Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam
ISSN (P): 2721-7108, ISSN (E): 2715-0399
DOI: http://dx.doi.org/10.32478/leadership.v7i1.4215
Available online at: https://e-journal.staima-alhikam.ac.id/mpi

TEACHER HUMAN RESOURCE MANAGEMENT BASED ON ISLAMIC EDUCATIONAL PRINCIPLES

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Submission Track:
Submission : 10-12-2025
Accept Submission : 24-12-2025
Available Online : 30-12-2025

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Abstract

This study aims to analyze the management of teacher human resources based on the core principles of Islamic Educational Management at Madrasah Ibtidaiyah Maarif Daarut Taqwa, Cibatu Garut. The research focuses on six key components of human resource management: planning, recruitment and selection, teacher development, performance appraisal, reward systems, and work discipline and ethics. A qualitative case study approach was employed, using interviews, observations, document analysis, and Likert-scale questionnaires to obtain comprehensive empirical data. The findings indicate that all aspects of teacher human resource management fall within the good to very good categories. Islamic work culture, the exemplary leadership of the principal, and the integration of amanah and ihsan values emerge as the most influential factors supporting the effectiveness of the management system. Nevertheless, several areas still require improvement, particularly the consistency of annual teacher workforce planning and the development of a competency-based promotion system. This study highlights that Islamic spiritual values function not only as ethical foundations but also as strategic frameworks in managing teachers within Islamic educational institutions. The results contribute to strengthening theoretical perspectives in Islamic Educational Management and offer practical recommendations for madrasahs to build a more integrated, value-based, and sustainable human resource management model.

Keywords: Islamic Educational Management; Teachers; Human Resources; Madrasah; Islamic Values.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengelolaan sumber daya manusia guru berbasis prinsip Manajemen Pendidikan Islam di Madrasah Ibtidaiyah Maarif Daarut Taqwa Cibatu Garut. Fokus penelitian diarahkan pada enam komponen inti

pengelolaan SDM, yaitu perencanaan, rekrutmen dan seleksi, pembinaan dan pengembangan, penilaian kinerja, sistem penghargaan, serta disiplin dan etika kerja guru. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus melalui wawancara, observasi, dokumentasi, dan kuesioner skala Likert sebagai instrumen pendukung. Hasil penelitian menunjukkan bahwa seluruh aspek pengelolaan SDM guru berada pada kategori baik hingga sangat baik. Budaya kerja Islami, keteladanan kepala madrasah, dan integrasi nilai amanah serta ihsan menjadi faktor dominan yang memperkuat kualitas manajerial madrasah. Namun, beberapa aspek masih memerlukan penguatan, terutama dalam perencanaan kebutuhan guru secara rutin dan pengembangan sistem promosi berbasis kompetensi. Penelitian ini menegaskan bahwa nilai-nilai spiritual Islam tidak hanya menjadi landasan etik, tetapi juga kerangka kerja strategis dalam pengelolaan SDM guru. Temuan ini memberikan implikasi penting bagi penguatan teori Manajemen Pendidikan Islam sekaligus menyediakan rekomendasi praktis bagi madrasah untuk mengembangkan model pengelolaan SDM yang lebih terintegrasi dan berkelanjutan.
Kata Kunci: Manajemen Pendidikan Islam; Guru; Sumber Daya Manusia; Madrasah; Nilai Islam.

A. INTRODUCTION

The phenomenon of teacher human resource management at the Madrasah Ibtidaiyah (MI) level has increasingly become a critical issue within the broader discourse on improving the quality of Islamic education. Teachers are not merely positioned as transmitters of knowledge but also as key actors in shaping the character and moral foundations of students who are at the earliest stage of formal education. Across various regions, including Garut Regency, disparities in teacher quality remain a central challenge that significantly affects instructional outcomes in madrasahs. This condition is reflected in Madrasah Ibtidaiyah Maarif Daarut Taqwa Cibatu Garut, which faces several managerial constraints, such as limited numbers of professionally qualified teachers, uneven distribution of teaching assignments, and the absence of a structured and continuous teacher development system. From the perspective of Islamic education, the role of teachers is conceptualized through the terms mu‘allim, murabbi, and mursyid, indicating that teachers function simultaneously as educators, spiritual guides, and moral mentors. Consequently, the management of teacher human resources extends beyond administrative concerns and encompasses spiritual and ethical dimensions grounded in Islamic values such as amanah (trustworthiness), ikhlas (sincerity), ihsan (excellence), syura (consultation), exemplary conduct, and tazkiyah (purification). Previous studies emphasize that governance practices that do not align with the normative foundations of Islamic education may result in imbalances between the professional and spiritual needs of educational institutions (Abdullah, 2019; Azra, 2017; Nugraha, 2021).

