framework.

The significance of this study lies in its potential to provide both theoretical and practical contributions. Theoretically, it enriches the discourse on educational management by highlighting the central role of human resources in achieving institutional excellence. Practically, it offers recommendations that can be implemented by educational institutions to improve their HR management practices. In doing so, the study responds to the growing demand for high-quality education that is supported by competent and professional human resources.

In conclusion, human resource management in education is a complex and dynamic process that requires careful planning, implementation, and evaluation. The success of educational institutions depends largely on their ability to develop and manage their human resources effectively. Therefore, a strategic and integrated approach to HR management is essential to ensure that educators and staff are able to meet the challenges of contemporary education while maintaining the core values and mission of their institutions.

## Method

This research applies a qualitative approach with a case study design to examine the management of human resources in Islamic educational institutions. The qualitative approach is considered appropriate because this study seeks to understand processes, meanings, and institutional practices that are deeply contextual and cannot be fully captured through numerical data. In line with John W. Creswell, qualitative research enables an in-depth exploration of participants' experiences, perspectives, and interactions within their natural settings. Human resource management in education is not merely a formal system but a dynamic practice shaped by leadership, institutional culture, and professional relationships, making qualitative inquiry the most suitable methodological choice.<sup>12</sup>

The case study design is employed to allow a comprehensive and holistic investigation of human resource management as it occurs in real institutional contexts. As explained by Robert K. Yin, case studies are particularly relevant when the researcher aims to explore contemporary phenomena within real-life settings and when contextual conditions are integral to the phenomenon being studied.<sup>13</sup> In this research, selected Islamic educational institutions such as madrasahs and pesantren serve as the primary cases, chosen based on their active efforts in developing and managing human resources, including structured programs for teacher development, performance evaluation, and institutional improvement.<sup>14</sup>

The participants in this study are selected using purposive sampling, a technique that prioritizes individuals who have direct involvement and experience in human resource management processes. These participants include school principals, teachers, and administrative staff who play key roles in planning, implementing, and evaluating HR practices. The emphasis on purposive sampling follows the argument of Michael Quinn Patton that qualitative research should focus on information-rich

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<sup>12</sup> John W. Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, third edition (SAGE, 2013).

<sup>13</sup> Robert K. Yin, *Applications of Case Study Research* (SAGE Publications, 2011).

<sup>14</sup> Jamali Sahrodi and Abdul Karim, "Leader Power of Islamic Higher Education Institutions in Improving the Performance of Human Resources Management," *Cogent Arts & Humanities* 12, no. 1 (2024): 2442818, <https://doi.org/10.1080/23311983.2024.2442818>.

cases that provide deep insight into the phenomenon under study. By selecting participants who are directly engaged in HR management, the study ensures the relevance and depth of the collected data.<sup>15</sup>

Data collection is conducted through a triangulated strategy that combines in-depth interviews, participant observation, and document analysis. In-depth interviews are used as the primary method to explore participants' experiences, perceptions, and interpretations related to human resource management practices.<sup>16</sup> The interviews are semi-structured, allowing flexibility for participants to elaborate on their responses while still maintaining alignment with the research focus. This approach enables the researcher to uncover both explicit and implicit dimensions of HR practices.

Participant observation is carried out to capture the actual implementation of human resource management within the institutional environment. Through direct engagement, the researcher observes daily activities such as meetings, training sessions, and interactions among staff members. This method provides valuable insight into organizational behavior, communication patterns, and the practical realities of HR management that may not be fully articulated in interviews. Observation thus strengthens the validity of the data by offering a real-time perspective on institutional practices.

In addition, document analysis is utilized to examine institutional records such as HR policies, training programs, performance appraisal systems, and strategic plans. These documents serve as formal evidence of how human resource management is structured and implemented within the institution. By analyzing these materials, the researcher is able to compare formal policies with actual practices, thereby identifying consistencies and gaps between policy and implementation.

The process of data analysis follows an interactive and iterative model as proposed by Matthew B. Miles and A. Michael Huberman. This model involves three

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<sup>15</sup> Michael Quinn Patton, *Qualitative Research and Evaluation Methods 3rd. Ed* (Sage publications, 2002).

