

QUR'AN-BASED HUMAN RESOURCE MANAGEMENT IN DEVELOPING PROFESSIONAL COMPETENCE WITHIN EDUCATIONAL INSTITUTIONS: A QUALITATIVE STUDY AT MI AL-MA'HAD AN-NUR

Muhammad Hisyam Malik

Universitas Islam Negeri Sunan Kalijaga, Yogyakarta

24204091001@student.uin-suka.ac.id

Nadilla Aleyda Maqhfira Agustin

Universitas Islam Negeri Sunan Kalijaga, Yogyakarta

nadillaaleyda@gmail.com

Abstract:

This study aims to provide a comprehensive depiction of human resource management (HRM) practices at MI Al-Ma'had An-Nur as aligned with values embedded in the Qur'an. Employing a qualitative descriptive research design, data were collected through observations, document analysis, and in-depth interviews with the head of the madrasah, a teacher, and a member of the internal quality assurance team, complemented by an analysis of relevant Qur'anic verses. The findings reveal that Qur'anic principles are operationalized in three core HRM dimensions: professional and merit-based recruitment, systematic monitoring and continuous capacity development, and the fulfillment of employee welfare. These practices have strengthened professional competence, integrity, and performance among teachers and educational staff, contributing to institutional effectiveness and rapid organizational growth. The study highlights the significance of integrating Islamic ethical values with modern HRM mechanisms as a viable framework for enhancing educational quality and organizational sustainability. However, the study is limited by its focus on a single institution and its reliance on qualitative data, which may constrain generalizability. Future research is recommended to involve multiple institutions and adopt comparative or mixed-methods approaches to further examine the broader applicability and impact of Qur'an-based HRM models in educational settings.

Keywords: Human Resource Management; Qur'anic Perspective; Educational Institutions

Received: 05-11-2025

Revised: 20-11-2025

Accepted: 25-11-2025

INTRODUCTION

Education is widely recognized as a fundamental driver of societal development and human civilization, positioning human resource management (HRM) as a strategic concern in educational institutions worldwide. The quality of education is closely linked to the professional competence, commitment, and ethical orientation of educators and educational staff, making HRM a central mechanism for sustainable institutional performance.¹ In the context of rapid global change, professional competence is no longer limited to technical skills but also encompasses emotional intelligence, adaptability, and moral responsibility.² Educational institutions are therefore challenged to adopt HRM models that not only enhance performance but also nurture holistic human development.³ This challenge becomes more pronounced in value-based educational systems, where professional competence is inseparable from ethical and spiritual foundations.

A growing body of research has examined professional development and HRM across diverse educational and professional contexts. Studies have demonstrated that professional competence is strongly influenced by structured development programs, leadership practices, and organizational climates that support collaboration and continuous learning.⁴ Cross-national evidence further indicates that teacher motivation, self-efficacy, and participatory school climates significantly shape the effectiveness of professional development initiatives.⁵ Other research highlights the

¹ V Azpillaga et al., "Teacher training and professional development in accordance with level of school effectiveness," *Revista de Educacion* 2021, no. 393 (2021): 155–79, <https://doi.org/10.4438/1988-592X-RE-2021-393-489>.

² R Kuzminov et al., "Developing Human Resources and Building a Talent Pool for the Region through the Construction, Measurement, and Validation of Soft Competency Profiles for Current and Future Professionals (the ComPass System)," in *E3S Web of Conferences*, ed. I Abdullayev et al., vol. 449 (ASSESSSTY, San Francisco, CA, United States: EDP Sciences, 2023), <https://doi.org/10.1051/e3sconf/202344904011>.

³ O Avidov-Ungar, *THE PERSONALIZED CONTINUING PROFESSIONAL LEARNING OF TEACHERS: A Global Perspective* (Achva Academic College, Faculty of Education and Leadership, Tel Aviv-Yafo, Israel: Taylor and Francis, 2023), <https://doi.org/10.4324/9781003424390>.

⁴ M Isa and Y Hadijaya, "Quality Improvement Management in Teacher Professional Development," *Munaddhomah* 5, no. 2 (2024): 136–47, <https://doi.org/10.31538/munaddhomah.v5i2.782>.

