

Islamic Education Management Strategies in Enhancing the Quality of Human Resources Based on Islamic Character

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ABSTRACT

Islamic education has a very important role in shaping human resources (HR) who are not only academically intelligent but also have Islamic character. This research aims to analyse the Islamic education management strategies implemented in improving the quality of Islamic character-based human resources. The main focus of this research is to identify the challenges and obstacles faced in the implementation of Islamic education management, as well as to develop an effective and adaptive strategy model in shaping quality human resources with strong Islamic character. The research method used is a qualitative approach with interviews and observations in several Islamic education institutions. The results showed that effective Islamic education management involves the integration of character-based curriculum, Islamic leadership, and innovation in the learning process. This research is expected to contribute in formulating better management strategies in the world of Islamic education in Indonesia, in order to produce competent, competitive, and noble generations in accordance with Islamic values.

1. INTRODUCTION

Islamic education plays a very strategic role in shaping superior human resources (HR), both intellectually and character-wise. In Islam, education aims not only to transfer knowledge but also to shape individuals who possess noble character, faith, and piety. In the era of globalization and digitalization, the challenges in the world of education are becoming increasingly complex, including in maintaining and internalizing Islamic values in the daily lives of students (Dalimunthe et al., 2023). Indonesia, as a country with a majority Muslim population, has a rapidly developing Islamic education system, including madrasahs, pesantrens, integrated Islamic schools, and higher education based on Islam (Damopolii et al., 2023). These institutions have a significant responsibility in shaping a generation that is not only excellent in academic competencies but also possesses a strong Islamic character. However, the reality on the ground shows that there are still many challenges in managing Islamic education, such as weak educational management, lack of innovation in learning strategies, and minimal integration of character-based curricula with the needs of the workforce and society.

In addition, challenges in Islamic education also arise from rapid technological development and social changes. The advancement of digital technology brings many benefits to the learning process, but on the other hand, it also has negative influences if not balanced with the reinforcement of moral and religious values (HEFNER, 2022). The current youth generation is faced with various social challenges, such as cultural value shifts, identity crises, and declining morality. Therefore, Islamic education needs to have effective management strategies to produce human resources who are not only academically intelligent but also possess strong Islamic character traits, such as honesty, discipline, responsibility, and high social concern (Alkouatli et al., 2023). Several national education policies have encouraged the integration of character education into the curriculum, such as the strengthening of character education (PPK) and the Pancasila Student Profile, which can also be developed with an approach based on Islamic values. However, more comprehensive and research-based strategies for managing Islamic education are still needed to achieve the goal of developing quality human resources. Thus, this research focuses on how Islamic education management strategies can enhance the quality of human resources based on Islamic character, as well as seeking solutions to the challenges faced in the implementation of Islamic education in various educational institutions.

Research on the management of Islamic education in improving the quality of human resources (HR) based on Islamic character has been widely conducted. Several studies highlight the importance of integrating Islamic values into the curriculum and educational management. For example, the research by Alsharari and Alshurman (2020) discusses the implementation of Islamic values in educational management in Saudi Arabia, emphasizing the role of leadership in shaping an Islamic school culture. Additionally, the study by Ismail et al. (2019) examined the effectiveness of a value-based learning approach in Islamic higher education in Malaysia, showing that the integration of Islamic values can enhance the quality of learning and student character. Although various studies have discussed the integration of Islamic values in education, there are several research gaps that need to be addressed. First, many studies focus on specific countries such as Saudi Arabia and Malaysia, while the local context in other countries, such as Indonesia, with its cultural diversity and different interpretations of Islam, has not been explored in depth. Second, previous research tends to focus on specific aspects, such as curriculum or leadership. However, studies that integrate various aspects of educational management, from strategic planning, implementation, to evaluation within the framework of Islamic character formation, are still limited. Third, most studies assess the effectiveness of programs or strategies in the short term. Research that examines the long-term impact of Islamic education management strategies on the quality of human resources and Islamic character is still minimal. The novelty in this research lies in three main aspects. First, the comprehensive approach that develops the Islamic education management model encompasses all

managerial aspects—planning, implementation, and evaluation with the thorough integration of Islamic values. Second, this research presents an in-depth analysis of the implementation of Islamic education management strategies in Indonesia, taking into account cultural diversity and religious practices, thereby producing a model that is adaptive and applicable in various local contexts. Third, this research evaluates the effectiveness of Islamic education management strategies not only in improving academic quality but also in the long-term formation of Islamic character among students.

