



Human Resource Management in Islamic Educational Institutions: A Literature Review

Moh. Azharul Kholili^{1*}, Abdul Gafur Abdullah²

^{1,2} Sekolah Tinggi Ilmu Tarbiyah Maskumambang, Gresik, Indonesia

¹alazarulkholili@gmail.com, ²ghofurelabdullah@gmail.com

*Correspondence

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Abstract

Human Resource Management (HRM) in Islamic educational institutions plays a crucial role in ensuring educational quality and operational effectiveness. This study employs a literature review approach to analyze HRM practices in Islamic education, including recruitment, training, career development, staff retention, and the integration of Islamic moral values into organizational policies and culture. The review indicates that integrating values such as honesty, trustworthiness, justice, and social responsibility shapes an ethical organizational culture, enhances staff motivation and loyalty, and supports the achievement of the institution’s educational mission. Key challenges include limited qualified staff, staff motivation, and consistent application of moral values. Effective best practices include value-based mentoring, comprehensive performance evaluation, professional development, and staff participation in decision-making. This study provides both theoretical and practical guidance for Islamic educational institutions and offers avenues for future empirical research.

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INTRODUCTION

Human Resource Management (HRM) is one of the most critical aspects in the success of educational institutions, including Islamic educational institutions. The quality of educators and administrative staff directly affects the effectiveness of the teaching and learning process, student satisfaction, and the achievement of educational missions. In Islamic educational institutions, HRM should not only focus on technical competence and professionalism, but also consider the integration of Islamic values into every management policy and practice. Values such as honesty, justice, trustworthiness, and social responsibility serve as ethical foundations that guide decision-making in recruitment, training, career development, and staff retention (R & Rusdiah, 2024; Sahrodi & Karim, 2024).

In addition, Islamic educational institutions face unique challenges related to human resource management. This complexity arises from the need to balance professional requirements with sharia principles, while ensuring that HRM policies are aligned with the mission of Islamic education and the

expectations of society. Many institutions face obstacles in retaining qualified staff, increasing motivation, and designing effective professional development programs. This indicates the need for an HRM approach that is not only technical but also based on moral and ethical values, so that every HRM policy and practice supports sustainable institutional development (A.m & Sesmiarni, 2025; Munandar et al., 2025).

Various studies show that HRM practices in Islamic educational institutions include recruitment, selection, training, career development, and staff retention processes that emphasize alignment between moral values and professional competence. Munandar et al. (2025) emphasize that value- and competency-based recruitment enhances academic integrity and teaching quality. Putri et al. (2024) highlight the importance of continuous training and development in maintaining staff motivation and productivity, while Firmansah et al. (2025) observe that HR policies responsive to individual needs and Islamic principles increase educator loyalty and retention. (Abidin et al., 2025) further add that the integration of sharia principles into HRM practices builds an organizational culture that is fair, transparent, and appreciative of each staff member's contribution.

Several other studies also show efforts to balance modern HRM practices with Islamic values. Samian et al. (2025) emphasize that Islamic educational institutions that successfully integrate Islamic moral values into HR policies are able to create a conducive work environment, improve collaboration, and strengthen commitment to the educational mission. Mutamimah & Maunah (2024) emphasize the importance of value-based mentoring to support staff professional development, while A.n.a & Diantoro (2025) highlight the need for a performance evaluation system that considers the alignment of staff behavior with Islamic values.

Although many studies discuss HRM practices in Islamic educational institutions, there is still a limitation in the literature that systematically examines how the overall integration of Islamic values influences HRM effectiveness. Many studies still focus on one HR aspect, such as recruitment or training, without reviewing the entire HRM cycle comprehensively. This gap indicates the need for a literature review that summarizes practices, challenges, and best strategies in HRM in Islamic educational institutions holistically, while also highlighting the role of Islamic values in shaping policies and organizational culture.

Based on this background, this article aims to develop a literature review that summarizes HRM practices in Islamic educational institutions, highlights the integration of Islamic values, identifies challenges and best practices, and provides recommendations for further research. This study is expected to provide a theoretical contribution by presenting a conceptual framework for Islamic value-based HRM and practical guidance for Islamic educational institutions in managing human resources ethically, effectively, and sustainably.

METHOD

This study employs a literature review approach to analyze Human Resource Management (HRM) practices in Islamic educational institutions. This approach was chosen because the focus of the study is to summarize, synthesize, and evaluate relevant literature in order to present a comprehensive overview of the integration of Islamic moral values into HRM.