⁵ H Liu et al., "The Effect of 'Online-Simulation-Bedside' Three-Step Teaching Method in Team Cardiopulmonary Resuscitation Skills Training of Emergency Department and Critical Care

importance of distributed leadership and team learning in bridging gaps between managerial policy and classroom practice.⁶ Collectively, these studies underscore that HRM functions as a systemic process rather than a set of isolated administrative activities.

Beyond the school sector, professional competence development has also been widely explored in higher education, healthcare, and other professional fields. Research on faculty development programs reveals their positive impact on work engagement and the formation of learning organizations.⁷ In healthcare education, competency-based and interprofessional training models are increasingly emphasized to meet complex societal needs.⁸ Similar trends are observed in business and technical education, where action learning and technology-integrated pedagogy contribute to transferable professional skills.⁹ These findings suggest that effective HRM requires alignment between individual development, organizational goals, and broader social demands.

Recent studies have also drawn attention to psychosocial factors affecting professional competence and sustainability. Teacher burnout, emotional exhaustion, and stress have been identified as critical barriers to professional performance and commitment.¹⁰ Conversely, interventions focusing on mindfulness, self-compassion, and emotional regulation have been shown to enhance well-being and self-efficacy among educators.¹¹

Nursing Interns—An Analysis Based on Kirkpatrick Model,” *Journal of Nursing Management* 2025, no. 1 (2025), <https://doi.org/10.1155/jnfm/8624274>.

⁶ M A J Willems and M M van Houten, “Embedding Professionals and Collaboration in the Organizational Change Context” (University of Glasgow, Glasgow, Scotland, United Kingdom: IGI Global, 2024), 183–219, <https://doi.org/10.4018/979-8-3693-4119-3.ch008>.

⁷ A Luthra, S Dixit, and V Arya, “Evaluating the Impact of Faculty Development on Employee Engagement Practices in Higher Education: Analysing the Mediating Role of Professional Development,” *Learning Organization* 31, no. 4 (2024): 565–84, <https://doi.org/10.1108/TLO-01-2023-0014>.

⁸ J Frenk et al., “Challenges and Opportunities for Educating Health Professionals after the COVID-19 Pandemic,” *The Lancet* 400, no. 10362 (2022): 1539–56, [https://doi.org/10.1016/S0140-6736\(22\)02092-X](https://doi.org/10.1016/S0140-6736(22)02092-X).

⁹ A Perusso et al., “The Effectiveness and Impact of Action Learning on Business Graduates’ Professional Practice,” *Journal of Management Education* 45, no. 2 (2021): 177–205, <https://doi.org/10.1177/1052562920940374>.

¹⁰ C P Guiégui et al., “Evaluation of Professional Stress among Public Secondary School Teachers in Agboville - Côte d’Ivoire in 2021,” *Archives Des Maladies Professionnelles et de l’Environnement* 84, no. 2 (2023), <https://doi.org/10.1016/j.admp.2022.10.006>.

¹¹ K Dvořáková et al., “Effectiveness of a Mindfulness-Based Professional Development Program for Primary School Teachers in the Czech Republic: A Quasi-Experimental Study,” *International Journal of Environmental Research and Public Health* 21, no. 12 (2024), <https://doi.org/10.3390/ijerph21121669>.

Organizational citizenship behavior and professional commitment are further shaped by age, tenure, and interpersonal communication within institutions.¹² These findings reinforce the need for HRM approaches that address both professional skills and human well-being.

In parallel, research on professional learning communities and collaborative cultures highlights their role in strengthening collective efficacy and organizational learning. Empirical evidence from various cultural contexts shows that professional communities can thrive under diverse leadership models when aligned with local values.¹³ Data-driven evaluation and inter-institutional collaboration have also been identified as key mechanisms for sustaining professional capital in high-performing schools.¹⁴ However, the effectiveness of these approaches often depends on contextual sensitivity and value congruence within institutions.¹⁵ This indicates that HRM models must be adaptable to cultural, ethical, and institutional specificities.

Despite these advances, several limitations and gaps remain in the existing literature. Many studies conceptualize HRM and professional competence primarily through managerial, psychological, or technical lenses, with limited attention to religious or scriptural value systems. Research on Islamic-based HRM often emphasizes universal ethical values without systematically grounding them in primary¹⁶ religious texts. Moreover, empirical studies integrating Qur'anic principles into HRM practices at the institutional level, particularly in basic education, remain

¹² L J Silva et al., "Design and Validation of a Simulator for Feline Cephalic Vein Cannulation — A Pilot Study," *Journal of Veterinary Medical Education* 48, no. 3 (2021): 276–80, <https://doi.org/10.3138/jvme.2019-0028>.