Recent studies highlight various approaches in managing Islamic education to shape superior human resources with Islamic character. For example, research by (Alazmi & Bush, 2024) emphasizes the Islamic-Oriented Educational Leadership (IOEL) model, which focuses on Holistic Islamic Education and fosters effective model leaders, who can enhance the quality of human resources by integrating ethical and religious beliefs into educational management strategies in Muslim communities. Additionally, the study by (Munawir et al., 2023) emphasizes character-building training (CBT) as a strategy to improve the quality of human resources in Islamic education, focusing on nurturing religious character, discipline, and patriotism, thereby contributing to the formation of Islamic character among the youth in Indonesia. Another study by (Ilyas & Suljic, 2024) does not specifically discuss Islamic Education Management Strategies in improving the quality of human resources based on Islamic character. This focuses on conflict management strategies in primary leadership from an Islamic perspective, emphasizing the role of leadership and conflict management activities.

Although various studies have been conducted, there is a gap in the literature regarding a holistic approach in Islamic education management strategies that simultaneously enhance academic quality and the formation of Islamic character. Most studies focus on curriculum aspects or teaching methods separately, without examining the integration between educational management, learning innovations, and the internalization of Islamic values within a comprehensive framework. Furthermore, research linking the practices of Islamic education management with global standards in a local context is still limited. The novelty of this research lies in the development of a holistic and adaptive strategy model for Islamic education management, which integrates educational management, innovation in teaching methods, and the internalization of Islamic values. This approach is designed to enhance the quality of human resources who are not only academically excellent but also possess strong Islamic character. In addition, this research will examine the implementation of these strategies in various cultural contexts and educational systems, as well as measure their effectiveness through a comprehensive empirical approach.

This research aims to analyze the strategies of Islamic education management implemented in shaping high-quality human resources (HR) with Islamic character. In addition, this research also aims to identify the challenges and obstacles in the implementation of Islamic education management oriented towards improving the quality of human resources. By understanding the various factors that influence the effectiveness of Islamic education management, this research is expected to develop an effective and adaptive strategic model in shaping human resources based on Islamic character, thereby making a tangible contribution to the world of Islamic education in Indonesia. This research is important because Islamic education plays a strategic role in shaping human resources who are not only academically intelligent but also possess high moral integrity. In facing global challenges and modernization, Islamic educational institutions need to have management strategies that can adapt to the times without losing the fundamental values of Islam. Moreover, there are still gaps in previous research that have not comprehensively examined the management strategies of Islamic education in the context of improving the quality of human resources based on Islamic character. Therefore, this research is expected to contribute to formulating more innovative, effective, and Islam-oriented policies and practices in Islamic education management, aimed at shaping a generation that is competent, highly competitive, and firmly adheres to Islamic principles.

2. METHODS

The research method that will be applied in this study is a descriptive qualitative approach (Ahmad Mukhtar et al., 2024). This approach aims to delve into a deep understanding of the phenomena experienced by the research subjects, such as behavior, perception, motivation, and actions, by describing them in detail using language, within a specific natural context, and employing various scientific methods. This research will focus on the management of Islamic education in improving the quality of human resources (HR) based on Islamic character, and will be conducted with an open approach to various variables present in the field. To obtain relevant and valid data, the researcher will use observation techniques, in-depth interviews, and document analysis (Yusuf, 2016). Observation will be conducted on the management processes of education in various Islamic educational institutions, while interviews will involve policymakers, teachers, and other educators to obtain diverse perspectives. Additionally, document analysis will be conducted to assess the policies, curriculum, and materials implemented in Islamic education at the institution. The validity of the data will be ensured through an examination technique based on four criteria, namely credibility, transferability, dependability, and confirmability. With this approach, it is hoped that a comprehensive and in-depth picture of effective Islamic education management strategies in shaping human resources based on Islamic character can be obtained. The steps of data analysis that will be

carried out according to the Miles and Huberman approach include data condensation, data presentation, and verification (Matthew B. Miles, A. Michael Huberman, 2018).

