

Human Resource Planning and Recruitment Management in Islamic Educational Institutions: A Case Study of HR Strategy and Processes

Fardan Abdul Basith^{1*}, Muhammad Ridwan Aziz², Ayi Dini Purwandi³, Dwi Haryanto Hamdani⁴, Badrudin⁵

Abstract

Human resource management (HRM) is a crucial component in strengthening the quality and sustainability of Islamic educational institutions, including Boarding schools. As educational demands increasingly require professionalism, digital competence, and organizational effectiveness, Boarding schools must manage their human resources through systematic planning and recruitment. This study explores HR planning and recruitment at Boarding School Al-Musyarrafah, Cianjur, focusing on how workforce needs are identified, how future HR demands are forecasted, and how recruitment strategies align with institutional goals and Islamic educational values. Using a qualitative case study approach, data were collected through interviews, observations, and documentation to analyze HR practices and challenges within the Boarding School context. The study is guided by several research questions: how the Boarding School conducts HR planning, how it forecasts future workforce requirements, what recruitment strategies are employed, how Islamic values influence HR processes, and what obstacles arise in implementation. The theoretical framework integrates modern HRM theories such as workforce planning, competency-based recruitment, and structured selection processes with principles of Islamic education emphasizing amanah, adab, khidmah, and educator integrity. This hybrid framework positions HRM not only as a managerial function but also as a moral responsibility. The study contributes by offering an empirical model of HR planning and recruitment suited to Boarding schools, demonstrating how modern HRM principles can be harmonized with Islamic educational philosophy to produce effective, ethical, and culturally grounded HR practices.

Keywords: human resource management; workforce planning; recruitment process; Islamic education institutions; competency-based recruitment

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¹²³⁴⁵Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia

*Author Correspondent: fardanabdulbasith@uinsgd.ac.id

Introduction

From an Islamic Education Management perspective, human resource planning serves to ensure that an institution has the appropriate number, qualifications, and competencies of educators to meet both short-term and long-term needs. This process includes analyzing educator needs, projecting capacity development, and designing a sustainable development system. Meanwhile, the human resource recruitment process in Islamic education focuses not only on academic competency but also on the personality, spirituality, and moral integrity of prospective educators as a representation of Islamic values. The modern management paradigm emphasizes the importance of strategic human resource planning, namely the integration of human resource planning with the institution's overall strategic planning. In the context of Islamic education, this means that every policy on recruitment and development of educators must be directed towards supporting the achievement of the goals of Islamic education, namely, producing individuals with character. *Rahmatan Lil 'Alamin*, in the context of education, has

unique characteristics compared to other sectors. Educational human resources include not only educational staff (teachers/lecturers) but also educational personnel (principals, administrative staff, librarians, counselors, technicians, and others) who play a strategic role in the educational ecosystem. The complexity of management lies in the multidimensional nature of educational tasks, which encompass academic, administrative, social, moral, and spiritual aspects.

Based on the above background, the research questions are formulated as follows: 1) How is the human resource planning process implemented at the *Al-Musyarrofah* Islamic Boarding School, in terms of needs and competency development? 2) How is the human resource recruitment mechanism implemented to align with the vision, mission, and values of Islamic education? 3) What factors influence the implementation of human resource planning and recruitment from a managerial, cultural, and structural perspective? 4) What kind of HR planning model is ideal for creating professional and Islamically moral teaching staff?

In general, this study aims to analyze and develop a deeper understanding of human resource (HR) planning and recruitment practices in the context of Islamic educational institutions, specifically at the *Al-Musyarrofah* Modern Islamic Boarding School in Cianjur Regency. Specifically, the objectives of this study are: 1.) To describe the human resource planning process implemented at the *Al-Musyarrofah* Modern Islamic Boarding School, including needs analysis, qualification determination, and development strategies for teaching and administrative staff. 2) To analyze the HR recruitment system and mechanisms at the *Al-Musyarrofah* Modern Islamic Boarding School in relation to the principles of Islamic educational management and the professionalism of teaching staff. 3) Identify supporting and inhibiting factors in the implementation of human resource planning and recruitment in modern Islamic boarding schools. 4) Examine the relationship between Islamic educational management theory and human resource management practices at the *Al-Musyarrofah* Modern Islamic Boarding School, to identify any inconsistencies or gaps in practice. 5) Formulate a conceptual model for human resource planning and recruitment based on Islamic values that can be applied in modern Islamic educational institutions to improve the quality of educational management and the professionalism of educators.

