



Strategic Functions of Human Resource Management in Islamic Education Institutions

Betty Anggoro Weni¹, Hafizh Taufiq Fadlur Rahman¹, Ice Rosina Sari¹, Eti Hadiati¹, Junaidah¹

¹Universitas Islam Negeri Raden Intan Lampung, Indonesia

 bettyanggoroweni@gmail.com *

Abstract

Human Resource Management is a strategic function for aligning educators and educational personnel with institutional objectives and contemporary educational demands. This study aims to analyze the fundamental functions of Human Resource Management in educational institutions, including human resource planning and recruitment, continuous professional development, compensation and work motivation, evidence-based performance management and evaluation, and the integration of these functions toward institutional excellence. This study employed a qualitative using a content analysis approach to identify, categorize, and synthesize major themes related to Human Resource Management in education. The analysis focused on relevant literature published between 2019 and 2026. The findings identify five interconnected functions. First, adaptive human resource planning and recruitment require competency mapping and competency-based selection to address pedagogical and technological competency gaps. Second, continuous professional development through training, mentoring, and career development supports educator competence and job satisfaction. Third, compensation systems that integrate financial and non-financial rewards and performance-based remuneration support work motivation, work engagement, and staff retention. Fourth, evidence-based performance management and evaluation through classroom observations, portfolios, digital metrics, and constructive feedback support career development and continuous performance improvement. Fifth, the integration of these functions through strategic planning, competency development, balanced reward systems, and objective evaluation contributes to a collaborative, innovative, and accountable organizational culture. Overall, the findings indicate that Human Resource Management should be reoriented from an administrative function toward an integrated strategic function to strengthen institutional excellence, sustainable educational quality, and institutional transformation.

Article Information:

Received June 10, 2026

Revised July 18, 2026

Accepted August 10, 2026

Keywords: *Educator competence, moral development, Islamic education, Islamic secondary school*

How to cite:

Weni, B. A., Rahman, H. T. F., Sari, I. R., Hadiati, E., Junaidah, J. (2026). Strategic Functions of Human Resource Management in Islamic Education Institutions. *Ahlussunnah: Journal of Islamic Education*, 5(2), 701-709.

E-ISSN:

2827-9573

Published by:

The Institute for Research and Community Service

INTRODUCTION

In the era of globalization and increasingly intense competition in education, the role of Human Resource Management has fundamentally shifted from routine administrative functions, such as payroll management, administrative recruitment, and attendance recording, toward a strategic function that is crucial for shaping the long-term vision of educational institutions (Cooke et al., 2022; Roundy & Burke-Smalley, 2022; Salas-Vallina et al., 2021). This shift is driven by the need to adapt to digital technological change, workforce diversity, and increasingly demanding stakeholder expectations. Educators and educational personnel are no longer viewed merely as technical operational implementers but as primary forms of intellectual capital encompassing knowledge, skills, innovation, and commitment, all of which contribute to the competitive advantage of educational institutions amid global competition (Adji, 2018).

Effective Human Resource Management is closely associated with the capacity of educational institutions to maintain organizational effectiveness and sustainable educational quality. The literature emphasizes that this effectiveness depends on the alignment of human resource planning, educator competencies, professional development, and institutional objectives (Berger et al., 2021; Jami & Muharam, 2022). A strategic approach to Human Resource Management can also support pedagogical innovation, adaptation to changing curricular demands, and the development of organizational capacity in response to technological and educational changes (Hugar & Battase, 2024). Therefore, Human Resource Management should be positioned not merely as an administrative function but as an integrated strategic mechanism for strengthening institutional capacity and responding to the evolving demands of education (Anwar et al., 2020; Fang et al., 2021; Vrontis et al., 2023).

The contemporary educational environment is increasingly confronted with technological disruption, including the integration of artificial intelligence, hybrid online learning, and big data analytics, as well as rapidly evolving pedagogical demands, including project-based approaches, personalized learning, and the development of soft skills such as critical thinking and digital collaboration. These changes require flexibility, adaptability, and the acquisition of new competencies from all human resource components, both in secondary schools and higher education institutions. Teachers, lecturers, administrative staff, and institutional leaders are increasingly expected to move beyond traditional roles and become facilitators of innovation.