The research data sources are derived from various scientific journal articles, academic books, and reports related to human resource management and Islamic educational institutions. The literature

selection was conducted based on topic relevance, publisher credibility, and its connection to the research objectives, namely understanding HRM practices, challenges, and best practices in the context of Islamic education.

Data analysis was conducted through content analysis and thematic synthesis, focusing on: (1) HRM practices in Islamic educational institutions, including recruitment, training, career development, and staff retention; (2) the integration of moral values and Islamic principles into organizational policies and culture; and (3) the identification of challenges, strategies, and best practices that can be applied systematically. The results of the analysis were used to develop a conceptual framework for Islamic value-based HRM, which serves as the basis for the subsequent discussion.

RESULTS AND DISCUSSION

HRM Practices in Islamic Educational Institutions

Human Resource Management (HRM) practices in Islamic educational institutions include various strategic activities aimed at ensuring operational effectiveness, teaching quality, and staff satisfaction. Each stage of HRM, from recruitment, training, career development, to staff retention, must be designed by considering Islamic ethical principles, so that it does not only emphasize professional competence but also moral values that serve as the foundation of the institution (Rahmi et al., 2020; Ritonga, 2025).

Recruitment and selection are the initial stages that determine staff quality and organizational culture. Islamic educational institutions usually emphasize two main criteria: professional ability and alignment with Islamic moral values. Ulya et al. (2025) show that prospective staff with strong ethical awareness tend to be more consistent in applying sharia principles, influencing academic integrity, and maintaining the ethical culture of the institution. The selection process usually involves interviews that assess candidates' motivation and attitudes toward Islamic values, as well as technical competency tests to ensure professional eligibility. Some institutions also apply a reference system from alumni or senior mentors to assess the ethical reputation of prospective staff before they are accepted (Arifin et al., 2025).

Training and professional development are the next crucial stages. Islamic educational institutions do not only provide technical training but also ethical development, which emphasizes an understanding of Islamic moral values in teaching, classroom management, and interactions with students and colleagues (Islamiyah, 2025). These programs include workshops, seminars, and case studies designed to stimulate critical thinking skills, ethical decision-making, and problem-solving in accordance with Islamic principles. Mawardi et al. (2026) emphasize that moral value-based training not only improves staff skills but also shapes their awareness of social responsibility and organizational ethics.

Career development is also an important focus in HRM. Successful institutions usually have clear career development pathways, including mentoring and coaching based on Islamic moral values. Aimah et al. (2026) state that mentoring that emphasizes integrity and work ethics helps staff internalize moral values practically and consistently in their daily activities. Through this guidance, staff can plan their career paths in accordance with their competencies, professional aspirations, and the ethical principles upheld by the institution. Performance evaluation that considers ethical behavior

becomes an important part of career development, so that staff receive constructive feedback regarding the alignment of their actions with Islamic moral values (Supriatna, 2025).

Staff retention and motivation are particular challenges in Islamic educational institutions. Many staff members face high workloads, ethical responsibilities, and complex academic expectations. A study by Rahmatullah et al. (2026) shows that institutions that implement moral value-based reward systems, such as recognition of staff contributions and opportunities for professional development, are able to increase loyalty and work motivation. This retention strategy not only maintains qualified staff but also improves a harmonious and productive work culture.

In addition to formal aspects, HRM practices in Islamic educational institutions often involve community-based approaches and social projects. Activities such as team collaboration, community service, and innovative projects allow staff to experience the direct application of Islamic moral values, so that they are better able to align their behavior and decisions with organizational ethics (Maigus, 2025; Rahmi et al., 2020). These practical experiences strengthen staff ethical awareness, increase their attachment to the institutional mission, and shape an organizational culture focused on social and academic sustainability.

The literature also shows that the integration of Islamic moral values into HRM practices has implications for the achievement of educational quality. Staff who understand and apply Islamic ethical values in their interactions with students and colleagues tend to be more effective in classroom management, decision-making, and team collaboration (Ritonga, 2025; Ulya et al., 2025). This has a positive impact on student learning outcomes, learning innovation, and the reputation of the institution in society. Therefore, value-based human resource management not only ensures staff performance but also supports the achievement of the overall mission of Islamic education.