This research is expected to provide scientific contributions to the development of Islamic Education Management theory and practice, particularly in the areas of human resource planning and recruitment. The findings of this study can enrich the academic literature by presenting an integrative conceptual model of HR management. Islamic spiritual values and modern management principles. a) For the *Al-Musyarrofah* Islamic Boarding School, the results of this study can serve as evaluation material and recommendations for improving the planning and recruitment system for teaching staff to make them more effective, professional, and sustainable. b) For managers of other Islamic educational institutions, this study can serve as a reference in designing policies and strategies for human resource management that are appropriate to the context and characteristics of Islamic-based institutions. c) For the government and the Ministry of Religious Affairs, the results of this study can provide input in formulating policies for developing teaching and administrative staff in Islamic educational institutions. d) For academics and researchers, this study can serve as a reference for further research focused on innovative human resource management models in Islamic boarding schools and modern Islamic educational institutions.

Method

This research uses a qualitative approach with a case study method. The qualitative approach was chosen because this research aims to deeply understand the human resource (HR) planning and recruitment process in the context of Islamic educational institutions, specifically at the *Al-Musyarrofah* Modern Islamic Boarding School in Cianjur Regency. According

to Creswell (2018), qualitative research allows researchers to explore the meanings constructed by individuals or groups regarding a social or humanitarian phenomenon. Therefore, this method is relevant for describing and analyzing HR management practices in the context of Islamic boarding schools, which have the unique characteristics of Islamic education.

This research was conducted at the Al-Musyarrofah Modern Islamic Boarding School, located in Cianjur Regency, West Java. This location was chosen purposively because the boarding school is known for its modern and structured educational management system, including in terms of planning and recruitment of teaching and administrative staff. Data were collected using the following techniques: a) Observation. The researcher conducted participant observation to understand the real-world situation within the Islamic boarding school, particularly regarding teacher recruitment activities, the orientation process for new staff, and the implementation of human resource development programs. Observations were conducted directly and recorded in field notes. b) In-depth Interviews. Semi-structured interviews were conducted with the Islamic boarding school leadership, HR department, teachers, and relevant staff. These interviews aimed to obtain information about: a) Planning for teaching and administrative staff needs. b) Recruitment criteria and the selection process for prospective employees. c) HR training, evaluation, and development policies.

Result and Discussion

Understanding Human Resource Planning for Education

From an Islamic educational management perspective, human resource planning is not only directed at meeting quantitative workforce needs but also emphasizes spiritual, moral, and ethical qualities. An educator in an Islamic institution must meet professional competency criteria while possessing high Islamic integrity. This aligns with Syafaruddin's (2019) view that Islamic education human resource management aims to produce educators who balance 'aql (reason), ruh (spirituality), and amal (real action), so that the educational process can lead students to become perfect human beings.

Furthermore, Dessler (2020) emphasizes that human resource planning must be dynamic and adaptive to environmental changes, such as technological advances, government policies, and societal demands. In the context of modern Islamic educational institutions, such as the Al-Musyarrofah Modern Islamic Boarding School, this means that the human resource planning process must consider changing 21st-century learning needs, the integration of educational technology, and the strengthening of Islamic character in all learning activities.

In accordance with Allah's word in the Quran, Surah Al-Anfal, verse 27, which states:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تَخُونُوا اللَّهَ وَالرَّسُولَ وَتَخُونُوا أَمْنِيَكُمْ وَأَنْتُمْ تَعْلَمُونَ

Meaning: O you who believe, do not betray Allah and the Messenger (Muhammad) and do not betray the trust entrusted to you while you know.

The above verse explains the placement of employees, stating that no one should betray their trust, even though they are knowledgeable. Likewise, in Surah An-Nisa', verse 58, Allah states:

﴿إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا بِالْعَدْلِ ۗ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ ۗ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا﴾

Meaning: Indeed, Allah commands you to convey the trust to its owner. When you establish laws between people, you must establish them fairly. Indeed, Allah gives you the best teaching. Indeed, Allah is All-Hearing, All-Seeing.

Human resource development plan, or development of teaching staff and Educational planning, is often equated with human resource planning in education. This planning involves analyzing and estimating or projecting the need for educators and educational staff and includes tasks such as inventorying human resources, projecting new student enrollment, reviewing the

goals or objectives of the educational institution, and concluding with a human resource forecast. The steps in human resource planning are as follows:

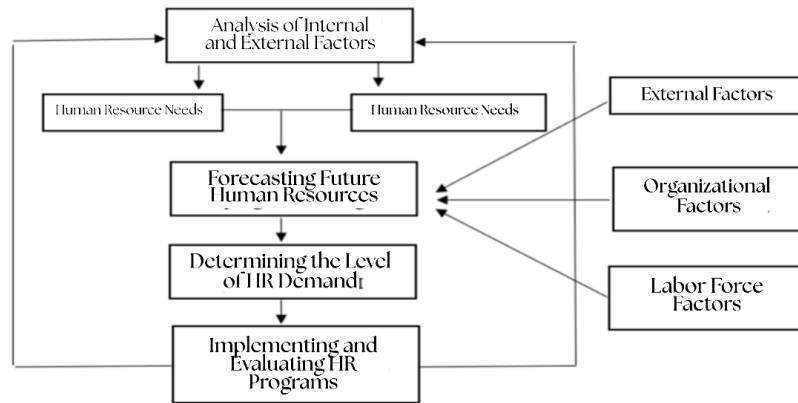


Figure 1. Stages of HR planning Source: (Ulfatin & Triwiranto, 2016)

Principles and Stages of Planning and Recruiting Human Resources in Islamic Education

According to Anwar (2020) and Syafaruddin (2019), the principles of planning and recruiting human resources in Islamic educational institutions include: Honesty, responsibility, and moral considerations.

1. The Principle of Amanah (Spiritual Responsibility)

Every managerial process in Islamic education must be based on the awareness that the task of educating is a trust from Allah SWT. Therefore, every decision regarding human resource planning and recruitment must be made with honesty, responsibility, and moral considerations.

2. The Principle of Justice and Transparency

In the recruitment process, Islamic educational institutions must uphold the values of justice and openness, without discrimination based on social status, ethnicity, or personal interests. This is in line with the word of Allah SWT in Surah An-Nisa, verse 58:

إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تُؤَدُّوا الْأَمَانَاتِ إِلَىٰ أَهْلِهَا وَإِذَا حَكَمْتُمْ بَيْنَ النَّاسِ أَنْ تَحْكُمُوا بِالْعَدْلِ إِنَّ اللَّهَ نِعِمَّا يَعِظُكُمْ بِهِ إِنَّ اللَّهَ كَانَ سَمِيعًا بَصِيرًا

Meaning: "Indeed, Allah commands you to convey a message to those who are entitled to receive it, and when you determine a law between people, you must determine it fairly."

The main components or aspects of the educational human resource management process are as follows:

1. Workforce Planning, which is an operation of human resource management, aims to plan the appropriate number and type of workforce and to meet the needs required to achieve organizational goals and obtain human resources with the required skills.
2. Workforce Development, a condition that indicates an increase in the quality of the workforce, thereby reducing the organization's dependence on recruiting new employees, with the hope of directing and transforming potential human resources into a productive workforce.
3. Performance Assessment, a crucial aspect of human resource management, allows for identification of employees with good or poor performance, which will impact compensation.

4. Compensation, encompasses the provision of rewards to employees, which can be financial or non-financial. This includes determining a compensation system that can encourage employee performance.
5. Workforce Maintenance, encompasses both economic and non-economic elements that are expected to provide employees with the necessary manpower and full concentration to achieve the desired organizational performance.

In the context of the *Al-Musyarrafah* Islamic Boarding School, the success of human resource management will be reflected in the institution's ability to produce graduates who are not only knowledgeable, but also character and readiness to face the challenges of the times. Therefore, every stage of planning and recruitment must be carried out professionally, transparently, and based on Islamic values.

Inhibiting and Supporting Factors in Educational Human Resource Planning

Educators are at the forefront of human resource development across all sectors. Through educators, both formal and non-formal education can produce competent graduates. The current issue is that Indonesia is facing low educator competency. There are nine competencies that educators must possess: 1) field competencies, 2) research competencies, 3) curriculum competencies, 4) lifelong learning competencies, 5) socio-cultural competencies, 6) emotional competencies, 7) communication competencies, 8) information and communication technologies (ICT) competencies, and 9) environmental competencies (Selvi, 2010).

The problem of educator welfare in Indonesia is also related to career levels as educators and the educator recruitment process (Muniroh & Muhyadi, 2017; Utami et al., 2020). In Indonesia, one of the obstacles to the slow development of the quality of teaching resources is the large number of educators in Indonesia who are non-permanent or honorary employees. Honorary educators do not go through the proper recruitment process, resulting in many honorary educators lacking qualifications and even lacking the competencies to be teachers. The recruitment process should focus on educator skills, the goals and objectives an organization wishes to achieve, and the ability to contribute to the organization or educational unit (Muniroh & Muhyadi, 2017).