¹³ A Bautista et al., "Professional Learning Communities in Chinese Preschools: Challenging Western Frameworks," *Education Sciences* 13, no. 10 (2023), <https://doi.org/10.3390/educsci13101055>.

¹⁴ I Ausheva and Z Kabdykarimova, "Professional Capacity of the Leading Schools as a Managing Mechanism in Updating the Content of Secondary Education in Kazakhstan" (Nazarbayev Intellectual School, Almaty, Kazakhstan: Cambridge University Press, 2023), 151–72, <https://doi.org/10.1017/9781009070515.013>.

¹⁵ E Hahnrat and D Herbrechter, "(How) can adult education organisations foster the teaching staffs' professionalism by professional learning communities?: Empirical exploration of the implementability of a cooperative human resources development concept in adult education," *Gruppe. Interaktion. Organisation. Zeitschrift fur Angewandte Organisationspsychologie* 53, no. 4 (2022): 469–81, <https://doi.org/10.1007/s11612-022-00660-7>.

¹⁶ M Shahid, M Uzair-Ul-Hassan, and I Parveen, "Unveiling the Strands of Professional Stagnation: Genesis, Bolstering & Ramifications in Public Sector Educational Organization," *Cogent Education* 11, no. 1 (2024), <https://doi.org/10.1080/2331186X.2024.2387923>.

scarce.¹⁷ This gap suggests the need for context-specific and value-explicit frameworks that bridge modern HRM with normative religious foundations.

In response to these gaps, this study focuses on human resource management from a Qur'anic perspective in building professional competence within an Islamic educational institution. The study aims to provide a comprehensive portrayal of HRM practices at MI Al-Ma'had An-Nur and examine their alignment with Qur'anic values related to responsibility, justice, and human development. By situating HRM within a scriptural and ethical framework, this research seeks to extend existing HRM and professional development literature into the domain of Islamic education. The findings are expected to contribute theoretically by enriching value-based HRM discourse and practically by offering contextually grounded insights for Islamic educational institutions. Ultimately, this study aspires to demonstrate how Qur'anic principles can inform sustainable and holistic professional competence development in education.

RESEARCH METHODS

This study employed a qualitative descriptive research design to examine human resource management (HRM) practices at MI Al-Ma'had An-Nur from the perspective of the Qur'an. A qualitative approach was selected to capture meanings, values, and contextual dynamics embedded in naturally occurring educational practices without experimental intervention.¹⁸ This design was considered appropriate for understanding organizational behavior, managerial processes, and normative foundations underlying HRM in an Islamic educational institution.¹⁹

The research was conducted through several sequential stages. An initial observation was undertaken to obtain a general understanding of HRM practices at MI Al-Ma'had An-Nur, an institution established in 2015 that has demonstrated rapid organizational growth. This stage informed

¹⁷ M Ngema, "Development Support Groups' Contribution towards Professional Development of Teachers through a Training Needs Analysis," *South African Journal of Education* 44 (2024), <https://doi.org/10.15700/saje.v44ns1a2316>.

¹⁸ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D* (Bandung: Alfabeta, 2021).

¹⁹ Zuchri Abdussamad, *Metode Penelitian Kualitatif*, Syakir Med, 2021.

the focus and scope of the study, particularly the integration of Qur'anic values into HRM practices. Subsequently, relevant documents and literature were reviewed to construct a conceptual and normative framework. Semi-structured interviews were then conducted to obtain in-depth information that could not be captured through observation and documentation alone.

The primary research instrument was the researcher, who functioned as the key instrument in data interpretation and analysis, as is characteristic of qualitative research. Supporting tools included interview guidelines to ensure consistency across informants and document review matrices to organize relevant textual data. Audio recording devices and field notes were used to accurately capture interview data and observational findings.