<sup>16</sup> Satish Prakash Chand, "Methods of Data Collection in Qualitative Research: Interviews, Focus Groups, Observations, and Document Analysis," *Advances in Educational Research and Evaluation* 6, no. 1 (2025): 303–17, <https://doi.org/10.25082/AERE.2025.01.001>.

main flows of activity: data condensation, data display, and conclusion drawing. Data condensation refers to the process of selecting, simplifying, and organizing raw data into meaningful units. Data display involves presenting the data in structured forms such as narratives and thematic groupings to facilitate interpretation. The final stage, conclusion drawing, involves identifying patterns, relationships, and key findings while continuously verifying their validity against the data.<sup>17</sup>

Thematic analysis is applied to identify recurring themes and patterns related to human resource management, including planning, recruitment, professional development, performance evaluation, leadership, and organizational culture. Coding is conducted systematically through multiple stages, allowing the researcher to categorize data and develop conceptual insights. The use of constant comparison further enhances the analytical process by examining similarities and differences across data sources, ensuring that the findings are comprehensive and well-grounded.

To ensure the trustworthiness of the research, this study adopts the criteria of credibility, transferability, dependability, and confirmability as proposed by Yvonna S. Lincoln and Egon G. Guba. Credibility is achieved through data triangulation, prolonged engagement in the field, and member checking, where participants are invited to validate the findings.<sup>18</sup> Transferability is supported by providing detailed descriptions of the research context, allowing readers to determine the applicability of the findings to other settings. Dependability is ensured through a systematic and transparent research process, while confirmability is maintained by grounding interpretations in empirical data and minimizing researcher bias.

Ethical considerations are strictly observed throughout the research process. Participants are informed about the purpose of the study and their voluntary participation is obtained through informed consent. Confidentiality and anonymity are maintained by using pseudonyms and ensuring that no identifiable information is disclosed. The researcher also adheres to principles of integrity, transparency, and respect, ensuring that the study is conducted in accordance with established ethical

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<sup>17</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (SAGE, 1994).

<sup>18</sup> Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (SAGE, 1985).

standards in academic research.

Through this methodological framework, the study aims to provide a comprehensive and in-depth understanding of human resource management practices in Islamic educational institutions. By integrating multiple data collection methods and applying rigorous analytical procedures, this research is expected to produce findings that are both academically robust and practically relevant for improving the quality of human resource management in education.

## Result & Discussion

### Strategic Human Resource Planning and Recruitment Practices in Islamic Educational Institutions

The findings of this study demonstrate that strategic human resource planning within Islamic educational institutions is still in a transitional phase, positioned between traditional administrative practices and emerging strategic orientations.<sup>19</sup> While institutional leaders generally acknowledge the importance of human resources as a central driver of educational quality, the actual implementation of strategic planning remains uneven and often reactive. In many cases, planning activities are triggered by immediate operational needs, such as filling vacant teaching positions, rather than being guided by long-term institutional visions<sup>20</sup>. This pattern suggests that human resource management has not yet been fully integrated into the strategic architecture of educational institutions, a condition that has also been identified in broader educational management literature.<sup>21</sup>

Empirical data gathered from interviews indicate that the process of workforce planning is frequently informal and lacks systematic documentation. Institutional

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<sup>19</sup> Alwiya Allui and Jolly Sahni, "Strategic Human Resource Management in Higher Education Institutions: Empirical Evidence from Saudi," *Procedia - Social and Behavioral Sciences*, 12th International Strategic Management Conference, ISMC 2016, 28-30 October 2016, Antalya, Turkey, vol. 235 (November 2016): 361-71, <https://doi.org/10.1016/j.sbspro.2016.11.044>.

<sup>20</sup> Muhammad Misbakul Munir and Refki Saputra, "Human Resource Management Perspective of Al Maqasid Al Šar'iyyah in Islamic Education Institutions," *Journal of World Science* 1, no. 12 (2022): 1183-95, <https://doi.org/10.58344/jws.v1i12.150>.