The primary issues in the human resource management of teachers at MI Maarif Daarut Taqwa arise from inconsistencies between managerial needs and the implementation of formal procedures. Several practices, such as teacher recruitment, which often relies on simple mechanisms, unsystematic teacher development, and performance evaluations that are not optimally linked to professional development, illustrate challenges commonly found in community-based madrasahs with limited professional and administrative resources. Numerous studies have documented that many madrasahs operate without adequate teacher needs assessment, leading to recruitment driven by immediate necessity rather than long-term planning (Rahman, 2021). Furthermore, teacher development activities tend to be incidental and are often oriented more toward meeting administrative requirements than enhancing substantive teacher competencies (Hasibuan, 2019; Muspawi, 2022). In addition, performance evaluation systems often fail to integrate Islamic work ethics and spiritual dimensions that should ideally inform teachers' professional behavior. These challenges demonstrate that teacher management issues extend beyond technical competence and reflect deeper difficulties in integrating Islamic values within managerial processes.

Existing literature shows that although research on teacher human resource management in Islamic educational institutions is extensive, most studies are partial and do not examine HRM components comprehensively. For instance, studies by Hasanah (2020), Wardani and Hakim (2021), and Mutohar and Brooks (2022) focus only on supervision, competency, or professional development, without analyzing how these components interrelate. Research on the integration of Islamic values in teacher governance predominantly emphasizes moral and ethical dimensions rather than examining how such values are embedded within planning, recruitment, development, reward systems, and performance evaluation. Moreover, prior studies have focused largely on MTs and MA institutions, while studies on MI, especially those under the Maarif NU network in rural contexts such as Cibatu, remain limited. Mulyawan Safwandy Nugraha (2021) highlights the need for Islamic education management research to shift from the adoption of modern managerial mechanisms toward integrating Islamic spiritual values as an epistemological foundation. Thus, the novelty of this study lies in its comprehensive examination of six core components of teacher HRM and its systematic analysis of how Islamic management principles are embedded within the context of a small, community-based madrasah that has received limited scholarly attention.

This study aims to describe and analyze the implementation of teacher human resource management based on the foundational principles of Islamic Education Management at MI Maarif Daarut Taqwa Cibatu Garut. This research is crucial because Islamic elementary education holds a substantial responsibility in shaping students' cognitive, moral, and spiritual foundations, making the governance of teachers an issue that requires a holistic and value-oriented

approach. The urgency of the study is reinforced by the need to formulate a contextually relevant HRM model for community-based madrasahs, which often rely on moral integrity, exemplary leadership, and religious culture as their primary organizational strengths. The underlying assumption of this research is that Islamic values such as amanah, ihsan, syura, and exemplary leadership are not merely ethical ideals but strategic frameworks for enhancing HRM effectiveness in madrasahs. Accordingly, this study is expected to offer practical contributions for practitioners and strengthen the theoretical foundations in Islamic Education Management by demonstrating how Islamic spiritual values can be operationalized within managerial practices.

Based on the aforementioned issues, this research addresses two central questions: (1) How are the six components of teacher human resource management, planning, recruitment and selection, development, performance evaluation, reward systems, and discipline and work ethics, implemented at MI Maarif Daarut Taqwa Cibatu Garut?, (2) How are the foundational principles of Islamic Education Management integrated into these six components?. The purpose of this study is to describe the implementation of the six components of teacher HRM and to analyze the forms of Islamic value integration embedded within each managerial component.

