Human Resource Planning and Development in Islamic Educational Institutions

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Abstract

This research is motivated by issues in human resource (HR) management in Islamic educational institutions, which still face challenges in aspects of planning, competency development, and the integration of Islamic values into managerial practices. Many Islamic educational institutions do not yet have a directed, sustainable HR management system that aligns with the demands of the modern era, resulting in low professionalism among educators and overall institutional effectiveness. This study uses a library research method by analyzing literature related to modern HR management theory, particularly Gary Dessler's theories, and linking them to management principles from an Islamic perspective. The findings indicate that effective HR planning, sustainable development strategies, and the integration of Islamic spiritual values are key factors in improving the performance of Islamic educational institutions. In addition, the application of the strategic human resource management concept combined with the values of trustworthiness, justice, and excellence can create a professional, ethical, and quality-oriented management system. The implications of this research emphasize that Islamic educational institutions need to develop a human resource management model based on Islamic values that is adaptive to changes in the times, in order to produce educators who are not only academically competent but also possess high moral and spiritual integrity.

INTRODUCTION

Islamic education holds a strategic role in shaping the character, morals, and competencies of the nation's generation based on Islamic values(Dulyapit & Ulfa, 2024; Hasibuan et al., 2025; Ismet et al., 2025). Islamic educational institutions such as madrasahs, pesantrens, and integrated Islamic schools are not only responsible for transferring knowledge but also for transforming spiritual and

social values to students(Hajar, 2024; Musaddad, 2023). To achieve these goals, Islamic educational institutions require high-quality, professional, and highly ethical human resources (HR)(Hikmawati et al., 2024; Ritonga, 2025; Toumi & Su, 2023). Educational human resources does not only refer to teachers but also includes administrative staff, school managers, and institutional leaders(Mallillin et al., 2024; Runhaar, 2017). The success of an Islamic educational institution is largely determined by how well its HR is planned and developed(Haidar et al., 2022; Rahmi et al., 2020). Therefore, effective HR management becomes a vital aspect of educational management. Without well-directed HR planning and development, educational institutions will struggle to grow and adapt to changing times.

In the modern, the challenges of Islamic education have become increasingly complex in line with the demands of globalization, digitalization, and socio-cultural changes in society(Amrullah et al., 2025; Erihadiana et al., 2024; Reistanti et al., 2025). Islamic educational institutions are required to compete with general educational institutions in terms of quality, innovation, and curriculum relevance(Faizin, 2024; Zarkasyi, 2017). One of the key factors for addressing these challenges lies in the institution's ability to manage human resources strategically and sustainably(Marta et al., 2016; Sahri, 2021). Excellent human resources must possess a balanced combination of pedagogical, professional, social, and spiritual competencies(Qushwa et al., 2024; Yasin, 2024). Therefore, good human resources planning includes the analysis of teacher and staff needs, placement based on competencies, and the design of career development programs(Silva et al., 2024). When this planning is implemented properly, Islamic educational institutions will be able to produce educators who are adaptive to advancements in science and technology.

Human Resources development in Islamic educational institutions focuses not only on improving technical abilities but also on shaping character and Islamic work ethics(Hartati, 2025; Rohman, 2025). In Islam, work is viewed as an act of worship with spiritual value; therefore, human resources development should aim to enhance the quality of faith, knowledge, and deeds(Al-thani, 2025; Nandabodhi, 2024). Training, coaching, and academic supervision are essential components of professional development for educators(Dwikurnaningsih, 2025; Qi et al., 2022). Additionally, Islamic educational institutions need to foster an organizational culture that promotes collaboration, transparency, and a spirit of lifelong learning. Thus, the process of human resources planning and

development in Islamic educational institutions not only produces competent teachers but also role models for students.

Although the importance of human resources planning and development has been widely acknowledged, in reality, various problems still hinder the optimization of human resources in Islamic educational institutions. Many institutions still lack systematic, data-based HR planning. Teacher recruitment is often conducted without proper competency analysis, while career development programs for teachers are rarely well-structured. On the other hand, training and capacity-building activities for educators are still sporadic and unsustainable. The lack of policy support and financial resources also poses a major challenge in implementing human resources development programs. As a result, the quality of Islamic education services often remains suboptimal and struggles to compete with other educational institutions. This condition highlights a gap between the ideal concept of human resources management and its actual practice in the field.