<sup>21</sup> Ibrahim N. Abusharif, "Religious Knowledge Production and Digital Affordances," *Journal of Islamic and Muslim Studies* 9, no. 1 (2024): 108-14.

leaders often rely on experiential judgment rather than structured forecasting methods to determine staffing needs. Although such experiential approaches may provide flexibility, they also create inconsistencies and limit the institution's capacity to anticipate future challenges, including curriculum changes, student enrollment growth, and technological transformation. As emphasized by Armstrong (2020), effective human resource planning requires a systematic alignment between organizational objectives, workforce capabilities, and environmental demands. Without this alignment, institutions risk developing human resource structures that are misaligned with their strategic goals.<sup>22</sup>

Recruitment practices within the observed institutions further reflect this transitional condition. The study finds that recruitment is commonly influenced by internal networks, alumni connections, and personal recommendations.<sup>23</sup> These practices are often justified by the need to maintain institutional values, cultural continuity, and trust among staff members. In the context of Islamic education, where shared values and moral alignment are highly emphasized, such considerations are understandable and even necessary.<sup>24</sup> However, the dominance of informal recruitment channels may inadvertently limit access to a broader pool of qualified candidates and reduce opportunities for introducing new competencies into the institution.

The reliance on informal recruitment mechanisms also raises concerns regarding transparency and meritocracy. In several cases, there is limited use of standardized selection criteria, structured interviews, or competency-based assessments. As a result, recruitment decisions may not always reflect the best match between candidate qualifications and institutional needs. Becker (1993) highlights that investment in human capital requires careful selection processes to ensure that recruited individuals possess the knowledge and skills necessary to contribute

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<sup>22</sup> Armstrong, *Conflicting Readings*.

<sup>23</sup> Sundus Serhan Ahmed, "The Evolving Role of Sustainable Development in Shaping Political Progress: A Contemporary Islamic Perspective on Human Rights and Civil Institution," *MILRev: Metro Islamic Law Review* 4, no. 1 (2025): 1-30.

<sup>24</sup> Adiyono Adiyono et al., "Skills of Islamic Religious Education Teachers in Class Management," *Al-Hayat: Journal of Islamic Education* 6, no. 1 (2022): 104-15, <https://doi.org/10.35723/ajie.v6i1.229>.

effectively to organizational performance.<sup>25</sup> Without such processes, institutions may face long-term challenges related to staff performance, professional development, and organizational efficiency.

Another important finding relates to the limited integration of digital and data-driven approaches in recruitment and planning. Most institutions do not utilize formal databases, performance analytics, or digital recruitment platforms to support decision-making.<sup>26</sup> Instead, information is often stored in fragmented formats or retained in the memory of institutional leaders. This condition reduces the reliability and objectivity of HR decisions and makes it difficult to track performance trends or identify competency gaps. In the era of digital transformation, the absence of data-driven HR practices represents a significant limitation, particularly in relation to institutional competitiveness and adaptability.<sup>27</sup>

Despite these challenges, the study also identifies emerging practices that indicate a gradual shift toward more strategic approaches. Some institutions have begun to develop internal systems for identifying and nurturing potential human resources, particularly through alumni engagement and early career mentorship. These initiatives reflect an awareness of the importance of building internal talent pipelines as a sustainable strategy for human resource development.<sup>28</sup> By investing in individuals who are already familiar with the institutional culture, these programs can enhance organizational cohesion while also improving professional capacity.

In addition, several institutions have initiated efforts to formalize recruitment procedures, including the use of written tests, teaching demonstrations, and panel interviews. Although these practices are not yet consistently applied, they represent important steps toward establishing more transparent and competency-based recruitment systems. Such developments suggest that institutional leaders are

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<sup>25</sup> Becker and Niehaves, "Epistemological Perspectives on IS Research."

<sup>26</sup> Mukti Ali et al., "Integrating Technology in Learning in Madrasah: Towards the Digital Age," *Indonesian Journal of Education (INJOE)* 4, no. 1 (2024): 290–304.