Without a responsive and visionary Human Resource Management system that incorporates technology-based training, regular digital competency assessment, and talent succession strategies, educational institutions may experience substantial difficulties in aligning their internal capacities with increasingly complex and digitally oriented external expectations. These expectations include global accreditation standards, industry demands for work-ready graduates, and government regulations concerning Education 4.0 transformation. Such conditions may increase the risks of declining teaching quality, high employee turnover, and competitive disadvantage (Robert-Huot & Cloutier, 2020).

Therefore, strengthening Human Resource Management functions through digitally oriented competency-based recruitment, adaptive career development programs, and human resource analytics for workforce demand forecasting has become a strategic imperative for ensuring the relevance, resilience, and institutional excellence of educational institutions amid continuous change (Akilah, 2018; Julhadi & Ritonga, 2023). Such strengthening is also important for developing high-quality human resources capable of responding to the demands of Industry 5.0. Nevertheless, previous studies indicate that several challenges continue to affect the effectiveness of Human Resource Management in educational institutions. These

challenges include unequal workload distribution, low intrinsic motivation, and difficulties in recruiting and retaining qualified educators (Zulfatussoraya et al., 2023). Work-related burnout and high turnover intention among teachers are also associated with weaknesses in professional development and compensation systems that do not adequately address educators' broader needs (Gusli et al., 2024). These conditions suggest that Human Resource Management functions cannot be treated solely as administrative activities. Instead, effective planning, professional development, compensation, and performance management are necessary to support educator well-being, organizational effectiveness, and sustainable educational quality.

These challenges indicate that Human Resource Management should not be examined as a collection of isolated administrative activities. Rather, its functions need to be understood as an interconnected system involving human resource planning and recruitment, professional development, compensation and motivation, performance management and evaluation, and their strategic integration. Although previous studies have discussed individual aspects of Human Resource Management, a comprehensive synthesis that connects these functions within a contemporary educational context remains important (Hugar & Battase, 2024; Sakban et al., 2019; Zhang et al., 2022). In particular, there is a need to clarify how these functions interact in addressing competency gaps, supporting educator development, strengthening motivation and retention, improving performance evaluation, and ultimately contributing to institutional excellence. This perspective is particularly relevant amid the simultaneous pressures of technological transformation, changing pedagogical expectations, workforce development, and institutional accountability.

Given the complexity of these challenges, this study seeks to provide a comprehensive conceptual and practical synthesis for educational institution managers by examining the fundamental functions of Human Resource Management through a qualitative literature review using content analysis. The analysis focuses on the interconnected dimensions of strategic planning and recruitment, continuous professional development, compensation and work motivation, evidence-based performance management and evaluation, and the integration of these functions toward institutional excellence. Through the reconstruction and synthesis of these functions, the study aims to contribute to the development of Human Resource Management strategies that are inclusive, progressive, evidence-oriented, and responsive to future educational demands (Merve & Cagda, 2018).

Given the complexity of these challenges, this study aims to provide a comprehensive synthesis of the fundamental functions of Human Resource Management in educational institutions through a qualitative literature review using content analysis. The analysis focuses on five interconnected dimensions: human resource planning and recruitment, continuous professional development, compensation and work motivation, evidence-based performance management and evaluation, and the integration of these functions toward institutional excellence. By synthesizing these dimensions, the study seeks to clarify how Human Resource Management can move beyond its traditional administrative role toward an integrated strategic function that supports educator development, organizational effectiveness, sustainable educational quality, and institutional excellence.

METHODS

This study employed a qualitative using a content analysis approach to examine the functions of Human Resource Management in educational institutions. The approach was selected because it enables the systematic identification, classification, interpretation, and synthesis of concepts and findings reported in previous studies related to human resource management in education (Kara, 2023; Lyhne et al., 2025). The analysis focused on literature published between 2019 and 2026 to capture

recent developments concerning the management of educators and educational personnel in response to contemporary educational demands.