B. RESEARCH METHOD

This study employed a qualitative approach using a case study design to obtain an in-depth understanding of teacher human resource management practices based on the principles of Islamic Education Management at MI Maarif Daarut Taqwa Cibatu Garut. This approach was selected because it enables the exploration of managerial dynamics that naturally occur within the madrasah context, particularly regarding the integration of Islamic values into teachers' professional practices. Although qualitative inquiry served as the primary orientation, the study also incorporated descriptive analysis of simple quantitative data obtained from a Likert-scale questionnaire to strengthen and substantiate the qualitative findings.

The researcher served as the main instrument and was directly involved in the processes of data collection and interpretation. The researcher's presence in the field allowed for authentic observation of teachers' behavior, leadership patterns, and the religious work culture that characterizes the institution. The research was conducted over two months and consisted of three major stages: instrument preparation, field data collection, and data validation.

Data were collected through in-depth interviews, direct observation, document analysis, and a questionnaire. Informants were selected purposively and consisted of the principal, three permanent teachers, and one non-permanent teacher, individuals who were considered to have substantial knowledge of HRM processes within the madrasah. Meanwhile, the quantitative data were derived from Likert-scale questionnaires completed by the same five respondents.

Purposive sampling ensured that each participant possessed first-hand experience and relevant insight into the research topic.

Semi-structured interviews were carried out to explore key issues such as teacher workforce planning, the recruitment and selection of new teachers, models of professional and spiritual development, performance evaluation mechanisms, reward systems, and teacher discipline and work ethics. Observation was conducted to capture phenomena that might not surface during interviews, including daily interactions, leadership exemplification, and the application of values such as amanah and ihsan in teaching practices. Document analysis involved reviewing organizational structures, supervision instruments, teacher development programs, staff lists, and other administrative records.

Data were analyzed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing. During data reduction, the researcher categorized information according to the six main components of teacher HRM. Examples of reduced data include codes such as "amanah in recruitment," "leadership exemplarity," and "formalization of HR planning," which were later developed into analytical themes. Data display was presented in the form of narrative descriptions and thematic matrices illustrating relationships among emerging findings. Conclusions were drawn by systematically interpreting patterns revealed across the data.

Data credibility was ensured through methodological triangulation (interviews, observations, documentation, and questionnaires), source triangulation (principal, permanent teachers, non-permanent teacher), and member checking to validate findings with informants. Repeated observations were also conducted to ensure that the findings did not reflect isolated incidents but represented consistent patterns across various situations. Overall, this research method was designed to generate a comprehensive understanding of how professional dimensions and Islamic spiritual values are integrated within teacher human resource management, while providing an accurate portrayal of managerial practices within a community-based madrasah.

C. RESULTS AND DISCUSSION

RESULTS

This study reveals findings related to six key dimensions of teacher human resource management at Madrasah Ibtidaiyah Maarif Daarut Taqwa Cibatu Garut, namely human resource planning, recruitment and selection processes, teacher development and capacity-building activities, performance appraisal mechanisms, reward systems, and teacher discipline and work ethics. All information was obtained from Likert-scale questionnaires completed by five respondents consisting of the principal, permanent teachers, and non-permanent teachers. Overall, the results indicate that the quality of teacher HRM falls within the "good" category, as shown by the average scores of all indicators consistently exceeding 3.50. These findings suggest that managerial practices at the madrasah are

functioning fairly effectively, although several components still require further refinement to become more systematic.

1. Teacher Human Resource Planning

Interviews with the principal revealed that HR planning is conducted in a relatively simple manner yet remains grounded in the actual needs of each class. The principal explained, “We adjust teacher needs based on the number of learning groups each year, although not all plans are formally documented yet.” The researcher’s observations further indicated that teacher placement is determined by matching qualifications and competence, which are assessed primarily through the principal’s long-term familiarity with each teacher's performance and teaching experience within the madrasah.