<sup>27</sup> Zaenal Abidin, "Educational Management of Pesantren in Digital Era 4.0," *Jurnal Pendidikan Agama Islam* 17, no. 2 (2020): 203–16, <https://doi.org/10.14421/jpai.2020.172-07>.

<sup>28</sup> David Ulrich, *Human Resource Champions: The Next Agenda for Adding Value and Delivering Results* (Harvard Business Press, 1996).

increasingly recognizing the need to balance value-based considerations with professional standards.

The findings also highlight the role of leadership in shaping strategic HR practices. Institutions led by proactive and visionary leaders tend to demonstrate more structured planning and recruitment processes. These leaders actively seek to align human resource strategies with institutional goals, invest in staff development, and encourage innovation in recruitment practices.<sup>29</sup> Conversely, institutions with more traditional leadership patterns often exhibit slower progress in adopting strategic HR approaches. This observation reinforces the argument that leadership is a critical factor in transforming human resource management from an administrative function into a strategic driver of institutional development.<sup>30</sup>

From a discussion perspective, these findings indicate that Islamic educational institutions need to move toward a more integrated and forward-looking model of human resource planning and recruitment. Such a model should be based on clear strategic objectives, supported by systematic data collection, and implemented through transparent and competency-based processes<sup>31</sup>. The integration of long-term planning with recruitment practices is essential to ensure that institutions are not only able to meet current needs but also prepared to face future challenges.

Furthermore, there is a need to develop standardized frameworks for recruitment that incorporate both professional competencies and institutional values. Rather than relying solely on informal networks, institutions should expand their recruitment channels to include open and competitive processes that attract a diverse range of qualified candidates. At the same time, mechanisms should be established to ensure that selected candidates align with the institution's mission and cultural context.

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<sup>29</sup> Agnieszka Karman, "Understanding Sustainable Human Resource Management – Organizational Value Linkages: The Strength of the SHRM System," *Human Systems Management* 39, no. 1 (2020): 51–68, <https://doi.org/10.3233/HSM-190602>.

<sup>30</sup> Dr Ida Bagus Udayana Putra Bagus SE, *Moderasi Kepemimpinan Spiritual* (Scopindo Media Pustaka, 2020).

<sup>31</sup> Abdul Kodir and Rotim Rotim, "Transformational Leadership in the Implementation of Total Quality Management in Islamic Educational Institutions," *Fitrah: Journal of Islamic Education* 5, no. 2 (2024): 143–55, <https://doi.org/10.53802/fitrah.v15i2.952>.

The incorporation of digital tools and data analytics also represents a critical area for improvement. By adopting technology-based HR systems, institutions can enhance the efficiency, transparency, and accuracy of their planning and recruitment processes. This includes the use of digital databases for tracking staff performance, online platforms for recruitment, and analytical tools for workforce planning. Such innovations are increasingly necessary in the context of modern education, where adaptability and responsiveness are key determinants of success.<sup>32</sup>

In conclusion, the strategic management of human resources in Islamic educational institutions remains a work in progress, characterized by a mixture of traditional practices and emerging innovations. While there is a growing awareness of the importance of strategic planning and professional recruitment, significant gaps remain in terms of systematization, transparency, and integration. Addressing these gaps requires a comprehensive transformation of HR practices, supported by strong leadership, institutional commitment, and the adoption of modern management approaches. Through such efforts, human resource management can evolve into a strategic function that not only supports but actively drives the advancement of educational quality and institutional sustainability.

### **Professional Development, Performance Evaluation, and Organizational Culture**

The second set of findings points to a pattern that is at once familiar and revealing: professional development, performance evaluation, and organizational culture are present in most institutions, yet they do not always operate as a coherent system. Instead, they tend to grow in parallel, sometimes intersecting, but often moving without a clear connection to one another. This creates a situation in which efforts to improve teacher quality exist, but their impact is uneven and, in some cases, difficult to sustain.