In its development, teaching resources have not been able to develop competencies in accordance with the basic competencies an educator should possess. There are two solutions to overcome the obstacles to teaching resources and improve the quality of educators (Leonard, 2016): First, improving the learning system of universities and the Institute for Teachers and Education Personnel (LPTK); second, providing training for educators according to needs. According to Syafaruddin (2019), the quality of Islamic education can be improved if institutions have human resource planning based on actual needs and future projections, as well as a selective recruitment system based on competency and Islamic morality. This relationship can be explained through three main dimensions: 1) Structural Dimension, namely, how human resource planning and recruitment contribute to the formation of an effective and efficient educational organizational structure. 2) Qualitative Dimension, namely, how planning and recruitment ensure the quality of the competency and morals of educators. 3) Spiritual Dimension, namely how Islamic values are internalized throughout the managerial process, so that education is not only oriented towards academic outcomes but also towards the formation of Islamic character. 4) These three dimensions demonstrate that the success of Islamic education cannot be separated from the effectiveness of human resource management, particularly at the planning and recruitment stages. In other words, the quality of Islamic education is a direct reflection of the quality of planning and recruitment of teaching and administrative staff.

Based on the theory and analysis above, it can be concluded that human resource planning and recruitment have a causal and strategic relationship to improving the quality of Islamic education. Careful planning determines the direction and needs of human resources, while effective recruitment ensures that these needs are met with qualified personnel with Islamic integrity. The integration of these two aspects not only increases the managerial effectiveness of the institution but also strengthens the spiritual and moral dimensions of the Islamic education process, can be harmonized with Islamic educational philosophy to produce effective, ethical, and culturally grounded HR practices.

Optimizing human resources in Islamic educational institutions can be achieved through various strategies, such as ongoing training, improving the welfare of teaching staff, and implementing modern, technology-based management systems. Furthermore, the role of leadership within educational institutions is also crucial in creating a productive and harmonious work environment. With the right strategies, Islamic educational institutions can be more effective in achieving their vision and mission as institutions that not only teach knowledge but also shape the character of students in accordance with Islamic teachings. This study aims to analyze strategies for optimizing human resources in Islamic educational institutions and their impact on improving educational quality.

Referring to previous research conducted by Radit Hijrawan (2019), which examined the development of Total Quality Management-based human resource management, the results showed that Total Quality Management (TQM) implementation requires changes in manager behavior and a focus on goals. The problems include arrogance, lack of focus, underestimation of subordinates' potential, and measuring quality by cost. Furthermore, Hidayatus Sholihah (2018) stated that the implementation of human resource management is carried out through: (1) developing plans based on vision; (2) recruiting competent teaching and administrative staff and employees; (3) determining selection and placement based on academic qualifications and competencies; (4) conducting training and sharing ideas and knowledge; (5) conducting comparative studies; (6) conducting internal presentations; (7) conducting evaluations and coordination; (8) assessing, administering, and supervising; (9) providing compensation; (10) providing health insurance; and (11) providing communication. Similarly, Fahmiah Akilah (2018).

According to Werther and Davis in Ani Apiyani (2024), steps in developing human resource management can be implemented by: 1) conducting a needs analysis where the needs analysis can be carried out by analyzing the needs of the educational institution, analyzing its human resources, and 2) Determining concrete goals to make it easier to plan, coordinate, implement, and evaluate. A sound and meticulous process will produce quality human resources, specifically teaching and administrative staff. Therefore, optimizing Human Resource Management Development in Islamic Educational Institutions is a strategic step to improve the quality of teaching staff, administrative staff, and students, in achieving educational goals based on Islamic values. This process includes improving teacher competency through training based on the integration of science and religion, implementing a selective recruitment system to attract qualified educators, and providing spiritual guidance to ensure educators possess Islamic morals and a work ethic.

Furthermore, human resource optimization is also carried out by creating a conducive work environment, implementing a performance-based evaluation system based on Islamic values, and providing awards to high-achieving educators to increase their motivation. With effective human resource management focused on developing Islamic character, Islamic educational institutions can produce graduates who excel not only academically but also possess personalities grounded in noble morals and capable of contributing to the advancement of the community.

Conclusion

The role of human resources demands understanding at all levels of management, including in educational management. Human resources continue to play a key role in the success of an association. In an educational institution, human resources are an essential element, as they are the first and foremost element in management, prior to any other aspect. Therefore, human resource management plays a crucial role in managing and achieving organizational goals, particularly in educational institutions. The human resource management development process in Islamic educational institutions must be able to plan for future opportunities and challenges, as well as predict and analyze potential possibilities. It is hoped that the Al-Musyarrofah Modern Islamic Boarding School can develop a more systematic and sustainable strategic human resource plan, including an analysis of the needs of teaching and administrative staff in accordance with curriculum developments and student dynamics.

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