The study written by M. Ali Haidar et al. reveals that Islamic educational institutions face significant challenges in human resource development, including the low quality and quantity of professional educators and limited access to training and career advancement opportunities. The gap between the required 21st-century competencies such as digital literacy and pedagogical skills and the actual conditions of human resources in these institutions hinders efforts to improve the quality of Islamic education. To address these challenges, a holistic and sustainable HR management strategy is needed that integrates technical competence development with Islamic values and a strong organizational culture(Haidar et al., 2022). The study written by Elvi Rahmi, Achmad Patoni, and Sulistyorini Sulistyorini found that systematic human resource development including training, professional development programs, and performance-based schemes is essential for improving the quality of Islamic educational institutions. The research revealed that HR development should not only focus on technical competencies such as pedagogy and digital literacy but also on socio-religious activities that strengthen teachers' self-efficacy and align HR practices with Islamic values. The study concludes that effective HR management in Islamic education institutions requires the integration of strategic planning, value-based recruitment, and continuous evaluation to ensure sustainable improvement in educational quality(Patoni, 2020).

Although numerous studies have discussed teacher competency development, professional training, and the improvement of human resources in Islamic educational institutions, there remains a significant gap regarding how HR planning is strategically designed and integrated with long-term development programs. Most existing research focuses only on training or technical competency enhancement, without examining the direct linkage between HR needs analysis, competency-based recruitment mechanisms, career development design, and sustainable performance evaluation. Moreover, few studies explain how HR planning can be aligned simultaneously with Islamic values and the demands of the digital era. This gap indicates the need for more in-depth research on a holistic, measurable, and sustainable HR planning and development model to enhance the quality of Islamic educational institutions.

This study aims to conduct an in-depth analysis of how HR planning and development processes are carried out in Islamic educational institutions and how these strategies contribute to improving educational quality. Specifically, the research seeks to identify the stages of HR planning, including needs analysis, recruitment, selection, training, and performance evaluation. In addition, this study aims to propose an ideal model of HR development based on modern management principles that align with Islamic values. The findings are expected to provide theoretical contributions to the development of Islamic educational management knowledge and practical contributions for Islamic educational institutions in optimizing the quality of their human resources. Thus, this research plays a vital role in strengthening the foundation of HR management that is effective, adaptive, and oriented toward improving the quality of Islamic education in Indonesia.

RESEARCH METHOD

This study employs a library research method, which is conducted through the exploration and analysis of various relevant literature sources without direct field data collection(Afiyanti, 2014). This approach is used to gain a deep understanding of the concepts, theories, and previous research findings related to the planning and development of human resources in Islamic educational institutions. The data for this study are obtained from scholarly books, national and international journals, research reports, academic articles, and credible and up-to-date documents on Islamic education policy. The research is qualitative and descriptive in nature, in which the researcher aims to

describe and interpret existing theories to construct a comprehensive and integrative conceptual framework.

The research process consists of four main stages(Jispendiora et al., 2023). First, the collection of literature sources is carried out by selecting relevant, credible, and representative materials from the past five years, complemented by classical references as the theoretical foundation. Second, the literature is classified based on themes such as human resource planning, human resource development, and Islamic educational management to ensure a more focused and structured analysis. Third, content analysis is conducted to identify key ideas, compare expert perspectives, and discover relationships among concepts. Fourth, the synthesis of findings is performed to formulate conceptual conclusions that illustrate patterns, strategies, and principles of human resource development within the context of Islamic educational institutions.

To maintain the validity of the data, the researcher applies source triangulation by comparing theories and research results from various relevant literature. The principles of objectivity and scientific rigor are upheld to ensure that the analysis remains free from bias and supported by valid data. Through this library research method, the study aims to produce a new synthesis regarding the importance of integrating modern management theories with Islamic values in the process of human resource planning and development. In addition to providing theoretical contributions, the findings of this study are also expected to serve as a practical reference for Islamic educational institutions in designing effective, sustainable, and spiritually oriented human resource management strategies.

RESULT DAN DISCUSSION

RESULT

1. The Concept of Human Resource Planning in Islamic Education

Human resource (HR) planning is a crucial process in educational management aimed at ensuring that institutions have educators and education personnel that meet their needs, both in terms of quantity and quality(Qutni et al., 2021). In Islamic education, HR planning carries a broader meaning, as it encompasses not only administrative aspects but also moral and spiritual dimensions that form the essence of Islamic education itself. According to Handoko (2021), HR planning is a strategic step to determine current and future workforce needs based on an analysis of the organization's situation. This principle is highly relevant to Islamic educational institutions,

where educators serve not only as teachers but also as role models who transmit Islamic values. Therefore, HR planning in Islamic education must be directed toward developing individuals who possess professional competence, moral integrity, and strong spiritual commitment.