Primary data were obtained through in-depth interviews with the head of the madrasah, one teacher, and a member of the *jamuternama* team at MI Al-Ma'had An-Nur. In addition, Qur'anic verses related to human resources, leadership, responsibility, and professional ethics were treated as primary normative data. Secondary data consisted of books, peer-reviewed journal articles, and relevant online sources addressing HRM, educational management, and Islamic perspectives on human development. Data collection techniques included observation, documentation, and interviews conducted in a complementary and iterative manner. Data analysis followed qualitative procedures involving data classification, reduction, thematic analysis, and interpretation. The analyzed data were then synthesized to draw conclusions regarding the implementation of Qur'anic principles in HRM practices.

To ensure the credibility and trustworthiness of the findings, data triangulation was applied by comparing information obtained from interviews, observations, documentation, and Qur'anic textual analysis. Source triangulation was also employed by involving informants with different roles within the institution. Prolonged engagement during the observation and careful documentation review enhanced contextual understanding and reduced researcher bias. Data interpretations were continuously cross-checked against empirical evidence and relevant literature to maintain analytical rigor and internal consistency.

FINDINGS AND DISCUSSION

Based on data reduction from both the selection of relevant Qur'anic verses and the analysis of interview findings, three central aspects of human resource management (HRM) were identified in the educational context of MI Al-Ma'had An-Nur: (1) professional recruitment and selection of teachers and staff, (2) monitoring and capacity development of educators, and (3) employee welfare. These three aspects reflect core values embedded in the Qur'an and are empirically evident in HRM practices at MI Al-Ma'had An-Nur, Ngrukem. Effective HRM implementation has enabled the institution to optimize performance and institutional achievements, as reflected in its rapid growth. Although established less than ten years ago, the madrasah has gained strong public trust, enrolling 409 students and operating 16 classrooms as of 2024. This growth indicates a positive relationship between value-based HRM and institutional development.

Tabel 1. Aspek seleksi SDM

Sumber	Data	Aspek
QS. (12):55	Dia (Yusuf) berkata, "Jadikanlah aku bendaharawan negeri (Mesir); karena sesungguhnya aku adalah orang yang pandai menjaga, dan berpengetahuan	Berpengetahuan dan amanah
QS. (28):26	..., "Wahai ayahku! Jadikanlah dia sebagai pekerja (pada kita), sesungguhnya orang yang paling baik yang engkau ambil sebagai pekerja (pada kita) ialah orang yang kuat dan dapat dipercaya."	Kompetensi dan integritas
Wawancara	Terdapat tiga tahap dalam penerimaan guru atau tenaga kependidikan	Kompetensi

Professional Recruitment and Selection of Human Resources

The recruitment and selection of teachers and educational staff at MI Al-Ma'had An-Nur are conducted through professional, transparent, and accountable procedures. Qur'anic guidance emphasizes competence and trustworthiness as fundamental criteria for employment, as reflected in QS. Yusuf (12):55, which highlights knowledge and integrity, and QS. Al-Qashash (28):26, which stresses strength and trustworthiness. These principles align with the institution's recruitment practices, which involve multiple stages designed to ensure merit-based selection. According to interview data with the head of the madrasah, recruitment begins with an official announcement of vacancies, followed by administrative screening and document verification. Candidates who meet the requirements proceed to competency tests and structured interviews.

The basic competency test assesses cognitive ability, personality, and civic insight, including verbal, numerical, and logical reasoning as well as understanding of national values. Field-specific competency tests evaluate pedagogical skills for teachers and administrative skills for educational staff. Interviews are conducted by a qualified panel to assess communication skills, motivation, integrity, and professional commitment. This multi-stage process reflects a meritocratic approach that minimizes nepotism and prioritizes competence and integrity. The Qur'anic narrative of Prophet Yusuf, who demonstrated expertise and trustworthiness before being appointed to a strategic position, reinforces the importance of competency-based recruitment. Similarly, the account of Prophet Musa underscores that professional capability must be accompanied by moral integrity. These findings indicate that MI Al-Ma'had An-Nur operationalizes Qur'anic values in its HRM recruitment system.

Monitoring, Evaluation, and Capacity Development

Following recruitment, systematic monitoring and evaluation are essential to maintain and enhance the performance of teachers and staff. Qur'anic principles emphasize accountability and continuous self-evaluation, as reflected in QS. Al-Taubah (9):105 regarding monitoring and

QS. Al-Hasyr (59):18 concerning reflection and evaluation. In practice, MI Al-Ma'had An-Nur institutionalizes these principles through the establishment of an internal quality assurance team known as *Jamuternama* (Jaminan Mutu Internal Madrasah). This team is responsible for supervising performance, identifying challenges, and proposing follow-up actions.