Data condensation is a process that involves the selection, simplification, centralization, abstraction, and/or transformation of data obtained from field notes, interview transcripts, documents, and other empirical materials. The purpose of this process is to strengthen the existing data. Data condensation continues the data reduction process by summarizing, integrating, and complementing information that may have been overlooked during the reduction process. At this stage, all data is considered relevant because it has been directed towards the research topic and can be enriched with additional theories to deepen the researcher's analysis. Examples include data transformation from field notes, interview transcripts, documents, and other empirical sources. The purpose of data presentation is to identify significant patterns and provide a basis for accurate conclusions and actions. In this research, data presentation aims to interpret the collected data and organize the information in a structured manner. The main focus is to simplify complex information into a more easily understandable yet still informative format, such as in the form of narrative text (like field notes), matrices, graphs, networks, or diagrams. At the third stage of analysis, the main focus is on drawing and verifying conclusions. Since the early stages of data collection, researchers have been striving to understand the meaning of the collected symbols, noting emerging patterns, providing explanations, and identifying cause-and-effect relationships. From this process, initial conclusions that are general and open-ended are obtained, which are then gradually developed into more specific conclusions. The process of drawing conclusions is an important part of the research review, by comparing the collected data with previous records. Initial conclusions begin to be formulated from the early phase of data collection. Verified data serves as the basis for formulating the final conclusion. The final conclusion is expected to provide useful and relevant answers to the research questions that have been formulated previously.

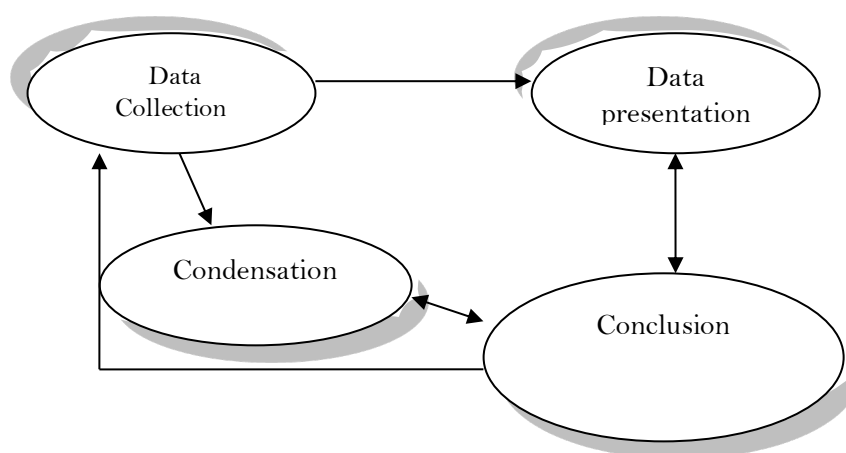


Figure.1.Research stage

3. RESULTS AND DISCUSSION

This research identifies various strategies for managing Islamic education implemented in several Islamic educational institutions in Indonesia, both in madrasahs and pesantrens, to improve the quality of human resources (HR) based on Islamic character. Some of the strategies identified include the implementation of an Islamic character-based curriculum that integrates religious material with moral and social education, the development of teacher professionalism through training and seminars to enrich insights on character education, and the use of technology to support more interactive and engaging Islamic religious learning, such as the utilization of learning applications and digital platforms. In addition, this research also found the importance of policies that prioritize character development from an early age through extracurricular activities based on Islam, such as scouting, study groups, and social activities based on pesantren. Support from parents and the community in strengthening character education at home and in the social environment also becomes an influential factor. The active involvement of principals and teachers in planning and implementing Islamic character-based programs is a determining factor for the success of Islamic education management. Islamic character-based education management strategies have proven effective in improving human resource quality when implemented comprehensively. The integration of an Islamic character-based curriculum in the learning process not only helps students understand religious material better but also shapes their morals and ethics. This is in line with findings from previous studies that state that character education integrated into the curriculum has a positive impact on the personality development of students. The development of teacher professionalism is also one of the most crucial strategies. Teachers who are skilled and knowledgeable about character education and can apply it in teaching can serve as role models for students. This research also found that teacher training in Islamic character-based classroom management significantly affects the quality of learning and the formation of students' morals. However, this research also found several challenges in managing Islamic education based on Islamic character, such as limited resources, both in terms of budget for teacher training and supporting facilities for technology-based learning. In addition, there is still a lack of uniform implementation of character education principles across all Islamic educational institutions in Indonesia. Some institutions still face difficulties in adequately implementing an Islamic character-based curriculum, especially in areas with limited facilities and teaching staff. Overall, the results of this study indicate that Islamic character-based education management can have a positive impact on the quality of human resources. Therefore, it is important for Islamic educational institutions to continuously improve existing management strategies, taking into account various aspects such as the curriculum, teacher training, and community and parental involvement in supporting the formation of students' Islamic character.