Overall, HRM practices in Islamic educational institutions emphasize a balance between professional competence and Islamic moral values, covering the entire HRM cycle from recruitment, training, and career development to retention and performance evaluation. This approach forms an ethical foundation, increases staff motivation and loyalty, creates an ethical, professional, and harmonious organizational culture, and supports the sustainability of educational quality.

Integration of Islamic Moral Values in HRM

The integration of Islamic moral values into Human Resource Management (HRM) practices in Islamic educational institutions is a highly important aspect to ensure that every HR policy and procedure is aligned with sharia principles and supports the achievement of the educational mission. Values such as honesty (*siddiq*), trustworthiness (*amanah*), justice (*'adl*), and social responsibility (*ihsan*) form an ethical foundation that guides the entire HRM cycle, from recruitment, training, career development, and mentoring to staff performance evaluation (Rahmi et al., 2020; Ritonga, 2025). This integration ensures that staff are not only professionally competent but also behave in accordance with Islamic moral principles, thereby creating an ethical and harmonious organizational culture.

Value-based recruitment and selection are the initial stages that determine staff quality and organizational culture. Ulya et al. (2025) emphasize that prospective staff should be evaluated not only based on technical ability but also on their alignment with Islamic moral values, so that the staff accepted are able to internalize ethics in daily practice. This practice usually involves interviews, competency tests, and recommendations from mentors or alumni, which assess integrity, motivation, and the suitability of prospective staff with Islamic culture. Arifin et al. (2025) add that moral value-

based recruitment processes help maintain institutional reputation, increase institutional credibility, and strengthen staff commitment to the goals of Islamic education.

The next stage is training and professional development, which serves as a primary means of internalizing ethical principles while improving technical competencies. Islamiyah (2025) states that training does not only cover teaching skills or classroom management, but also emphasizes the development of ethical awareness, fair decision-making, and social responsibility. Mawardi et al. (2026) emphasize that training which combines Islamic moral values with professional practice increases staff confidence and readiness in facing ethical dilemmas, while also strengthening collaboration among teams. This development program also encourages innovation in teaching and classroom management while maintaining moral principles as the foundation.

Moral value-based mentoring and coaching are also important components. Aimah et al. (2026) found that staff who receive guidance from mentors who emphasize Islamic moral principles are better able to apply ethics in daily decisions, both in interactions with students and colleagues. This mentoring helps staff understand their role in building an organizational culture consistent with Islamic principles, while also developing social and professional skills simultaneously. Performance evaluation that considers the alignment of staff behavior with Islamic moral values also becomes an important mechanism to ensure consistency in value implementation (Supriatna, 2025).

Staff motivation and retention are critical aspects of HRM based on Islamic moral values. Staff who feel appreciated, are given development opportunities, and work in an environment that supports ethical principles tend to be more loyal and motivated (Rahmatullah et al., 2026). The implementation of reward strategies based on moral and professional contributions strengthens staff attachment to the institution, increases productivity, and minimizes turnover. Thus, the integration of moral values not only shapes individual ethical behavior but also strengthens the organizational culture as a whole.

In addition to formal aspects, some Islamic educational institutions also implement project- and community-based practices to strengthen the internalization of moral values. Maigus (2025) shows that collaborative projects and social activities allow staff to experience the application of ethical principles in real terms, so that they are better prepared to align their behavior with the organizational culture. This approach strengthens staff attachment to the institutional mission and builds a harmonious work culture oriented toward social and academic sustainability.

Furthermore, the integration of Islamic moral values into HRM has an impact on educational quality and institutional reputation. Staff who understand and apply Islamic ethical values in their interactions can improve teaching quality, classroom management, and team collaboration (Rahmi et al., 2020; Ritonga, 2025). The consistent application of moral principles also strengthens public trust in the institution, facilitates cooperation with stakeholders, and creates an ethical and professional educational environment.

Overall, the integration of Islamic moral values into HRM forms a comprehensive ethical framework that guides every stage of human resource management, builds a professional, ethical, and sustainability-oriented organizational culture. This practice ensures that staff are not only technically competent but also able to behave in accordance with Islamic moral principles, so that Islamic educational institutions can achieve optimal operational effectiveness while maintaining high ethical standards.