Jamuternama conducts regular weekly and monthly evaluations, with formal monthly meetings held at the end of each month. These meetings involve the head of the madrasah, vice principals, coordinators of teacher working groups, and administrative leaders. Issues related to performance, program planning, budgeting, and professional needs are discussed collaboratively. The outcomes of these meetings are communicated to all teachers and staff at the beginning of the following month, ensuring transparency and shared understanding. This structured monitoring system encourages continuous improvement and collective responsibility.

Capacity development is further strengthened through the Madrasah Guru Pembelajar (MGP) program, conducted quarterly. Training themes are determined based on empirical findings from *Jamuternama* evaluations, ensuring relevance and responsiveness to actual needs. Training is delivered through internal workshops or external collaborations, such as partnerships with educational publishers. This approach reflects the Qur'anic emphasis on sustained effort and accountability, fostering professional growth while maintaining institutional quality standards.

Tabel 2. Monitoring dan evaluasi

Sumber	Data	Aspek
QS. (9):105	..., "Bekerjalah kamu, maka Allah akan melihat pekerjaanmu, begitu juga Rasul-Nya dan orang-orang mukmin..."	Monitoring
QS. (59):18	Wahai orang-orang yang beriman, bertakwalah kepada Allah dan hedaklah setiap orang memperhatikan apa yang telah diperbuatnya untuk hari esok...	Evaluasi
Wawancara	Terbentuknya program <i>Jamuternama</i>	Monitoring, evaluasi

Employee Welfare and Institutional Sustainability

Employee welfare constitutes the third critical dimension of HRM at MI Al-Ma'had An-Nur. Qur'anic guidance in QS. Al-Nisa (4):58 emphasizes fulfilling trust and delivering rights to those entitled to them. In alignment with this principle, the institution provides various welfare benefits, including transportation subsidies based on distance and six months of maternity leave with continued salary. These policies demonstrate a strong institutional commitment to fairness and employee well-being.

Welfare policies are complemented by opportunities for professional advancement, such as support for further studies and participation in external development programs. Attention to welfare has been shown to positively influence job satisfaction, motivation, and performance. A supportive work environment fosters harmonious relationships, reduces stress, and encourages innovation among teachers and staff. From a Qur'anic perspective, fulfilling employees' rights is not merely an administrative obligation but a moral imperative that reflects justice and accountability.

Overall, the findings indicate that HRM at MI Al-Ma'had An-Nur integrates Qur'anic principles of competence, accountability, and justice into concrete managerial practices. Professional recruitment ensures merit-based staffing, systematic monitoring promotes continuous improvement, and welfare policies sustain motivation and institutional harmony. This integrated approach contributes significantly to the effectiveness and sustainability of the institution, demonstrating that Qur'an-based HRM can serve as a viable and impactful framework for strengthening professional competence in educational settings.

Tabel 3. Kesejahteraan pekerja

Sumber	Data	Aspek
QS. (4):58	Sungguh, Allah menyuruhmu menyampaikan amanat kepada yang berhak menerimanya... Sungguh, Allah Maha Mendengar, Maha Melihat	Menyampaikan amanah
Wawancara	Tersedia subsidi transportasi sesuai jarak Ditetapkannya cuti melahirkan dengan tetap mendapat gaji	Kesejahteraan

QS. Al-Nisa (4):58 explains that Allah SWT commands human beings to deliver trusts to those who are entitled to them. Basic salaries, allowances, subsidies, and maternity leave are among the rights that must be fulfilled for individuals who have dedicated their service to the institutions in which they work. The fulfillment of these rights generates various positive impacts on the institution, including the creation of a conducive working environment, the development of harmonious professional relationships, the encouragement of innovation, and the reduction of stress levels among teachers and educational staff.

Human resource management (HRM) in the field of education plays a strategic role in creating high-quality educational institutions. Effective HRM encompasses recruitment, competency development, and continuous performance evaluation, all of which contribute to the formation of professional and integrity-driven educators. Competent educators not only enhance the quality of learning but also influence the holistic development of students. Research indicates that educational institutions with effective HRM practices experience positive institutional outcomes. Therefore, well-planned HRM that is responsive to contemporary educational needs and challenges is essential for improving educational quality.