Professional development activities are generally recognized as important, and nearly all institutions included in this study have made some attempt to provide

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<sup>32</sup> Imam Makruf, "Leadership Model in Integrated Islamic Educational Institutions," *Jurnal Pendidikan Islam* 6, no. 2 (2017): 331–48, <https://doi.org/10.14421/jpi.2017.62.331-348>.

training opportunities for their staff <sup>33</sup>. However, the form and intensity of these activities vary considerably. In several cases, development programs are organized in response to external agendas, such as government initiatives or collaborative programs, rather than being driven by internal planning. As a result, teachers may attend workshops or seminars that are informative in the short term but not necessarily aligned with their day-to-day instructional challenges.

Conversations with teachers suggest that professional development is often experienced as something episodic. It appears, it runs for a limited time, and then it fades without clear follow-up. There is rarely a structured mechanism to ensure that what is learned during training is translated into classroom practice. This gap between learning and implementation is critical. Without reinforcement, reflection, and ongoing support, new knowledge tends to remain theoretical. In this regard, the idea of professional capital, as discussed by Hargreaves and Fullan, becomes relevant, particularly the need to connect individual learning with collective practice and institutional support.<sup>34</sup>

Another issue that emerges is the limited use of systematic needs assessment. Training programs are frequently designed based on general assumptions about teacher needs rather than on concrete data. For instance, institutions may organize a workshop on teaching methods without first identifying specific areas where teachers struggle. This approach, while practical in some respects, reduces the precision and effectiveness of professional development. Armstrong (2020) emphasizes that human resource development should begin with a clear understanding of competency gaps. Without this foundation, development efforts risk becoming routine rather than transformative.<sup>35</sup>

Performance evaluation, which ideally should serve as a key source of such information, does not always fulfill this role. Most institutions have some form of

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<sup>33</sup> Zulfikar Ali Buto Siregar et al., "Teachers' Professional Development and Reinforcement at Integrated Islamic Schools in Indonesia," *Jurnal Ilmiah Islam Futura* 25, no. 1 (2025): 117-33, <https://doi.org/10.22373/jiif.v25i1.25068>.

<sup>34</sup> Fullan, *Leading in a Culture of Change*.

<sup>35</sup> Armstrong, *Conflicting Readings*.

evaluation in place, but its implementation tends to focus on administrative compliance. Teachers are assessed based on attendance, punctuality, and the completion of required documents, such as lesson plans.<sup>36</sup> While these indicators are important, they provide only a partial picture of teaching performance. Aspects such as classroom interaction, student engagement, and instructional creativity are often less systematically assessed.

Moreover, evaluation is not always perceived as a supportive process. Many teachers describe it as a moment of inspection rather than reflection. This perception influences how evaluation is received. Instead of being seen as an opportunity to improve, it may be approached with caution or even anxiety. Evaluation systems are most effective when they are formative, meaning they provide ongoing feedback that helps individuals grow.<sup>37</sup> When evaluation is limited to periodic judgment, its developmental function becomes weakened.

A notable finding in this study is the weak linkage between evaluation outcomes and professional development planning. Ideally, evaluation should inform training priorities. If a teacher demonstrates difficulty in classroom management, for example, this should lead to targeted support or mentoring in that area.<sup>38</sup> However, in many institutions, evaluation results are documented but not systematically used as a basis for follow-up action. This disconnect reduces the overall coherence of human resource management and limits the potential for continuous improvement.<sup>39</sup>

Organizational culture plays a decisive role in shaping how both professional development and evaluation are experienced. In institutions where relationships

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<sup>36</sup> Agustina Dewi Rahayu et al., "Muslim Teachers: The Influence of Religiosity and Demographics on Learning Efficacy in Early Childhood Education," *Tafkir: Interdisciplinary Journal of Islamic Education* 6, no. 3 (2025): 3, <https://doi.org/10.31538/tijie.v6i3.1262>.

<sup>37</sup> M. C. M. Ehren et al., "Impact of School Inspections on Improvement of Schools—Describing Assumptions on Causal Mechanisms in Six European Countries," *Educational Assessment, Evaluation and Accountability* 25, no. 1 (2013): 3–43, <https://doi.org/10.1007/s11092-012-9156-4>.