From the perspective of modern management, HR planning involves a series of stages including job analysis, workforce forecasting, recruitment, selection, placement, and performance evaluation. However, within the framework of Islamic education, each of these stages must be grounded in the values of trust (amanah), justice (adl), and excellence (ihsan). A teacher or educational staff member is not merely a professional worker but a servant of the community (khadim al-ummah), tasked with instilling truth and goodness in future generations. Therefore, the HR planning process in Islamic educational institutions must balance the need for technical competence with spiritual quality. For example, during recruitment, institutions should evaluate not only candidates' academic abilities but also their personality, commitment to Islamic values, and noble character in social interactions.

HR planning in Islamic educational institutions should be oriented toward sustainability and adaptability in response to changing times(Taufiq Rahmat, 2024). Curriculum changes, advancements in educational technology, and social dynamics demand institutions to have resilient and flexible educators. According to Dessler (2020), organizations with well-structured HR planning are able to anticipate future workforce needs and prepare relevant development strategies. In the context of Islamic education, this means institutions must have a long-term vision of the desired profile of educators, encompassing pedagogical competence, digital literacy, and da'wah capability. Visionary HR planning enables Islamic educational institutions to remain relevant, competitive, and resilient in facing modern challenges without losing their Islamic identity.

Effective HR planning in Islamic educational institutions cannot be separated from the principles of shura (consultation) and maslahah (public benefit). Every strategic decision regarding workforce needs, placement, and career development should be made collectively and oriented toward communal welfare. This concept differs from secular management approaches, which often emphasize efficiency alone. In Islam, efficiency must go hand in hand with blessing (barakah) and justice. Therefore, Islamic educational institutions should ideally implement HR planning that

is participatory, transparent, and fair. Through HR planning grounded in Islamic values, educational institutions can create a work environment that is harmonious, professional, and oriented toward improving the quality of education and building a nation's character based on Islamic principles.

2. Human Resource Development Strategies in Islamic Educational Institutions

The development of human resources (HR) in Islamic educational institutions is a strategic process aimed at enhancing the capacity of educators and education personnel so that they can carry out their duties professionally and in accordance with Islamic values. HR development strategies are not only oriented toward improving technical skills but also toward nurturing moral and spiritual integrity. According to Sedarmayanti (2020), HR development is a long-term investment that requires systematic planning to enable organizations to adapt to the challenges of the times. In the context of Islamic educational institutions, HR development strategies are directed toward producing educators who possess pedagogical competence, moral integrity, and a strong commitment to dakwah (Islamic outreach). Therefore, HR development strategies must be implemented through a comprehensive approach, encompassing professional training, spiritual development, reward systems, and the strengthening of an Islamic work culture.

a. Strengthening Competence through Continuous Training and Education

One of the main strategies in the development of human resources in Islamic educational institutions is through continuous training and education programs. These activities include pedagogical training, enhancing information technology competencies, training in Islamic learning methodologies, and leadership training based on Islamic values. The program aims to enable educators to face the dynamics of modern education without losing their Islamic identity. In addition, institutions can establish collaborations with universities, training institutions, or professional organizations to broaden access to competency development. According to Hasibuan (2019), effective training must be based on a job needs analysis and conducted periodically to achieve sustainable performance improvement.

b. Spiritual Development and Strengthening of Islamic Values

The next strategy is to strengthen the spiritual dimension and Islamic values within every educational staff member. This development can be carried out through routine activities such as halaqah tarbiyah, tafsir and hadith studies, Islamic work ethics training, as well as congregational worship guidance within the institution. The goal is to shape educators with noble character, discipline, sincerity, and a spirit of da'wah in carrying out their profession. According to Mulyasa (2021), educators who have a balance between intellectual intelligence and spiritual intelligence are more effective in serving as role models for students. Therefore, spiritual development becomes an important element in human resource development strategies, as the quality of a teacher's faith and character is a key factor in the success of Islamic education.

c. Reward System, Evaluation, and Islamic Work Culture

The implementation of a reward system, fair performance evaluation, and the establishment of an Islamic work culture within educational institutions. Providing rewards for teachers' achievements and loyalty can enhance motivation as well as a sense of belonging to the institution. Performance evaluation should not only assess administrative or productivity aspects but also consider ethical, disciplinary, and spiritual contributions. The principles of adl (justice) and amanah (responsibility) must be the foundation of this assessment system. Furthermore, an Islamic work culture needs to be instilled so that all educators work with the spirit of ukhuwah, ta'awun, and mujahadah to achieve the institution's vision. With an integrated strategy between professionalism and spiritual values, Islamic educational institutions can develop superior, characterful human resources ready to compete globally without losing their Islamic value roots.

