

HUMAN RESOURCE MANAGEMENT MODEL BASED ON ORGANIZATIONAL CULTURE IN ISLAMIC EDUCATIONAL INSTITUTIONS: THEORETICAL STUDY AND PRACTICAL IMPLICATIONS

Itel Yusrianti¹, Eri Susanti², Jamilus³

^{1, 2, 3}UIN Mahmud Yunus Batusangkar, Jl. Jenderal Sudirman No.137, Tanah Datar, Sumatera Barat, Indonesia
Email: itelyusriantispd34@guru.sma.belajar.id

Article History

Received: 16-11-2025

Revision: 27-11-2025

Accepted: 30-11-2025

Published: 02-12-2025

Abstract. This study discusses a human resource management model based on Islamic organisational culture in educational institutions as an effort to realise effective, sustainable human resource management that is in line with Islamic values. The objectives of the study include understanding the application of Islamic values in the human resource management process, such as funding management, training, career development, and strengthening work commitment. The research uses a qualitative method with a literature study approach through a review of primary and secondary sources selected purposively. Data analysis was conducted using decontextualisation and recontextualisation techniques to identify the main themes that form the Islamic organisational culture-based HR model. The results show that the application of this model can improve the competence, performance, and job satisfaction of educators and staff through the internalisation of Islamic values, which strengthens organisational commitment and builds a professional and spiritual work environment. These findings contribute to the development of a more holistic and contextual HR management paradigm in Islamic educational institutions. Thus, organisational culture transformation based on Islamic values is an important factor in successful HR management amid the dynamics of contemporary education.

Keywords: Human Resource Management, Islamic Organizational Culture, Islamic Education, HR Competency, Career Development

Abstrak. Penelitian ini membahas model manajemen sumber daya manusia berbasis budaya organisasi Islam di lembaga pendidikan sebagai upaya mewujudkan pengelolaan SDM yang efektif, berkelanjutan, dan selaras dengan nilai-nilai Islam. Tujuan penelitian mencakup pemahaman penerapan nilai-nilai Islam dalam proses manajemen SDM, seperti pengelolaan pendanaan, pelatihan, pengembangan karier, dan penguatan komitmen kerja. Penelitian menggunakan metode kualitatif dengan pendekatan studi pustaka melalui telaah sumber primer dan sekunder yang dipilih secara purposive. Analisis data dilakukan dengan teknik dekontekstualisasi dan rekontekstualisasi untuk mengidentifikasi tema-tema utama yang membentuk model SDM berbasis budaya organisasi Islam. Hasil penelitian menunjukkan bahwa penerapan model ini dapat meningkatkan kompetensi, kinerja, dan kepuasan kerja pendidik maupun staf melalui internalisasi nilai-nilai Islam yang memperkuat komitmen organisasi dan membangun lingkungan kerja yang profesional dan spiritual. Temuan ini memberikan kontribusi bagi pengembangan paradigma manajemen SDM yang lebih holistik dan kontekstual di lembaga pendidikan Islam. Dengan demikian, transformasi budaya organisasi berbasis nilai-nilai Islam menjadi salah satu faktor penting dalam keberhasilan pengelolaan SDM di tengah dinamika pendidikan kontemporer.

Kata Kunci: Manajemen Sumber Daya Manusia, Budaya Organisasi Islam, Pendidikan Islam, Kompetensi SDM, Pengembangan Karir

How to Cite: Yusrianti, I., Susanti, E., & Jamilus. (2025). Human Resource Management Model Based on Organizational Culture in Islamic Educational Institutions: Theoretical Study and Practical Implications. *Indo-MathEdu Intellectuals Journal*, 6 (8), 11363-11369. <http://doi.org/10.54373/imeij.v6i8.4577>

INTRODUCTION

Human resource management in Islamic educational institutions faces a complex challenge in meeting modern development demands while upholding Islamic values as the core of organizational culture. The key issue lies in how to manage human resources effectively by integrating Islamic-based cultural values to build a work environment that supports both professional growth and spiritual development for educators and staff. Transforming organizational culture to emphasize Islamic work ethics is essential, as Islamic educational institutions are expected not only to achieve strong academic outcomes but also to nurture exemplary character (Hayu, 2024).