Table A.1. Mean Scores of Teacher HR Planning

No	Statement	Mean
1	Analysis of teacher needs prior to recruitment	4.125
2	Annual planning of teacher needs	3.625
3	Availability of teacher competency standards	4.000
4	Teacher placement in accordance with competencies	3.875
5	Planning based on the principle of amanah	4.000

The findings indicate that the teacher human resource planning component has been implemented effectively, particularly in conducting needs analysis and establishing competency standards prior to the recruitment process. The highest average score (4.125) demonstrates that the madrasah is able to identify teacher needs rationally and in accordance with actual classroom conditions. However, the annual HR planning indicator scored 3.625, suggesting that periodic planning has not yet been carried out consistently each year. Teacher placement also reflects consideration of competency alignment, and the principle of amanah is evidently integrated into the planning process, as indicated by an average score of 4.000 on this indicator.

2. Teacher Recruitment and Selection

Qualitative data confirm that moral considerations constitute the primary criteria in the teacher selection process. One teacher remarked, “For the madrasah, what matters most is good character and the sincerity to teach with the right intention.” Meeting documentation further shows that the foundation plays an active role in recommending prospective teachers, especially those deemed to possess strong integrity.

Table A.2. Mean Scores of Recruitment and Selection

No	Statement	Mean
1	Teacher recruitment procedures	4.125
2	Pedagogical and professional competence	4.125
3	Priority on amanah (trustworthiness) and ethics	4.000
4	Role of the foundation in the selection process	3.875
5	Transparency of the recruitment process	3.875

The teacher recruitment procedures received an average score of 4.125, indicating that the madrasah has established a relatively clear selection mechanism, although it has not yet been fully formalized into written Standard Operating Procedures (SOP). Pedagogical and professional competence of prospective teachers also emerged as a key focus, reflected in the same average score of 4.125, suggesting that competence remains an essential component of the selection process. The indicator on amanah (trustworthiness) and moral character scored 4.000, demonstrating that moral and ethical qualities continue to be among the primary considerations for accepting new teachers.

Additional field findings, based on meeting documentation, show that the foundation plays an active role in recommending teacher candidates, particularly those perceived to possess strong integrity. This aligns with the score of 3.875 for the foundation's role, which falls within the "good" category. The transparency of the recruitment process also received a score of 3.875, indicating that the selection procedures are relatively open, although there remains room for improvement in terms of documentation and clarity of information flow.

By integrating the quantitative and qualitative data, it can be concluded that teacher recruitment at MI Maarif Daarut Taqwa emphasizes a balanced consideration between formal competencies and the moral qualities of prospective teachers. Islamic values continue to serve as the foundational criteria in the decision-making process, while procedural aspects still require further strengthening to achieve a more systematic and well-documented recruitment framework.

3. Teacher Development and Capacity-Building

Observational data indicate that the principal routinely provides informal guidance before and after classroom activities. One non-permanent teacher explained, "The principal often gives us direct guidance, especially regarding discipline and appropriate conduct in teaching." Spiritual development activities were also evident through morning prayer routines and regular religious study sessions among teachers.

Table A.3. Mean Scores of Teacher Development

No	Statement	Mean
1	Regular coaching by the principal	3.750
2	Periodic academic supervision	3.875
3	Teacher training	4.000
4	Spiritual development	4.000
5	Principal's exemplary conduct	4.125

Indicators related to teacher development and capacity-building show a strong level of implementation, with all average scores exceeding 3.75. The principal's exemplary conduct stands out as the most prominent aspect, receiving a score of 4.125, which illustrates the significant influence of leadership in shaping

both the professional and spiritual culture of teachers. Teacher training and spiritual development activities also scored 4.000, indicating that efforts to enhance pedagogical competence and spiritual growth are being carried out effectively. However, routine coaching and academic supervision have not yet reached optimal levels, as reflected in average scores below 4.000. This suggests a need to strengthen the continuity and systematic implementation of these activities.

4. Teacher Performance Appraisal

Interview findings reveal that performance appraisal instruments have been used consistently, although they are not always followed by targeted development programs. The principal noted, “We try to assess teachers objectively, but not all evaluation results are followed up with specific training.” This statement reinforces the quantitative score associated with the utilization of evaluation outcomes, which indicates that while assessment tools are in place, follow-up actions remain limited.