In the recruitment of teachers and educational staff, careful planning is required, including mapping existing human resource availability, identifying unmet personnel needs, and formulating comprehensive HR plans. MI Al-Ma'had An-Nur implements professional planning and recruitment processes. This planning aims to determine both the number

and types of teachers and staff required. The determination process involves comparing the ideal number and diversity of competencies required to accomplish all institutional tasks with the existing number and competency distribution of teachers and staff. This process includes inventory activities to identify all available personnel. The identification of staffing needs is based on several strategic considerations. The recruitment and selection processes at MI Al-Ma'had An-Nur uphold meritocratic values, as evidenced by the fact that many teachers are not alumni of, nor affiliated with, the An-Nur pesantren. The implementation of a merit-based system is essential to securing professional personnel, which significantly influences institutional performance. Institutions staffed by competent individuals are more likely to achieve higher levels of success.

Tafsir Al-Mishbah's interpretation of QS. Yusuf (12):55 illustrates how the king first tested Yusuf before appointing him to a high-ranking position. During the encounter, Yusuf was able to clearly and effectively explain the problems faced by the king, impressing him with his insight. As a result, the king sought to appoint Yusuf to a strategic leadership role. Yusuf ultimately requested to be appointed as the state treasurer based on his extensive knowledge and trustworthy integrity in fulfilling the entrusted responsibility. This verse implicitly conveys the importance of a meritocratic system in employee recruitment.

Following the human resource planning and recruitment stages, the next critical aspect is control over human resources. MI Al-Ma'had An-Nur structures its monitoring and evaluation processes through a program known as *Jamaternama*. Control or supervision is a fundamental function of management. Supervision is carried out by appointed supervisors teachers assigned to oversee programs from the planning and implementation stages to evaluation. In addition, supervisors are responsible for organizing training programs and providing guidance to develop professional teachers and staff. Training programs for teachers and educational staff are essential for enhancing performance.²⁰ At least four key benefits result from training: improving skills, expanding knowledge, facilitating positive change, and supporting career development. Without continuous training adapted to evolving educational demands, teachers

²⁰ Husaini Usman, *Administrasi, Manajemen, Dan Kepemimpinan Pendidikan: Teori Dan Praktik*, ed. Bunga Sari Fatmawati (Jakarta: Bumi Aksara, 2019).

and staff would face difficulties in keeping pace with developments in the educational sector.²¹

Tafsir Al-Mishbah's interpretation of QS. Al-Taubah (9):105 explains that every individual's deeds will be observed by Allah, the Messenger, and the believers. Therefore, humans should remain constantly aware of Allah's supervision in every action they undertake. This verse encourages self-awareness and self-monitoring of one's actions. The function of supervision or monitoring is essential in all human activities, including education. Through effective monitoring, teachers and staff are encouraged to perform their duties earnestly and responsibly. In the context of MI Al-Ma'had An-Nur, the Jamuternama program has proven effective in maintaining teacher and staff performance. When teachers and educational staff perform optimally, the resulting outcome is an improvement in the quality of education within the institution.

Beyond these aspects, institutions must also pay close attention to the welfare of their human resources to achieve optimal results. MI Al-Ma'had An-Nur provides various allowances and rewards to teachers and educational staff who demonstrate strong commitment and high performance.²² Research indicates that work motivation and job satisfaction simultaneously influence employee performance. Similar findings are supported by studies examining the impact of work environment and job satisfaction on employee productivity. Research on the relationship between job satisfaction and worker productivity has consistently shown reinforcing results across different periods and organizational contexts. Therefore, it is reasonable to conclude that job satisfaction occupies a strategic position in enhancing employee productivity.

The explanation of QS. Al-Nisa (4):58 regarding the fulfillment of trust can be elaborated as the fulfillment of employees' rights. The fulfillment of these rights significantly influences employee satisfaction. In this verse, Allah commands human beings to fulfill trusts completely and punctually to those entitled to them. In the workplace context, this implies

²¹ Yustinus Windrawanto, "Pelatihan Dalam Rangka Pengembangan Keprofesian Berkelanjutan Guru: Suatu Tinjauan Literatur," *Satya Widya* 31, no. 2 (2015): 90, <https://doi.org/10.24246/j.sw.2015.v31.i2.p90-101>.