<sup>38</sup> Walter Leal Filho et al., "Sustainability Leadership in Higher Education Institutions: An Overview of Challenges," *Sustainability* 12, no. 9 (2020): 3761, <https://doi.org/10.3390/su12093761>.

<sup>39</sup> Mohammad Fadel, "Judicial Institutions, the Legitimacy of Islamic State Law and Democratic Transition in Egypt: Can a Shift toward a Common Law Model of Adjudication Improve the Prospects of a Successful Democratic Transition?," *International Journal of Constitutional Law* 11, no. 3 (2013): 646–65, <https://doi.org/10.1093/icon/mot022>.

among staff are characterized by openness and mutual support, professional learning tends to occur more naturally. Teachers are willing to share experiences, discuss challenges, and learn from one another <sup>40</sup>. In such environments, feedback is less likely to be perceived as criticism and more likely to be understood as part of a shared effort to improve.

On the other hand, in settings where hierarchy is strongly emphasized and communication is more formal, opportunities for collaborative learning may be limited. Teachers may hesitate to express difficulties or experiment with new approaches, fearing negative judgment. This kind of environment can slow down innovation and reduce motivation. The difference between these two types of cultures is not always visible in formal structures, but it becomes evident in daily interactions and attitudes.

Leadership is closely tied to the development of organizational culture. The study finds that leaders who maintain regular communication with their staff, provide constructive feedback, and show genuine concern for professional growth tend to foster more positive working environments.<sup>41</sup> Their approach encourages trust and creates space for dialogue. In contrast, leadership that relies heavily on authority and formal procedures may maintain order but does not necessarily stimulate development.

There are, however, signs of gradual change. Some institutions have begun to experiment with more collaborative forms of professional development, such as peer observation and informal discussion groups. In these settings, teachers observe each other's classes and exchange feedback in a structured yet supportive manner. This practice not only enhances individual skills but also strengthens collegial relationships. It reflects a shift from individual learning to shared professional responsibility.

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<sup>40</sup> Rizqi Daffa Nur Qorih et al., "AI INTEGRATION IN ISLAMIC BOARDING SCHOOLS: PERSPECTIVES FROM TEACHERS," *International Seminar On Islamic Education & Peace* 4 (December 2024): 15-29.

<sup>41</sup> Muhammad Amin Fathih et al., "Leadership Management of the Prophet Muhammad SAW and Its Relationship with Islamic Education Management," *Eduprof: Islamic Education Journal* 6, no. 1 (2024): 55-63, <https://doi.org/10.47453/eduprof.v6i1.261>.

Similarly, a few institutions have started to refine their evaluation processes by incorporating multiple perspectives. In addition to administrative assessment, they consider student feedback and self-reflection as part of the evaluation framework. Although these practices are still evolving, they indicate a growing awareness that teacher performance cannot be captured through a single lens.

From a broader perspective, the findings suggest that the main challenge is not the absence of professional development or evaluation, but the lack of integration among them. Each component exists, but they do not always reinforce one another. For human resource management to become more effective, these elements need to be connected within a clear and consistent framework.<sup>42</sup> Professional development should respond to identified needs, evaluation should guide improvement, and organizational culture should support both processes.

In practical terms, this means that institutions need to move toward a more continuous model of development. Training should not be limited to occasional events but embedded in daily practice through mentoring, reflection, and collaboration. Evaluation should be reframed as a dialogue rather than a verdict, providing space for teachers to understand their strengths and areas for growth. At the same time, leaders need to cultivate an environment in which learning is valued and supported at all levels.

In conclusion, professional development, performance evaluation, and organizational culture are not separate domains but interconnected aspects of a single system. When they are aligned, they can create a strong foundation for improving teacher quality and institutional performance. When they operate in isolation, their impact becomes limited. The findings of this study point to the importance of building connections among these elements, ensuring that human resource management in educational institutions becomes both purposeful and sustainable.

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<sup>42</sup> Md Jewel Ali, "Breaking Barriers: Gender Policies, Human Rights, and the Legal Quest for Equality and Social Justice," *International Journal of Law Management & Humanities* 7 Issue 5 (2024): 846.