The purpose of this study is to examine an HRM management model based on Islamic organizational culture in educational institutions and to identify its practical application for more effective and sustainable HRM management. The research focuses on how Islamic values can be internalized in the HRM management process, including funding, training, career development, and maintaining work commitment (Event, 2024). The significance of this research lies in the urgent need for Islamic educational institutions to implement HRM that is not merely administrative but also culturally based and reflects a strong Islamic identity. Thus, this research is expected to contribute to the development of a holistic and contextual HR management paradigm, strengthening Islamic organizational culture that supports increased HR competency and loyalty (Saleh & Ritonga, 2025).

The literature review shows that most previous research discusses HR management in the context of general or secular education, while the literature on the integration of Islamic organizational culture into HR management remains limited and fragmented. Kurnia's (2024) research emphasizes the importance of organizational culture transformation as a foundation for HR development in Islamic education, but further exploration of concrete models that can be widely applied, particularly those that systematically incorporate Islamic values and ethics, is still needed. Therefore, this study complements this by presenting an HR management model that integrates theory and practice in the context of Islamic education (Kurnia,S.H, 2024).

The research hypothesis is that implementing an integrated HR management model based on Islamic organizational culture will improve the performance, competency, and job satisfaction of educators and staff. The main variables studied include organizational culture commitment, HR competency, and the effectiveness of training and development. The method used is a qualitative study with an in-depth literature review approach and content analysis of best practices and case studies related to the implementation of Islamic organizational culture

in human resource management (Saleh & Ritonga, 2025). Therefore, this research study covers "Islamic organizational culture," which refers to the values, norms, and work principles based on Islamic teachings, and "human resource management," which refers to the process of managing educators and staff, including planning, recruitment, development, and maintenance of human resources in Islamic educational institutions.

METHOD

This study uses a qualitative approach with a library research method to explore the human resource management (HRM) model based on organizational culture in Islamic educational institutions through an in-depth and systematic review of literature. This method was selected to build a strong conceptual and analytical understanding drawn from relevant primary and secondary sources, including academic books, peer-reviewed journal articles, institutional reports, and other credible publications. The population of this research is all literature addressing concepts, theories, and practices related to HRM, organizational culture, and Islamic education. Purposive sampling was used to select literature with high relevance and academic credibility to ensure alignment with the research focus. The main instruments in this study consist of guidelines for literature search and data collection, along with a source quality evaluation sheet (Saefullah et al., 2024).

The research procedure began with determining the topic and formulating the research problem, followed by a structured literature search using scientific databases, digital repositories, and physical library collections. Selection criteria included thematic relevance, publication year, and the reputation of the publisher or journal. The collected data were analyzed through de-contextualization and re-contextualization techniques by systematically filtering, coding, and categorizing the content to identify key themes. These themes were then grouped into subthemes that support the development of an organizational culture-based HRM model in Islamic educational contexts (Hayu et al., 2025). The timeline of the research was adjusted to the availability and completeness of literature sources.

Data analysis employed an inductive strategy within a descriptive qualitative framework, emphasizing the interpretation of meanings and relationships between themes (Subagiya, 2023). To maintain validity and reliability, the study used triangulation of literature sources, critical evaluation of source credibility, and transparent documentation of analytical steps. Because this research is qualitative and literature-based, quantitative statistical tests were not applicable; instead, the emphasis was on depth, coherence, and conceptual rigor. A key methodological limitation is the absence of primary data such as observations or interviews,

making the findings dependent on the availability and quality of existing literature (Shinta, 2024). Nonetheless, the systematic procedure supports replicability and provides a solid foundation for theoretical development and practical implications for HRM in Islamic educational institutions. Overall, this methodology enables the development of a comprehensive and applicable conceptual framework for organizational culture-based HRM while addressing both academic and practical needs (Saefullah et al., 2024).

RESULTS AND DISCUSSION

This study reveals a key finding: a human resource (HRM) management model based on organizational culture in Islamic educational institutions significantly supports the improvement of professionalism, motivation, and job satisfaction of educators through the integration of Islamic values into management practices. Literature studies indicate that organizational culture transformation that adopts Islamic spiritual values and work ethics can create a conducive work environment for the development of educators' competencies, commitment, and character (Syarif & Qasim, 2024). Structured training combined with mentoring, coaching, and religious and spiritual activities has a significant positive impact on improving teaching quality and fostering professional loyalty among educators.