Table A.4. Mean Scores of Performance Appraisal

No	Statement	Mean
1	Availability of performance appraisal instruments	4.125
2	Objectivity of evaluation	4.125
3	Integration of amanah and ihsan values	4.000
4	Utilization of evaluation results	3.875
5	Feedback provided to teachers	3.875

Teacher performance appraisal at the madrasah demonstrates strong implementation, particularly in terms of the completeness of evaluation instruments and the objectivity of assessments, both of which received average scores of 4.125. This indicates that the institution possesses adequate evaluation tools and applies them in a fair and impartial manner. The score of 4.000 for the integration of amanah (trustworthiness) and ihsan (excellence) reflects the incorporation of Islamic ethical values into the appraisal process. Meanwhile, the utilization of evaluation results and the provision of feedback scored 3.875, suggesting that further improvement is needed to ensure that evaluations fully function as a means of professional development for teachers.

5. Reward System

Observational findings show that non-material rewards are commonly given through recognition during teacher meetings and the assignment of additional responsibilities. One teacher commented, “When we perform well, we are usually entrusted with greater responsibilities or praised in front of other teachers.” This aligns with the prevailing culture of the madrasah, which places strong emphasis on reward mechanisms rooted in religious and moral values.

Table A.5. Mean Scores of Reward System

No	Statement	Mean
1	Rewards for high-performing teachers	4.000
2	Non-material rewards	3.875
3	Competency-based promotion	3.750
4	Teacher motivation	3.875
5	Fairness in reward distribution	3.875

The findings indicate that the madrasah has implemented a reasonably effective reward system, particularly in recognizing high-performing teachers, as reflected in the average score of 4.000. Although non-material rewards received a score of 3.875, these forms of appreciation have not yet been fully optimized. Competency-based promotion emerged as the lowest-rated indicator (3.750), suggesting the need for a clearer career structure to provide teachers with a more defined pathway for professional advancement. Overall, while the reward mechanism is functioning, it still requires strengthening, especially in the areas of career progression and long-term motivation.

6. Teacher Discipline and Work Ethics

An Islamic work culture is strongly evident in daily activities such as morning greetings, collective prayers, and orderly classroom routines. A senior teacher stated, “We feel ashamed if we arrive late because the environment here strongly upholds the value of amanah.” This aligns with the very high quantitative score recorded for the Islamic work culture indicator, demonstrating the significant influence of religious values on teacher discipline and ethical conduct.

Table A.6. Mean Scores of Discipline and Work Ethics

No	Statement	Mean
1	Punctuality	4.125
2	Teacher work ethics	4.125
3	Amanah (trustworthiness)	4.125
4	Supervision of discipline	4.125
5	Islamic work culture	4.375

The most prominent finding of this study appears in the dimension of teacher discipline and work ethics. The Islamic work culture received the highest score of 4.375, indicating that the madrasah environment embodies a strong religious atmosphere that supports the formation of work behavior grounded in Islamic values. The consistent score of 4.125 across other related indicators suggests that teachers carry out their duties with discipline, demonstrate integrity, and uphold sound work ethics. These conditions reflect an organizational culture that is conducive to fostering both professional and religiously oriented behavior.

Overall, all components of teacher human resource management fall within the “good” to “very good” implementation range. The Islamic work culture emerges as the most dominant aspect and constitutes the primary strength of the

madrasah. On the other hand, components requiring further attention include annual HR planning, which is not yet carried out consistently, and competency-based promotion, which remains weak. Leadership exemplification also proves to play a central role in shaping teachers' work behavior, and values such as amanah, ihsan, and Islamic ethics are reflected within various managerial processes.

DISCUSSION

This discussion provides an in-depth interpretation of the empirical findings regarding how teacher human resource management is implemented based on the principles of Islamic Education Management at MI Maarif Daarut Taqwa Cibatu Garut. The interpretation synthesizes data derived from field observations, in-depth interviews, and questionnaires, which are then linked to theories of Islamic educational management, human resource management, and previous studies published in reputable national and international journals. The main objective of this section is to answer the research questions, situate the findings within the existing academic discourse, and highlight the theoretical and practical contributions of the HRM model emerging from this madrasah context.