²² Novi Susanti, "Pengaruh Lingkungan Kerja Dan Kepuasan Kerja Terhadap Produktivitas Pegawai Di RSUP Haji Adam Malik Medan" 3, no. 2 (2017): 137-56.

that employee welfare must be provided fully and on time. Leaders or institutions that fail to fulfill employees' rights may be categorized as unjust leaders or poorly managed institutions, resulting in neglect of employee rights. The verse also commands justice, meaning impartiality toward truth and the application of sanctions only to those who commit wrongdoing. Reward and punishment systems within an institution must be clear and transparent to prevent negative consequences such as jealousy among employees. Interpersonal relationships among employees must be carefully maintained to support the welfare of all members within the organization or institution.

CONCLUSION

This study aimed to provide a comprehensive portrayal of human resource management practices at MI Al-Ma'had An-Nur as aligned with the values embedded in the Qur'an. The findings demonstrate that the institution has successfully integrated Qur'anic principles into three core dimensions of human resource management: professional and merit-based recruitment, systematic monitoring and continuous capacity development, and the fulfillment of employee welfare. These practices have contributed to strengthening the professional competence, integrity, and performance of teachers and educational staff, which is reflected in the institution's rapid growth and increasing public trust.

The study further indicates that Qur'an-based human resource management is not merely normative in nature but can be operationalized into concrete managerial mechanisms that enhance institutional effectiveness. Meritocratic recruitment grounded in competence and trustworthiness ensures the selection of qualified personnel, while structured monitoring and evaluation systems foster accountability and continuous improvement. In addition, the fulfillment of employee welfare supports job satisfaction, motivation, and harmonious working relationships, thereby reinforcing organizational sustainability. Collectively, these findings contribute to the field of educational management by offering an integrative framework that bridges Islamic ethical values with modern human resource management practices.

Despite these contributions, this study is limited by its focus on a single educational institution, which may restrict the generalizability of the findings to other contexts. The qualitative design, while enabling in-depth understanding, also relies heavily on interpretive analysis and a limited number of informants. Consequently, the findings should be understood as context-specific rather than universally representative.

Future research is recommended to expand the scope of investigation by involving multiple educational institutions across different levels and sociocultural contexts. Comparative and mixed-methods studies could further examine the effectiveness of Qur'an-based human resource management models and measure their impact on educational quality and organizational performance more broadly. Such research would strengthen empirical validation and support the development of more robust, value based human resource management frameworks in educational settings.

REFERENCES

Abdussamad, Zuchri. *Metode Penelitian Kualitatif*. Syakir Med., 2021.

Ausheva, I, and Z Kabdykarimova. "Professional Capacity of the Leading Schools as a Managing Mechanism in Updating the Content of Secondary Education in Kazakhstan," 151–72. Nazarbayev Intellectual School, Almaty, Kazakhstan: Cambridge University Press, 2023. <https://doi.org/10.1017/9781009070515.013>.

Avidov-Ungar, O. *THE PERSONALIZED CONTINUING PROFESSIONAL LEARNING OF TEACHERS: A Global Perspective*. Achva Academic College, Faculty of Education and Leadership, Tel Aviv-Yafo, Israel: Taylor and Francis, 2023. <https://doi.org/10.4324/9781003424390>.

Azpilla, V, I Bartau-Rojas, A Aierbe-Barandiaran, and N Intxausti. "Teacher training and professional development in accordance with level of school effectiveness." *Revista de Educacion* 2021, no. 393 (2021): 155–79. <https://doi.org/10.4438/1988-592X-RE-2021-393-489>.

Bautista, A, R Xu, F Cen, and W Yang. "Professional Learning Communities in Chinese Preschools: Challenging Western Frameworks." *Education Sciences* 13, no. 10 (2023). <https://doi.org/10.3390/educsci13101055>.

Dvořáková, K, L García Valladares, B Butzer, C Lange, and M Greenberg. "Effectiveness of a Mindfulness-Based Professional Development Program for Primary School Teachers in the Czech Republic: A Quasi-

Experimental Study." *International Journal of Environmental Research and Public Health* 21, no. 12 (2024). <https://doi.org/10.3390/ijerph21121669>.