3. **Integration of Islamic Values in Human Resource Management**

The integration of Islamic values in human resource management (HRM) is an effort to unify modern managerial principles with Islamic teachings derived from the Qur'an and Hadith. HRM in the context of Islamic education is not solely oriented toward work efficiency and productivity, but also toward shaping personalities with noble character and a focus on divine values. Values such as amanah (responsibility), ikhlas (sincerity), adl (justice), and ihsan (excellence

in work) form the ethical foundation in every aspect of HR management, from recruitment to performance evaluation. According to Qardhawi (2019), Islam views humans not merely as tools of production, but as caliphs on earth who have moral and spiritual responsibilities toward their work.

In practice, the integration of Islamic values in human resource management involves the application of the principles of fairness and honesty in every organizational policy. The recruitment and selection process, for example, must be conducted objectively and free from discrimination, nepotism, or personal interests. The principle of 'adl' (justice) requires that every individual receives equal opportunities based on their competence and integrity, not based on personal relationships or social status. Furthermore, the principle of 'amanah' emphasizes that every position and responsibility must be held by a person who is worthy and has the appropriate capability. In the context of Islamic educational institutions, this means placing teachers and educational staff according to their field of expertise and ensuring that they are committed to the mission of Islamic education. This approach reflects the word of Allah in QS. Al-Qashash [28]:26, which states that 'Indeed, the best person you can hire to work is someone who is strong and trustworthy.'

The integration of Islamic values is also realized in performance management and HR development, emphasizing aspects of spirituality and Islamic work ethics. Every educator and staff member in Islamic educational institutions is expected to work not only out of professional obligation but also driven by faith and moral responsibility to Allah. The values of sincerity and mujahadah become the main motivation in carrying out duties with full dedication, even when facing limitations and challenges. In this regard, Islamic educational institutions need to develop a balanced guidance system between enhancing technical competence and strengthening spirituality, such as through tazkiyah an-nafs (soul purification) activities, ilmiyyah halaqah, and Islamic character training. According to Syafi'i Antonio (2020), institutions that internalize spiritual values in their work culture will produce more sustainable performance because their members work from the heart, not merely by following administrative procedures.

The integration of Islamic values in human resource management has significant implications for creating an organizational culture characterized by rahmatan lil 'alamin. An

organizational culture based on Islamic values fosters a sense of social responsibility, solidarity, and a spirit of togetherness among members of the institution. The principles of ukhuwah (brotherhood) and ta'awun (mutual assistance) will build harmonious working relationships, where each individual supports one another for collective progress. In the context of globalization, which demands high professionalism, the integration of Islamic values provides a balance between worldly and spiritual orientations. This ensures that the success of Islamic educational institutions is not only measured by academic achievements or managerial efficiency but also by their ability to cultivate individuals who are morally upright, ethical, and possess a high level of spiritual awareness.

4. **Implications of Human Resource Development on the Quality of Islamic Educational Institutions**

Effective human resource (HR) development has a direct impact on improving the overall quality of Islamic educational institutions. Qualified human resources are the main asset that determines the success of the educational process, both in academic and non-academic aspects. Professional teachers, competent administrative staff, and visionary leaders will create a conducive and productive learning environment. According to Schein (2017), the quality of an organization is largely determined by the culture and competence of the individuals within it. In the context of Islamic education, this means that HR development not only enhances performance but also strengthens the institution's identity as one that upholds spiritual and moral values. Therefore, investment in HR development is a strategic key to ensuring the sustainability and reputation of Islamic educational institutions amid global competition.