1. Teacher Human Resource Planning

The findings indicate that HR planning activities at MI Maarif Daarut Taqwa have been carried out relatively well, particularly regarding needs analysis and the establishment of competency standards as the foundation for decision-making. This aligns with Armstrong (2020), who emphasizes that HR planning is a fundamental component of modern human resource management to ensure that organizations have personnel aligned with their needs. From the perspective of Islamic education, however, planning must extend beyond technical aspects and reflect the value of amanah, which encompasses clarity of responsibilities, accountability, and moral commitment (Nawawi, 2018). The integration of amanah into HR planning at this madrasah illustrates how modern managerial instruments can operate alongside Islamic ethical norms. Dusuki and Abdullah (2018) similarly assert that Islamic ethical values enhance managerial effectiveness.

Nonetheless, the relatively lower score for annual HR planning suggests that planning cycles are not yet implemented on a scheduled basis. This contrasts with the findings of Mutohar and Brooks (2022), who conclude that consistent and well-established HR planning correlates strongly with the stability of teacher quality. Thus, procedural reinforcement is needed to ensure that HR planning becomes not only value-driven but also systematically structured.

The contribution of this study lies in its identification of how a rural, community-based madrasah holds strong normative values yet still faces challenges in formal planning processes. This highlights the need for an HR planning model that integrates Islamic values with more structured managerial practices.

2. Teacher Recruitment and Selection

Findings related to recruitment indicate that the teacher selection process does not yet fully follow formalized and standardized procedures. However, the madrasah places strong emphasis on moral qualities, such as amanah and good character, when evaluating prospective teachers. This pattern aligns with Arar et al. (2020), who note that Islamic educational institutions tend to prioritize moral integrity as the main criterion in teacher selection. Such emphasis reflects Islamic teachings that value al-qawiyy (competence) and al-amīn (trustworthiness), as illustrated in QS. Al-Qashash verse 26.

In contrast to Rahman (2021), who reports that many urban madrasahs have adopted competency-based recruitment methods such as psychometric testing, MI Maarif Daarut Taqwa relies more on social trust and value alignment. The rural social context, which prioritizes relational harmony and shared values, demonstrates that recruitment mechanisms in such settings cannot be separated from the surrounding cultural fabric.

The contribution of this study is the identification of a value-based Islamic recruitment model that functions effectively despite the absence of formal selection instruments. This suggests that formal procedures may be complemented, or, in some cases, temporarily substituted, by strong moral values, transparency, and the involvement of the foundation as a source of social legitimacy.

3. Teacher Development and Capacity-Building

Teacher development practices in the madrasah exhibit a balance between professional and spiritual development. The principal's exemplary behavior, which received the highest score, underscores the critical influence of leadership on shaping teacher conduct. Fry and Matherly (2006) highlight that exemplification is central to spiritual leadership and is a dominant factor in creating a positive organizational climate.

Although academic supervision and routine coaching scored moderately, this differs from Hasibuan (2019), who found that formal, instrument-based supervision tends to be more effective in improving teacher performance. However, Az-Zahra (2021) suggests that small madrasahs often achieve better results through informal supervision rooted in personal closeness and religious values rather than rigid administrative procedures. Thus, this study reinforces the argument that teacher development in madrasahs does not depend solely on formal mechanisms but on consistent role modeling and spiritual guidance that strengthens teachers' moral dispositions.

4. Teacher Performance Appraisal

Teacher performance appraisal at MI Maarif Daarut Taqwa demonstrates a balanced integration of administrative evaluation tools and Islamic ethical values such as amanah and ihsan. This reflects an assessment approach that values both professional competence and moral conduct. The findings are consistent with Islamic Work Ethics as articulated by Ali (2005), who explains that a Muslim's

performance is evaluated not only technically but also through sincerity, honesty, and moral behavior.

However, the lower scores related to the utilization of appraisal results and feedback indicate that evaluations have not been fully optimized as mechanisms for teacher development. This mirrors the conclusions of Wardani and Hakim (2021), who report that many madrasahs fail to link evaluation outcomes with subsequent developmental programs. This study contributes to the development of an appraisal model rooted in amanah and ihsan, while emphasizing the need for structured follow-up mechanisms to improve teacher professionalism.