The literature was identified from relevant academic sources addressing Human Resource Management in educational institutions, including human resource planning and recruitment, professional development, compensation and work motivation, performance management and evaluation, and strategic integration of human resource functions. The selection of literature considered its relevance to the research focus, academic credibility, publication period, and substantive contribution to understanding Human Resource Management in the educational context. Literature that did not directly address Human Resource Management or its application within educational institutions was excluded from the analysis.

The content analysis was conducted through several stages. First, the selected literature was read comprehensively to identify concepts, arguments, and empirical findings relevant to the research objectives. Second, relevant information was coded according to recurring concepts related to the functions of Human Resource Management. Third, similar codes were grouped into broader categories. Fourth, the categories were compared and interpreted to identify relationships and patterns across the literature. Finally, the resulting categories were synthesized to develop an integrated understanding of the role of Human Resource Management in supporting institutional effectiveness and educational transformation (Adel et al., 2016; Bengtsson, 2016; Engkizar et al., 2026; Uiboleht et al., 2016).

The analysis resulted in five major thematic categories: adaptive human resource planning and recruitment strategies; continuous professional development; compensation dynamics and work motivation; evidence-based performance management and evaluation; and the integration of Human Resource Management functions toward institutional excellence. These categories were subsequently interpreted in relation to one another to explain how the integration of Human Resource Management functions can contribute to educator competence, organizational commitment, staff engagement, career development, and sustainable institutional improvement (Kallio et al., 2016; Vears & Gillam, 2022).

To maintain the credibility of the analysis, the interpretation was based on the consistency of findings across the selected literature rather than on individual studies alone. Differences in findings or perspectives among the reviewed studies were considered during the synthesis process to avoid overgeneralization and to provide a balanced interpretation of the role of Human Resource Management in contemporary educational institutions.

RESULT AND DISCUSSION

The implementation of Human Resource Management functions in educational institutions is a cyclical process that requires integration between the operational needs of schools and their long-term strategic vision. The following provides an in-depth analysis of the main Human Resource Management functions in the context of contemporary education.

Adaptive Human Resource Planning and Recruitment Strategies

Human resource planning in educational institutions is not merely an administrative process for filling vacant positions, such as replacing retired employees or filling unexpected vacancies, but rather a long-term strategic effort to align the capacity of teaching staff with institutional objectives, including the achievement of the institution's vision and mission, the improvement of learning quality, and adaptation to national and international curricula (Adji, 2018).

Precise needs analysis through tools such as competency mapping, data-driven workforce demand forecasting, and human resource Strengths, Weaknesses, Opportunities, and Threats analysis enables schools to identify competency gaps in

the digital era, such as insufficient skills in blended learning, the use of virtual reality and augmented reality for learning simulations, or student data analysis. Accordingly, recruitment and selection processes can be focused on candidates who possess both pedagogical competencies and strong technological literacy, such as teachers who are proficient in integrating artificial intelligence into formative assessment (Hugar & Battase, 2024).

Effective human resource recruitment should be based on competency-based selection mechanisms, such as assessment centers, digital teaching simulations, and behavior-based interviews, as well as inclusive local participation, for example, by involving local teacher communities, prioritizing local personnel, and considering gender and ethnic diversity (Kassymova et al., 2025; Mustafa et al., 2026). Such approaches are necessary to ensure long-term staff sustainability, reduce employee turnover, increase loyalty, and build a sustainable organizational culture (Gusli et al., 2024). This approach not only optimizes resources but also creates a resilient human resource ecosystem that is prepared to respond to the dynamics of future education.