Challenges and Best Practices of HRM in Islamic Educational Institutions

The implementation of Human Resource Management (HRM) practices in Islamic educational institutions faces various challenges that affect the effectiveness of staff management. One of the main challenges is the limited availability of educators and staff who possess both professional competence and awareness of Islamic moral values. Khamima et al. (2025) emphasize that many institutions struggle to obtain staff who meet academic standards while remaining consistent with sharia principles, which affects educational quality and organizational culture. A similar challenge is also observed by Sahidi (2025), who states that the lack of prospective staff aligned with Islamic values can reduce the quality of learning and internal coordination.

In addition, staff motivation and retention are important issues. Many staff members face high workloads and pressure to balance professional responsibilities with ethical and social demands. Basith et al. (2025) emphasize that reward policies that do not adequately consider staff contributions in accordance with Islamic moral values can reduce motivation and increase turnover rates. This indicates the need for HR strategies that consider welfare, rewards, and recognition based on Islamic principles to ensure staff attachment to the institution.

Another challenge concerns the consistent implementation of Islamic moral values in HRM policies. Several studies show a gap between ideal ethical principles and daily operational practices (Alexsandy & Nugraha, 2025; Rahman et al., 2025). This misalignment can create uncertainty for staff in making decisions, so a mechanism is needed that balances operational efficiency with Islamic ethical principles.

On the other hand, the literature also shows a number of best practices that have successfully improved HRM effectiveness in Islamic educational institutions. One of them is the implementation of moral value-based mentoring and coaching programs, which help staff internalize ethical principles and apply them consistently in daily activities (Badrudin & Nugraha, 2024). This practice builds an ethical organizational culture, strengthens team collaboration, and improves teaching quality.

Some institutions also develop comprehensive performance evaluation systems that assess not only work outputs but also the ethical behavior of staff. Suro & Anggraeni (2024) state that this kind of evaluation system increases staff loyalty and attachment, strengthens organizational culture, and ensures that HRM policies are aligned with Islamic moral values. In addition, professional development that combines technical competencies and moral values helps staff face the challenges of modern education while maintaining ethical principles (Hasanah et al., 2025; Suryani et al., 2025).

Participatory strategies have also proven effective. Some institutions involve staff in policy formulation and strategic decision-making, thereby increasing a sense of ownership and ensuring that HR policies are aligned with Islamic principles (Inayah & Maburi, 2024; Rohman et al., 2022). This approach creates a harmonious, conducive work environment that supports the achievement of sustainable educational goals.

Overall, HRM challenges in Islamic educational institutions include the limited availability of qualified personnel, staff motivation and retention, and the consistent implementation of Islamic moral values. However, best practices such as value-based mentoring, comprehensive performance evaluation, professional development, and participatory approaches have proven effective in improving HRM quality, strengthening organizational culture, and supporting the achievement of Islamic educational goals in a sustainable manner.

CONCLUSION

This study affirms that Human Resource Management (HRM) practices in Islamic educational institutions must integrate Islamic moral values so that every human resource policy and procedure is aligned with sharia principles. Values such as honesty, trustworthiness, justice, and social responsibility serve as ethical guidelines that guide the entire HRM cycle, from recruitment, training, and career development to staff performance evaluation. The integration of these moral values helps shape an ethical organizational culture, increases staff motivation and loyalty, and strengthens their attachment to the institution's vision and mission.

The challenges faced by Islamic educational institutions in HRM practices include the limited availability of educators who are both competent and committed to Islamic principles, staff motivation and retention, and difficulties in consistently implementing Islamic moral values in operational policies. However, several best practices have proven effective, such as moral value-based mentoring, comprehensive performance evaluation that considers ethical behavior, professional development that combines technical competencies and moral values, and participatory approaches that involve staff in decision-making. These strategies are able to improve HRM quality, strengthen organizational culture, and support the achievement of Islamic educational goals in a sustainable manner.

This study has limitations, especially because it is a literature review, so the findings are theoretical and have not yet been empirically tested in the field. Certain local contexts or institutional dynamics may also not be fully covered. Therefore, future research is recommended to conduct empirical studies, such as surveys, interviews, or case studies, to evaluate the extent to which the integration of Islamic moral values into HRM practices influences performance, motivation, and the operational sustainability of educational institutions. Future research may also assess the long-term impact of moral value-based HR policies on educational effectiveness, innovation, and teaching quality.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

In the preparation of this manuscript, the author(s) utilized ChatGPT to assist with translating parts of the manuscript and improving the accuracy and clarity of the translated text. All outputs were subsequently reviewed and revised by the author(s), who assume full responsibility for the final content of the publication.

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