## Conclusion

The conclusion contains the following important points: The most important finding of the research (something surprising, shocking): something that was ONLY known after the research was conducted. Limitations of the research: limited sample, limited cases (only 3 cases), limited variation (not seen at different levels), limited locations, limited gender/age, limited methods (so that further research is needed that accommodates ... more varied cases ... larger samples ... for a deeper and more comprehensive understanding. With more in-depth and comprehensive results, more appropriate policies can be formulated.

This study set out to examine how human resource management is practiced within Islamic educational institutions, with particular attention to strategic planning, recruitment, professional development, performance evaluation, and organizational culture. The findings reveal that while awareness of the importance of human resources is clearly present, the overall management system is still evolving and not yet fully integrated. In many institutions, human resource practices are carried out with commitment, yet they tend to function in a fragmented manner, limiting their long-term impact on institutional quality.

One of the central conclusions of this study is that human resource planning and recruitment have not been consistently positioned as strategic functions. Although institutions recognize the need for qualified educators, planning processes are often short-term and reactive. Recruitment, in many cases, still relies on informal networks and internal recommendations. This approach may support value alignment and institutional cohesion, but it also narrows the scope for attracting diverse and highly competitive candidates. As a result, institutions may struggle to balance between maintaining identity and enhancing professional standards.

At the same time, the study finds that professional development activities are present but not yet structured as continuous and needs-based processes. Training programs are often conducted periodically without a clear linkage to performance data or long-term institutional goals. This reduces their effectiveness and limits their contribution to improving teaching quality. Similarly, performance evaluation

systems tend to focus on administrative compliance rather than serving as tools for professional growth. When evaluation is perceived as judgment rather than support, it becomes less effective in encouraging improvement.

Another important conclusion concerns the role of organizational culture. The study demonstrates that culture is not merely a background factor but a determining element in the success or failure of human resource management practices. Institutions that foster open communication, collaboration, and mutual trust tend to achieve better outcomes in both professional development and evaluation. In contrast, rigid and hierarchical environments often inhibit innovation and reduce engagement among educators. This indicates that improving human resource management is not only a matter of systems and procedures but also of cultivating a supportive institutional climate.

Leadership emerges as a key factor that connects all these elements. Leaders who are proactive, communicative, and development-oriented are able to align planning, recruitment, training, and evaluation into a more coherent system. Their role is not limited to decision-making but extends to shaping vision, building culture, and encouraging continuous learning. Where such leadership is present, human resource management tends to move beyond routine administration and become a driver of institutional progress.

Taken together, these findings suggest that the main challenge faced by Islamic educational institutions is not the absence of human resource initiatives, but the lack of integration among them. Each component, planning, recruitment, development, and evaluation, exists, but they are not always connected within a unified framework. This condition reduces efficiency and makes it difficult for institutions to achieve sustained improvement.

Based on these conclusions, this study highlights the need for a more holistic approach to human resource management in education. Institutions need to shift from fragmented practices toward an integrated system in which planning is linked to recruitment, evaluation informs development, and all processes are supported by a positive organizational culture. Such an approach requires not only technical

adjustments but also a shift in perspective, from viewing human resources as administrative elements to recognizing them as strategic assets.

In addition, there is a need to strengthen the role of data and systematic analysis in decision-making. By developing more structured planning tools, competency frameworks, and evaluation mechanisms, institutions can improve the accuracy and effectiveness of their human resource strategies. At the same time, maintaining the values and identity of Islamic education remains essential, requiring a balanced approach that integrates professionalism with institutional ethos.

Finally, this study contributes to the broader discourse on educational management by providing an in-depth understanding of how human resource practices operate within Islamic educational contexts. It also opens opportunities for further research, particularly in exploring innovative models of HR management that are both contextually relevant and globally competitive. Future studies may examine the role of technology, policy frameworks, or comparative institutional analysis to deepen understanding in this field.

In conclusion, strengthening human resource management is a necessary step toward improving the quality and sustainability of educational institutions. When planning, recruitment, development, and evaluation are aligned and supported by effective leadership and a positive culture, human resources can truly function as the driving force behind educational excellence.

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