Optimization of Continuous Professional Development

Continuous professional development represents an essential component of strategic Human Resource Management because educators' competencies need to remain responsive to changing technological, curricular, and pedagogical demands. The reviewed literature identifies training, mentoring, and career development as complementary mechanisms for sustaining professional competence and supporting job satisfaction and institutional loyalty (Aisyah et al., 2024; Ping et al., 2018). Therefore, professional development should be positioned beyond short-term skills training and integrated into long-term Human Resource Management strategies to maintain educator capacity and institutional adaptability.

Compensation Dynamics and Work Motivation in the Educational Ecosystem

Compensation and reward systems in educational Human Resource Management function as crucial motivational stimuli for promoting productivity, talent retention, and the achievement of educational targets. However, recent literature emphasizes that compensation should not be viewed solely from a financial perspective, such as basic salaries, performance allowances, or monthly incentives, but should instead adopt a holistic approach by integrating non-financial rewards, such as professional recognition, for example, certificates of appreciation for outstanding teachers or publications in institutional journals, transparent promotion based on meritocracy and clear performance indicators, as well as a supportive work environment, such as flexible working hours, work-life balance support, and mental health programs. These aspects play a vital role in developing long-term organizational commitment and reducing burnout (Palacio et al., 2021; Susisofianti et al., 2025).

The effectiveness of remuneration systems linked to measurable performance, such as performance-based pay based on objective indicators, including student satisfaction levels, innovations in teaching methods, or research contributions, has been demonstrated to significantly increase staff work engagement. Ultimately, increased engagement directly affects the quality of teacher–student interactions in the classroom, including increased active learning participation, reduced dropout rates, and improved learning outcomes (Perry et al., 2023). This approach not only motivates individuals but also aligns with the principle of distributive justice, thereby creating a sustainable achievement-oriented culture within educational institutions.

Evidence-Based Performance Management and Evaluation

Performance evaluation serves as an essential quality-control instrument and as a foundation for future career planning. It enables the identification of individual strengths, weaknesses, and development potential to support organizational growth. Effective performance assessment should move beyond being merely an annual

formality, such as completing standardized forms without in-depth analysis, toward an evidence-based evaluation system that utilizes objective data, including classroom observations, student learning outcome portfolios, digital metrics, and constructive feedback provided regularly through 360-degree evaluation sessions or coaching and mentoring (Gusli et al., 2024).

Weaknesses in performance assessment systems, such as evaluator subjectivity, unclear criteria, or inconsistent implementation, often become obstacles to individual career development, such as promotion stagnation, and to overall organizational effectiveness. Such conditions may result in staff demotivation, high turnover, and declining educational quality (Merve & Cagda, 2018; Zulfatussoraya et al., 2023).

By implementing transparent performance management, including real-time performance indicator dashboards, evaluator training, and integration with Human Resource Information Systems, educational institutions can identify areas requiring development, such as digital literacy training or instructional leadership, while also providing fair recognition to high-performing educators, such as performance bonuses or opportunities for further study. Consequently, a continuous improvement cycle can be established in alignment with the institution's strategic objectives.

Synthesis: Integrating Human Resource Management Functions toward Institutional Excellence

Holistically, the role of Human Resource Management in education is to create synergy among five main functions: strategic planning, competency-based recruitment, continuous professional development, balanced compensation and rewards, and objective performance evaluation. This integration aims to establish an excellent organizational culture based on collaboration, innovation, and accountability. Harmonious integration among these functions, for example, through an integrated talent management model that connects evaluation data with human resource planning and individual development programs, will produce educators who are not only professionally competent, such as possessing expertise in digital pedagogy and adaptive curricula, but also demonstrate a high level of moral dedication, reflected in their work ethic, integrity, and commitment to student character development (JA, 2025).

The success of modern educational transformation toward technology-based, inclusive, and outcome-oriented models depends greatly on the ability of institutional leaders to manage human resources as the most valuable strategic asset, beyond physical infrastructure or financial resources, because people are the primary source of innovation, adaptation, and the achievement of sustainable educational visions in an era of disruption (Intania & Nurcholis, 2024; Wulandari & Bengkulu, 2020). Therefore, integrated Human Resource Management not only ensures competitive advantage but also positions educational institutions as centers for developing high-quality human capital for the nation.