These findings are significant because they emphasize that HRM in the context of Islamic education is inseparable from strengthening an organizational culture rooted in religious values. This model complements conventional managerial approaches by emphasizing moral and spiritual dimensions, which simultaneously serve to strengthen emotional and professional bonds among organizational members. These findings are consistent with previous research that emphasizes the importance of integrating modern management principles with Islamic values in building a harmonious and productive work culture (Rusmita, 2024). This supports the expectation that the success of Islamic educational institutions depends heavily on the depth of internalization of Islamic values in human resource management practices.

By linking these findings with similar studies, these results strengthen the arguments of Susilowatik (2024) and Murtafiah & Ali (2023), who highlight the influence of internalization of Islamic values in increasing the loyalty and work commitment of educators. While alternative explanations that could potentially influence the findings, such as the effects of government policies or technological developments, are acknowledged, this study's focus remains on organizational culture as the core driver of successful human resource management (Nurhasnah et al., 2024).

The practical implications of this research encourage Islamic educational institutions to consistently internalize Islamic values into every aspect of human resource management, from recruitment and training to performance evaluation. This holistic approach not only enhances the effectiveness of human resource management but also fosters the character of educators with integrity and professionalism. This study opens up opportunities for further research using empirical methods, such as case studies or field surveys, to test and develop the theoretically reviewed model (Muhammad et al., 2020).

Furthermore, this research also found that a human resource (HRM) management model based on organizational culture in Islamic educational institutions significantly contributes to building professionalism, increasing motivation, and strengthening the commitment of educators through the consistent internalization of Islamic values in all aspects of HR management. The literature review revealed the following key findings (Hayu et al., 2025):

- Continuous HR training and development are the primary foundation for improving the technical and spiritual competence of educators. Training designed to integrate professional competence with Islamic moral and ethical values produces educators who are not only experts in their fields but also possess character and social and religious responsibility (Yeni & Rindaningsih, 2023; Rusda Amaliyah & Ida Rindaningsih, 2024). This is crucial given the role of teachers in shaping a generation with noble character in accordance with the vision of Islamic education (Indarwati et al., 2023)
- The integration of Islamic values such as justice, trustworthiness, *ihsan*, and deliberation into HR management practices creates a harmonious, transparent, and accountable organizational culture. The value of justice ensures equal treatment in the distribution of tasks and compensation, while trustworthiness emphasizes moral responsibility in carrying out management functions. Deliberation, as a participatory principle, strengthens a sense of togetherness and increases the effectiveness of decision-making. Thus, Islamic organizational culture becomes a strategic instrument in creating a productive and sustainable work environment (Nurdiana & Ulum, 2023).
- A HR management model that adopts a holistic approach combining modern management practices with Islamic values is able to face the challenges of globalization and technological developments in education. The use of information technology as part of HR training and development provides easy access to knowledge and learning innovations, while strengthening the spiritual commitment that is the hallmark of Islamic educational institutions (Rambe et al., 2024).

The significance of these findings shows that HR management in Islamic educational institutions is inseparable from an organizational culture grounded in Islamic values. Investing in staff development, performance improvement, and institutional growth becomes more effective when guided by principles such as amanah, ihsan, and ta'awun. However, the results also indicate that cultural integration alone is not sufficient. Institutions must balance normative Islamic values with modern management practices, including transparent evaluation systems, competency-based development, and accountability mechanisms. Without this balance, the implementation of Islamic cultural values risks becoming symbolic rather than transformative. Critical engagement with both classical Islamic principles and contemporary HR standards is therefore essential to ensure that cultural integration produces measurable improvements in motivation, professionalism, and institutional performance.

CONCLUSION

This study concludes that a human resource (HRM) management model based on organizational culture in Islamic educational institutions plays a strategic role in improving the quality of human resource management, positively impacting the professionalism, motivation, and commitment of educators. The integration of Islamic values such as trustworthiness, sincerity, and noble character into the organizational culture serves as the primary foundation for strengthening emotional bonds and work ethics in Islamic educational environments. This model emphasizes not only administrative and technical aspects but also spiritual and moral aspects that are highly relevant to the character of Islamic educational institutions. This research is important for readers, especially practitioners and managers of Islamic educational institutions, because it offers a theoretical and practical framework that can be applied to continuously improve the effectiveness of HRM. These findings reinforce previous literature that confirms that HRM management based on Islamic organizational culture can create a harmonious and productive work environment and shape the character of educators who are professional and have integrity. Therefore, this research makes a significant contribution to enriching the study of Islamic educational management and encouraging the application of Islamic values in managerial practice. The implication of this research is the need for Islamic educational institutions to adopt a human resource management approach that consistently internalizes Islamic values throughout the entire human resource management cycle, from planning and recruitment to training, to performance evaluation and development.