Another implication of HR development is the improvement of the quality of teaching and educational services. Educators with strong pedagogical, personal, social, and professional competencies will be able to carry out effective and inspiring learning processes. Students will gain meaningful learning experiences, not only cognitively but also affectively and spiritually. This aligns with the goal of Islamic education, which emphasizes the formation of "insan kamil" a complete human being who is intellectually, morally, and spiritually balanced. According to Tilaar (2018), the quality of education cannot be separated from the quality of teachers as the main actors in the learning process. Therefore, when human resources in Islamic educational institutions

develop optimally, the ultimate result is an improvement in the quality of graduates who are knowledgeable, of good character, and possess noble morals.

Beyond academic quality, HR development also influences the improvement of institutional governance and professionalism. Human resources with sound managerial understanding will be able to perform organizational functions effectively from planning and implementation to program evaluation. As a result, Islamic educational institutions will become more adaptive to policy changes, societal demands, and technological developments. The implementation of modern management principles combined with Islamic values such as "amanah" (trustworthiness) and "ihsan" (excellence) will create governance that is transparent, accountable, and service-oriented. In the long term, this will enhance public trust in Islamic educational institutions as professional entities with high integrity.

HR development also has strategic implications for the competitiveness of Islamic educational institutions at both national and global levels. Institutions that can manage human resources effectively will have a competitive advantage in generating innovation, expanding collaboration networks, and building a positive reputation in society. Furthermore, HR development based on Islamic values contributes to the formation of a generation of educators who are not only intellectually capable but also spiritually strong and morally upright. Thus, HR development is not merely an administrative instrument but also a form of intellectual and moral jihad in the effort to build an excellent and sustainable Islamic civilization.

5. **Challenges and Issues in Human Resource Management at Islamic Educational Institutions**

Human resource management (HRM) in Islamic educational institutions faces various complex challenges in line with the developments of the times and the demands of globalization. These challenges are not only technical—such as limited resources and facilities but also conceptual, involving how to integrate Islamic values into modern management systems. According to Rivai and Sagala (2018), effective HRM requires careful planning, implementation, and evaluation, as well as full support from all institutional components. However, many Islamic educational institutions still experience a gap between the ideal concepts and the realities in

practice. Therefore, it is essential to identify the various challenges and issues faced in order to formulate HRM strategies that are more effective, adaptive, and aligned with Islamic values.

a. Limitations in the Quality and Quantity of Human Resources

The first challenge often faced by Islamic educational institutions is the limited quantity and quality of human resources. Many institutions lack professional educators who possess competencies relevant to their fields, especially in rural areas or smaller private institutions. In addition, some educators have not yet obtained professional certification or sufficient pedagogical and digital skills. According to Muslimin (2022), the low quality of human resources is often caused by the lack of training opportunities, limited access to higher education, and insufficient institutional funding. This condition affects the effectiveness of learning and reduces the competitiveness of Islamic educational institutions compared to general ones. The problem is further exacerbated by the phenomenon of brain drain, where qualified educators prefer institutions that offer better incentives and facilities. Therefore, strengthening human resource capacity and competency is an urgent necessity for the sustainable development of Islamic educational institutions.

b. Limitations in Budget and Human Resource Development Facilities

The second issue is the limited budget, which directly affects human resource development programs. Many Islamic educational institutions, especially those managed by communities or foundations, depend on limited operational funds, making it difficult to organize regular training, professional certification, or improve teachers' welfare. According to Dessler (2020), investment in human resource development is a key factor determining an organization's long-term performance. Without adequate financial support, Islamic educational institutions will struggle to adopt educational innovations, enhance the quality of learning, or attract qualified educators. Furthermore, limitations in facilities such as training spaces, access to information technology, and digital learning resources also pose significant obstacles to teacher competency development. As a result, efforts to improve human resource quality often become incidental and unsustainable.

c. Lack of Visionary Leadership and a Structured Management System

The next challenge lies in weak leadership and the absence of a well-structured human resource management system. Many Islamic educational institutions still rely on traditional systems that are reactive and administrative rather than strategic and performance-based. The lack of visionary leadership results in HR management that lacks clear direction and measurable indicators of success. According to Danim (2021), weak leadership has implications such as low work motivation, poor discipline, and a weak organizational culture. In addition, there remains a tendency toward unprofessional recruitment practices, such as nepotism or appointments based on personal connections rather than competence. This contradicts the Islamic principle of *adl* (justice) and can undermine the institution's credibility. Therefore, visionary, participatory, and value-based leadership grounded in Islamic principles is needed to strengthen HR governance in Islamic educational institutions.