CONCLUSION

This study concludes that Human Resource Management in educational institutions should be understood as an integrated strategic system rather than a set of separate administrative functions. The synthesis of the literature indicates that the effectiveness of human resource planning and recruitment, professional development, compensation and work motivation, and performance management and evaluation depend on the extent to which these functions are aligned with institutional objectives. Their integration provides a foundation for strengthening educator competence, organizational engagement, career development, and continuous institutional improvement.

The findings further suggest that the strategic orientation of Human Resource Management is particularly important in responding to technological change,

evolving pedagogical demands, and increasing expectations for institutional accountability. Accordingly, educational institutions need to develop Human Resource Management practices that are competency-oriented, evidence-based, transparent, and responsive to changing educational contexts. Such an orientation shifts the role of Human Resource Management from an administrative support function toward a strategic mechanism for sustaining educational quality and institutional excellence.

REFERENCES

- Adel, S. M. R., Davoudi, M., & Ramezanzadeh, A. (2016). A qualitative study of politeness strategies used by Iranian EFL learners in a class blog. *Iranian Journal of Language Teaching Research*, 4(1), 47–62. <https://doi.org/10.30466/ijltr.2016.20377>
- Adji, M. (2018). Budaya dalam Pengajaran Bipa: Respons Orang Asing terhadap Budaya Sunda dalam Hubungan Lintas Budaya. *Metahumaniora*, 8(2), 281–288. <https://doi.org/10.24198/metahumaniora.v8i2.20703>
- Aisyah, C., Zulkifli, M. binti, Akidah, N., Ilma, M., Indiyani, I., Abdi, H., & Febriani, A. (2024). Six Roles of Teacher Organizations in Improving Professional Competence. *Muaddib: International Journal of Islamic Teaching and Learning*, 1(1), 1–12. <https://doi.org/https://doi.org/10.63061/muijte.v1i1.6>
- Akilah, F. (2018). Peran Manajemen Sumber Daya Manusia Dalam Lembaga Pendidikan. *Adaara: Jurnal Manajemen Pendidikan Islam*, 6(1), 518–534. <https://doi.org/10.35673/ajmpi.v6i1.282>
- Anwar, N., Nik Mahmood, N. H., Yusliza, M. Y., Ramayah, T., Noor Faezah, J., & Khalid, W. (2020). Green Human Resource Management for organisational citizenship behaviour towards the environment and environmental performance on a university campus. *Journal of Cleaner Production*, 256, 120401. <https://doi.org/10.1016/j.jclepro.2020.120401>
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2(1), 8–14. <https://doi.org/10.1016/j.npls.2016.01.001>
- Berger, E., Bossenbroek, L., Beermann, A. J., Schäfer, R. B., Znari, M., Riethmüller, S., Sidhu, N., Kaczmarek, N., Benaissa, H., Ghamizi, M., Plicht, S., Ben Salem, S., El Qorchi, F., Naimi, M., Leese, F., & Frör, O. (2021). Social-ecological interactions in the Draa River Basin, southern Morocco: Towards nature conservation and human well-being using the IPBES framework. *Science of the Total Environment*, 769. <https://doi.org/10.1016/j.scitotenv.2020.144492>
- Cooke, F. L., Dickmann, M., & Parry, E. (2022). Building sustainable societies through human-centred human resource management: emerging issues and research opportunities. *International Journal of Human Resource Management*, 33(1), 1–15. <https://doi.org/10.1080/09585192.2021.2021732>
- Engkizar, E., Jaafar, A., Hamzah, M. I., Syafril, S., Febriani, A., Oktavia, G., & Satrial, A. (2026). Quran Teachers' Skills as Pedagogical Foundations: Conceptual and Practical Insights into Nine Competencies. *Muaddib: Journal of Islamic Teaching and Learning*, 2(1), 22–38.
- Fang, K., Xu, A., He, J., Fang, C., & Liu, Q. (2021). Integrated assessment and division management of sustainable development in the Belt and Road countries. *Kexue Tongbao/Chinese Science Bulletin*, 66(19), 2441–2454. <https://doi.org/10.1360/TB-2020-0447>
- Gusli, R. A., Sesmiarni, Z., Akhyar, M., & Mira Lestari, K. (2024). Pendekatan Efektif dalam Pengelolaan Sumber Daya Manusia di Lembaga Pendidikan Islam. *Dirasah: Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam*, 7(2), 477–488. <https://doi.org/10.58401/dirasah.v7i2.1324>