ACKNOWLEDGMENTS

This study has limitations in the form of the use of a library study method, which means it does not include empirical data from the field that could strengthen the validity of the findings. Therefore, it is recommended that further research conduct empirical studies using both qualitative and quantitative methods to test and develop a more comprehensive and applicable model of organizational culture-based HR management. Thus, this article successfully synthesizes various key points that answer the research questions and provide relevant practical and theoretical contributions to the development of HR management in Islamic educational institutions.

REFERENCES

- Event, D. (2024). *Konsep manajemen sumber daya manusia dalam kelembagaan Islam*. *JHIP: Jurnal Ilmiah Ilmu Pendidikan*, 7, 5186–5191.
- Hayu, S., Kurnia, A., & Rofiq, A. (2025). *Transformasi budaya organisasi dalam pengembangan sumber daya manusia pendidikan Islam*. *Didaktika: Jurnal Kependidikan*, 14(1), 659–668.
- Indarwati, L. A., Apriliana, R. A., Ramandhani, D. M., & Masduki, Y. (2023). *Membangun budaya organisasi di lembaga pendidikan Islam*. *An-Nuha: Jurnal Pendidikan Islam*, 3(1), 1–9.
- Kurnia, S. H. A. (2024). *Manajemen pengembangan sumber daya manusia pendidikan Islam melalui transformasi budaya organisasi*. *Jurnal Manajemen Pendidikan Islam*, 2(2), 100–115.
- Muhammad, F., Akbar, A., & Sularno, M. (2020). *Membangun budaya organisasi Islami melalui internalisasi nilai-nilai syariah dalam manajemen sumber daya manusia*. *Jurnal Manajemen & Bisnis*, 1(1).
- Nurdiana, A., & Ulum, M. (2023). *Manajemen sumber daya manusia di institusi pendidikan Islam: Tantangan dan solusi*. *REFRESH: Manajemen Pendidikan Islam*, 1(2), 48–54.
- Nurhasnah, N., Kustati, M., Sepriyanti, N., Tiffani, T., Pratiwi, S. H., & Sarbaini, S. (2024). *Manajemen sumber daya manusia dalam pendidikan Islam*. *JHIP: Jurnal Ilmiah Ilmu Pendidikan*, 7(2), 1367–1376. <https://doi.org/10.54371/jiip.v7i2.3430>
- Rambe, F. F., Dahlan, Z., Ridho, M. Y., & Hidayat, T. (2024). *Manajemen sumber daya manusia dalam pendidikan Islam*. *HUMANITIS: Jurnal Humaniora, Sosial dan Bisnis*, 2(1), 142–150.
- Rusmita. (2024). *Manajemen sumber daya manusia dalam pendidikan Islam: Strategi dan tantangan*. *Jurnal Manajemen Diversifikasi*, 4(3), 573–580.
- Saefullah, A. S., Pendidikan, P., Islam, A., & Universitas Singaperbangsa Karawang. (2024). *Ragam penelitian kualitatif berbasis kepastakaan pada studi agama dan keberagamaan dalam Islam*. *Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam*, 2(4), 195–211.
- Shinta, H. A. K. (2024). *Manajemen pengembangan sumber daya manusia pendidikan Islam melalui transformasi budaya organisasi*. *Proceedings ICEM*, 2(2), 87–102.
- Subagiya, B. (2023). *Eksplorasi penelitian pendidikan agama Islam melalui kajian literatur: Pemahaman konseptual dan aplikasi praktis*. *Jurnal Pendidikan Islam Ta'dibuna*, 12(3), 304–318. <https://doi.org/10.32832/tadibuna.v12i3.13829>
- Syarif, Z., & Qasim, A. (2024). *Membangun budaya organisasi dalam pendidikan Islam di pesantren*. *Adaara: Jurnal Manajemen Pendidikan Islam*, 14(1).