5. Reward System

The reward system is generally effective, especially in acknowledging high-performing teachers, thus supporting Herzberg's theory, which identifies recognition as a key motivator. However, the low score for competency-based promotion reflects structural limitations within the madrasah organization. Hidayat and Syafi'i (2020) similarly note that small madrasahs often struggle with career progression frameworks.

The high value placed on non-material rewards indicates that MI Maarif Daarut Taqwa emphasizes moral and spiritual forms of appreciation. This aligns with Mutohar (2022), who observes that Islamic educational institutions frequently rely on social recognition and additional entrusted responsibilities as reward mechanisms. The study's contribution lies in its affirmation that religiously grounded rewards can effectively maintain teacher motivation, although they must be supported by clearer career pathways.

6. Discipline and Work Ethics

Teacher discipline and work ethics achieved the highest overall scores, reflecting the strong influence of Islamic work culture on teacher behavior. Hamada (2022) notes that institutions with strong Islamic cultural environments tend to foster ethical and responsible work practices. High discipline is also reinforced by leadership exemplification, consistent with Fry's (2006) role modeling theory, which emphasizes that leaders' consistent behavior shapes the conduct of subordinates.

This study shows that teacher discipline at the madrasah arises not only from formal rules but also from the internalization of organizational moral values. Islamic work culture thus emerges as the dominant factor influencing teacher discipline, surpassing the effects of formal oversight.

7. Integration of Islamic Education Management (MPI) Values Across HRM Dimensions

Overall, this study contributes significantly by formulating an integrative model of teacher HRM that blends moral, spiritual, and professional dimensions. The empirical findings demonstrate that Islamic values, such as amanah, ihsan, and Islamic ethics, hold substantial influence over teacher behavior in rural madrasahs. This expands the understanding that effective managerial models in Islamic education settings do not need to rely entirely on modern formal HRM

mechanisms. The study also highlights two urgent gaps: the need to strengthen annual HR planning and to develop clearer competency-based promotion systems. These aspects represent structural weaknesses that must be addressed to achieve a more balanced HRM model combining values and formal procedures.

The findings further reveal that the madrasah's greatest strengths lie in its strong Islamic culture, leadership exemplification, and teachers' moral commitment. However, weaknesses remain in planning procedures and career structure. These findings align with research on Islamic Work Ethics and spiritual leadership, yet diverge from modern HRM approaches that demand full administrative formalization. The novelty of the study lies in its integration of six HRM dimensions with Islamic Education Management principles in a rural, community-based madrasah context.

D. CONCLUSION

This study reveals that the management of teacher human resources at MI Maarif Daarut Taqwa Cibatu Garut falls within the good to very good category across all six components examined. The human resource planning process has considered the actual needs of the madrasah, although its documentation has not yet been systematically and consistently structured. In the recruitment and selection process, moral considerations are placed at the forefront, with amanah (trustworthiness) and ethical conduct serving as the primary criteria for accepting new teachers. Teacher development activities are carried out through a combination of professional guidance and spiritual nurturing, where the principal's exemplary leadership emerges as the most influential factor shaping teachers' professional behavior. Performance appraisal integrates formal instruments with Islamic ethical principles, although the follow-up to evaluation results still requires strengthening. The reward system operates primarily through moral appreciation and social recognition, yet it remains constrained by the absence of a clear career advancement structure. Meanwhile, discipline and work ethics appear as the strongest components, supported by a consistently internalized Islamic work culture evident in the daily activities of the madrasah.

Theoretically, the findings affirm that the core values of Islamic Educational Management, such as amanah, ihsan, exemplary leadership, and moral integrity, function not only as ethical guidelines but also as strategic foundations for effective teacher human resource management. Practically, the results indicate that community-based madrasahs can achieve managerial effectiveness through the integration of religious values, even when formal administrative instruments are limited. Strengthening annual planning, improving the utilization of performance appraisal results, and establishing clearer career development pathways for teachers constitute essential areas for policy enhancement within the madrasah.

This study has several limitations, including the small number of respondents, the use of self-report instruments that may introduce perceptual

bias, and the single-site focus, which restricts the generalizability of the findings. Future research may explore madrasahs with different characteristics, employ a larger sample size, or adopt a mixed-method approach to gain a more comprehensive understanding of teacher human resource management models grounded in Islamic values.

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