- Hugar, M., & Battase, S. T. (2024). The Integral Role of Human Resource Management in Higher Education Institutions. *International Research Journal on Advanced Engineering and Management (IRJAEM)*, 2(09), 2807–2810. <https://doi.org/10.47392/IRJAEM.2024.0409>
- Intania, N., & Nurcholis, N. (2024). Transforming Traditional Learning Methods in Pesantren: Integrating Technology in Response to Society 5.0 at Pondok Pesantren Khozinatul Ulum Blora. *Global Educational Research Review*, 1(2), 100–109. <https://doi.org/10.71380/gerr-08-2024-10>
- JA, A. (2025). Impact of human resource management practices on educator satisfaction and educational outcomes in Pithoragarh. *International Journal of Research in Management*, 7(1), 104–109. <https://doi.org/10.33545/26648792.2025.v7.i1b.270>
- Jami, D. Z., & Muharam, A. (2022). Strategy for Improving the Quality of Islamic Religious Education Study Programs with Total Quality Management. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(2), 267–283. <https://doi.org/10.31538/ndh.v7i2.2096>
- Julhadi, & Ritonga, M. (2023). Human Resource Management in Islamic Educational Institutions to Improve Competitiveness in Society 5.0 Era. *International Journal of Sustainable Development and Planning*, 18(2), 611–619. <https://doi.org/10.18280/ijstdp.180231>
- Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13031>
- Kara, H. (2023). Qualitative data analysis. In *Research and Evaluation for Busy Students and Practitioners* (An expanded, pp. 187–202). Policy Press. <https://doi.org/10.51952/9781447366263.ch012>
- Kassymova, G. K., Talgatov, Y. K., Arpentieva, M. R., Abishev, A. R., & Menshikov, P. V. (2025). Artificial Intelligence in the Development of the Theory and Practices of Self-Directed Learning. *Multidisciplinary Journal of Thought and Research*, 1(3), 66–79. <https://mujoter.intischolar.id/index.php/mujoter/article/view/19>
- Lyhne, C. N., Thisted, J., & Bjerrum, M. (2025). Qualitative content analysis—framing the analytical process of inductive content analysis to develop a sound study design. *Quality & Quantity*, 59(6), 5329–5349. <https://doi.org/10.1007/s11135-025-02220-9>
- Merve, U., & Cagda, K. C. (2018). Teachers opinions of human resources management functions in private schools. *Educational Research and Reviews*, 13(12), 487–494. <https://doi.org/10.5897/ERR2017.3407>
- Mustafa, A., Khoirunisa, N., Giling, M., & Parta, M. H. (2026). Toward an Integrative Ethical Governance Model: Quranic and Hadith Perspectives in the 21st Century. *Multidisciplinary Journal of Thought and Research*, 2(1), 14–24. <https://doi.org/10.67055/wnp99r40>
- Palacio, J. R. S., Climent, V. C., & Catalá, A. E. (2021). The organizational model of the Economy for the Common Good and its comparison with other approaches to Sustainability. *CIRIEC-Espana Revista de Economia Publica, Social y Cooperativa*, 101, 143–163. <https://doi.org/10.7203/CIRIEC-E.101.16399>
- Perry, N. E., VandeKamp, K. O., Mercer, L. K., & Nordby, C. J. (2023). Investigating teacher-student interactions that foster self-regulated learning. In *Using Qualitative Methods To Enrich Understandings of Self-regulated Learning: A Special Issue of educational Psychologist* (pp. 5–15). <https://doi.org/10.4324/9781410608529-2>
- Ping, C., Schellings, G., & Beijard, D. (2018). Teacher educators’ professional