Frenk, J, L C Chen, L Chandran, E O H Groff, R King, A Meleis, and H V Fineberg. "Challenges and Opportunities for Educating Health Professionals after the COVID-19 Pandemic." *The Lancet* 400, no. 10362 (2022): 1539–56. [https://doi.org/10.1016/S0140-6736\(22\)02092-X](https://doi.org/10.1016/S0140-6736(22)02092-X).

Guiégui, C P, I N A Aka, A F Tchicaya, A P Bremi Amoussan, S Sablé, C Koffi, B A A Kouamé, et al. "Evaluation of Professional Stress among Public Secondary School Teachers in Agboville - Côte d'Ivoire in 2021." *Archives Des Maladies Professionnelles et de l'Environnement* 84, no. 2 (2023). <https://doi.org/10.1016/j.admp.2022.10.006>.

Hahnrrath, E, and D Herbrechter. "(How) can adult education organisations foster the teaching staffs' professionalism by professional learning communities?: Empirical exploration of the implementability of a cooperative human resources development concept in adult education." *Gruppe. Interaktion. Organisation. Zeitschrift fur Angewandte Organisationspsychologie* 53, no. 4 (2022): 469–81. <https://doi.org/10.1007/s11612-022-00660-7>.

Isa, M, and Y Hadijaya. "Quality Improvement Management in Teacher Professional Development." *Munaddhomah* 5, no. 2 (2024): 136–47. <https://doi.org/10.31538/munaddhomah.v5i2.782>.

Kuzminov, R, E Kudryavtseva, O Plyaskina, and L Bubekova. "Developing Human Resources and Building a Talent Pool for the Region through the Construction, Measurement, and Validation of Soft Competency Profiles for Current and Future Professionals (the ComPass System)." In *E3S Web of Conferences*, edited by I Abdullayev, V Kukhar, E Akhmetshin, E Akhmetshin, D Bekjanov, and A Carballo-Penela, Vol. 449. ASSESSTY, San Francisco, CA, United States: EDP Sciences, 2023. <https://doi.org/10.1051/e3sconf/202344904011>.

Liu, H, H Huang, M Li, P Mao, A Zhang, Y Sun, Z Liu, et al. "The Effect of 'Online–Simulation–Bedside' Three-Step Teaching Method in Team Cardiopulmonary Resuscitation Skills Training of Emergency Department and Critical Care Nursing Interns—An Analysis Based on Kirkpatrick Model." *Journal of Nursing Management* 2025, no. 1 (2025). <https://doi.org/10.1155/jonm/8624274>.

Luthra, A, S Dixit, and V Arya. "Evaluating the Impact of Faculty Development on Employee Engagement Practices in Higher Education: Analysing the Mediating Role of Professional

Development." *Learning Organization* 31, no. 4 (2024): 565–84. <https://doi.org/10.1108/TLO-01-2023-0014>.

Ngema, M. "Development Support Groups' Contribution towards Professional Development of Teachers through a Training Needs Analysis." *South African Journal of Education* 44 (2024). <https://doi.org/10.15700/saje.v44ns1a2316>.

Perusso, A, P van der Sijde, R Leal, and M Blankesteijn. "The Effectiveness and Impact of Action Learning on Business Graduates' Professional Practice." *Journal of Management Education* 45, no. 2 (2021): 177–205. <https://doi.org/10.1177/1052562920940374>.

Shahid, M, M Uzair-Ul-Hassan, and I Parveen. "Unveiling the Strands of Professional Stagnation: Genesis, Bolstering & Ramifications in Public Sector Educational Organization." *Cogent Education* 11, no. 1 (2024). <https://doi.org/10.1080/2331186X.2024.2387923>.

Silva, L J, C T Cordeiro, M B G Cruz, and S T de Oliveira. "Design and Validation of a Simulator for Feline Cephalic Vein Cannulation — A Pilot Study." *Journal of Veterinary Medical Education* 48, no. 3 (2021): 276–80. <https://doi.org/10.3138/jvme.2019-0028>.

Sugiyono. *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*. Bandung: Alfabeta, 2021.

Willems, M A J, and M M van Houten. "Embedding Professionals and Collaboration in the Organizational Change Context," 183–219. University of Glasgow, Glasgow, Scotland, United Kingdom: IGI Global, 2024. <https://doi.org/10.4018/979-8-3693-4119-3.choo8>.