d. Challenges of Adapting to Technology and the Globalization of Values

In the era of digitalization and globalization, Islamic educational institutions face significant challenges in adapting to technological advancements and the influx of global values that are not always aligned with Islamic teachings. Many educators still experience gaps in mastering digital learning technologies, even though the current educational landscape demands digital literacy as a fundamental competency. On the other hand, globalization brings flows of information and culture that can influence the character of both students and educators. This situation requires Islamic educational institutions to manage human resources that are not only technologically adaptive but also selective in filtering global values to remain consistent with Islamic teachings. According to Hidayat (2020), the ability of Islamic educational institutions to balance technological innovation with the strengthening of spiritual values is a key indicator of successful human resource management in the modern era. Therefore, strategies for enhancing digital literacy grounded in Islamic values serve as an essential solution in addressing these global challenges.

DISCUSSION

The modern theory of Human Resource Management (HRM) proposed by Gary Dessler (2020) emphasizes that an organization's success largely depends on its ability to plan, develop, and sustain human resources strategically and continuously. This concept aligns with findings from

literature reviews that highlight the importance of HR planning and development in Islamic educational institutions as a foundation for improving institutional quality. According to Dessler, modern HRM is not merely about administratively managing employees, but about creating systems that optimize human potential as an organizational asset. This principle corresponds with the Islamic educational perspective that views humans as khalifah fil ardh leaders on earth with moral and spiritual responsibilities. Therefore, applying Dessler's theory in the context of Islamic education requires a balance between professional approaches and value-based management.

Dessler's HRM theory stresses the importance of strategic human resource planning —a systematic process for determining future workforce needs, developing competencies, and aligning human resources with organizational goals. This is consistent with the concept of HR planning in Islamic educational institutions, which emphasizes long-term vision, professionalism, and spirituality. Islamic educational institutions should prepare human resource plans that consider not only the quantity but also the quality of educators in terms of knowledge and character. According to Dessler, effective planning must be data-driven and based on accurate needs analysis so that recruitment and placement processes run optimally. In the context of Islamic education, this principle is strengthened by the values of amanah (responsibility) and adl (justice), ensuring that HR planning processes are not only managerially efficient but also spiritually meaningful. By integrating modern HRM principles with Islamic values, educational institutions can build HR planning systems that are adaptive, transparent, and sustainability-oriented.

In terms of HR development, Dessler's theory asserts that superior organizations are those that continuously invest their resources in enhancing individual competencies through training, coaching, and fair reward systems. This perspective is highly relevant to HR development strategies in Islamic educational institutions, which include professional training, spiritual guidance, and strengthening an Islamic work culture. According to Dessler, effective training should not only improve technical skills but also build positive attitudes toward work and the organization. In the Islamic educational context, training that integrates professional and spiritual dimensions will produce competent educators with noble character. This aligns with the Islamic concept of ihsan working diligently and responsibly with the awareness of God's supervision.

Therefore, Dessler's modern HRM theory can be adapted to Islamic education through a holistic HR development approach that encompasses intellectual, emotional, and spiritual intelligence.

Dessler's HRM theory also emphasizes the importance of employee motivation, performance appraisal, and reward systems as key factors in successful HR management. According to Dessler, fair performance evaluations and reward systems enhance loyalty, productivity, and a sense of belonging within the organization. This principle can be implemented in Islamic educational institutions through evaluation systems based on adl (justice) and amanah (responsibility). Evaluations should assess not only work outputs but also integrity, discipline, and contributions to the institution's Islamic mission. Furthermore, an organizational culture founded on the values of ukhuwah (brotherhood) and ta'awun (cooperation), as emphasized in modern organizational culture theories, fosters a productive and harmonious work environment. By integrating modern HRM theory with Islamic ethical principles, educational institutions can develop HR management systems that are effective, dignified, and oriented toward the formation of insan kamil individuals perfected in both knowledge and faith.

CONCLUSION

Human resource management in Islamic educational institutions must be carried out strategically, systematically, and grounded in Islamic values. The integration of modern HRM principles such as strategic planning, competency development, motivation, and reward systems with spiritual values such as amanah (trustworthiness), adl (justice), and ihsan (excellence) is essential for creating educators who are both professionally competent and morally upright. In this context, Islamic educational institutions are expected to adapt to contemporary developments without losing their Islamic identity. Therefore, it is recommended that HR management within Islamic educational settings place greater emphasis on balancing professional competence with moral and spiritual development, while also strengthening an organizational culture rooted in Islamic values to support the realization of high quality, competitive, and integrity-driven education.

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