- learning: A literature review. *Teaching and Teacher Education*, 75(1), 93–104. <https://doi.org/10.1016/j.tate.2018.06.003>
- Robert-Huot, G., & Cloutier, J. (2020). La gestion des ressources humaines dans les PME : une analyse systématique de la littérature. *Revue Internationale P.M.E.*, 33(1), 101–146. <https://doi.org/10.7202/1069285ar>
- Roundy, P. T., & Burke-Smalley, L. (2022). Leveraging entrepreneurial ecosystems as human resource systems: A theory of meta-organizational human resource management. *Human Resource Management Review*, 32(4). <https://doi.org/10.1016/j.hrmr.2021.100863>
- Sakban, S., Nural, I., & Bin Ridwan, R. (2019). Manajemen Sumber Daya Manusia. *Journal of Administration and Educational Management (Alignment)*, 2(1), 93–104. <https://doi.org/10.31539/alignment.v2i1.721>
- Salas-Vallina, A., Alegre, J., & López-Cabral, Á. (2021). The challenge of increasing employees' well-being and performance: How <scp>human resource management</scp> practices and engaging leadership work together toward reaching this goal. *Human Resource Management*, 60(3), 333–347. <https://doi.org/10.1002/hrm.22021>
- Susisofianti, Hendri Gunawan, Januar, & Supratman Zakir. (2025). The Role of Strategic Planning in Improving the Quality of Management of Education Organizations. *International Journal of Education Management and Religion*, 2(2), 58–71. <https://doi.org/10.71305/ijemr.v2i2.159>
- Uiboleht, K., Karm, M., & Postareff, L. (2016). How do university teachers combine different approaches to teaching in a specific course? A qualitative multi-case study. *Teaching in Higher Education*, 21(7), 854–869. <https://doi.org/10.1080/13562517.2016.1183615>
- Vears, D. F., & Gillam, L. (2022). Inductive content analysis: A guide for beginning qualitative researchers. *Focus on Health Professional Education: A Multi-Professional Journal*, 23(1), 111–127. <https://doi.org/10.11157/fohpe.v23i1.544>
- Vrontis, D., Christofi, M., Pereira, V., Tarba, S., Makrides, A., & Trichina, E. (2023). Artificial intelligence, robotics, advanced technologies and human resource management: a systematic review. *Artificial Intelligence and International HRM*, 172–201. <https://doi.org/10.4324/9781003377085-7>
- Wulandari, A., & Bengkulu, U. (2020). Pengembangan RPP Inovatif Abad 21 Pada Pembelajaran Tematik di Kelas IV SD Negeri Kota Bengkulu Osa Juarsa Neza Agusdianita. *Juridikdas Jurnal Riset Pendidikan Dasar*, 3(3), 362–372. <https://doi.org/10.33369/juridikdas.3.3.362-372>
- Zhang, M., Huang, L., & Yi, J. (2022). The relationship between social support and subjective happiness: A mediation model with moderator. *ACM International Conference Proceeding Series*, 386–392. <https://doi.org/10.1145/3564858.3564918>
- Zulfatussoraya, E. P., Hijriyah, U., Koderi, K., Sufian, M., & Erlina, E. (2023). Influence of Discipline and Pedagogical Competence on the Performance of Arabic Language Teachers / Pengaruh Disiplin Dan Kompetensi Pedagogis Terhadap Kinerja Guru Bahasa Arab. *Loghat Arabi: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 4(2), 217. <https://doi.org/10.36915/la.v4i2.130>

Copyright holder:

© Weni, B. A., Rahman, H. T. F., Sari, I. R., Hadiati, E., Junaidah, J.

First publication right:

Ahlussunnah: Journal of Islamic Education

This article is licensed under:**CC-BY-SA**