3.1. Islamic Education Management Strategy

The strategy for managing Islamic education aims to optimize the educational process that not only focuses on achieving academic results but also on the character formation of students in accordance with Islamic values. This strategy encompasses various important aspects that must be well-managed to create quality education based on Islamic principles. One of the most important strategies is the development of an Islamic character-based curriculum. In this case, the curriculum not only teaches Islamic religious knowledge such as the Qur'an, Hadith, Fiqh, and Aqidah, but also incorporates elements of character education that shape the morals and ethics of the students (Alawi, 2024). Character education implemented in schools or madrasahs must encompass values that align with Islamic teachings, such as honesty, discipline, responsibility, compassion, and concern for others (Damopolii et al., 2023). Thus, students are not only equipped with knowledge but also with attitudes and behaviors that reflect Islamic values in daily life (Alazmi & Bush, 2024). In addition, effective management of Islamic education requires the improvement of human resource quality, especially educators. Teachers play an important role in implementing the Islamic character-based curriculum. Therefore, strategies to enhance teacher professionalism through continuous training are greatly needed. This training not only includes mastery of high-quality teaching materials but also the improvement of teachers' abilities in classroom management, as well as skills in integrating character values into the learning process. Teachers must have a strong understanding of Islamic character and be able to serve as role models for students. The improvement of teacher quality also involves enhancing skills in the use of educational technology, as technology has now become a very effective tool to support more interactive and engaging learning (Alawi, 2024).

The use of technology in Islamic education has also become an inseparable part of modern educational management strategies. Technology can enrich students' learning experiences, provide broader access to learning resources, and facilitate interaction between teachers and students. The use of Islamic learning applications, Islamic-based educational videos, and digital learning platforms can help students understand the material in a more engaging and digestible manner (Yosef et al., 2023). Technology also enables distance learning, which is very beneficial for areas that cannot be accessed directly, and allows for more flexible learning according to the needs of students. In this context, the proper management of educational technology infrastructure, including the provision of adequate devices and stable internet access, is crucial to support the achievement of Islam-based educational goals (Subair et al., 2024). In addition, the implementation of Islamic character education is not only carried out through the formal curriculum in the classroom but also through extracurricular activities that support the character formation of students. Extracurricular activities such as Scouts, study circles, pesantren-based social activities, and other social activities play a significant role in

strengthening Islamic character values. These activities allow students to learn to interact with others, cooperate, and develop a sense of social responsibility (Subair et al., 2024). Through these activities, students not only gain religious knowledge but also acquire experiences that enrich their personalities in community life.

The involvement of parents and the community is also a very important strategy in the management of Islamic education. Collaboration between schools, parents, and the community will strengthen the implementation of Islamic character education. Parents, as the first educators at home, play a significant role in teaching religious values and character to their children (Kumar et al., 2024). Therefore, it is important to involve parents in various educational activities at school, such as parenting seminars, parent training, and joint study sessions. In addition, the community can also provide support through Islam-based social activities, such as religious activities, which can strengthen the character of the students. Good cooperation between schools, parents, and the community will ensure that the Islamic character education provided at school can be consistently applied at home and in the social environment (Mancini et al., 2024). Effective resource management is also essential in supporting the management of Islamic education. This involves efficient budget planning, adequate utilization of facilities, and management of educational infrastructure that meets the needs of Islamic education. In this case, Islamic education managers, such as school principals and educational institution administrators, must have the skills to plan and manage existing resources so that they can be utilized optimally. With good management, Islamic educational institutions can provide facilities and an environment that support the learning process and the character development of students. Lastly, evaluation and continuous development in the management of Islamic education are very important. Evaluation aims to assess the effectiveness of the educational programs that have been implemented and to see whether the set objectives have been achieved. Periodic evaluations can help in identifying weaknesses and challenges in the management of education. From the evaluation results, the Islamic education management can make improvements and enhancements so that the management strategies of Islamic education become more effective in the future. By implementing continuous development, Islamic educational institutions will be able to adapt to changing times without sacrificing the fundamental principles of Islamic teachings.

3.2 Islamic Education and Human Resources

Islamic education is a learning process aimed at developing various human potentials comprehensively, both in spiritual, intellectual, emotional, and social aspects, based on Islamic teachings (Aliyah et al., 2024). This education is not only limited to the teaching of religious knowledge but also includes the formation of character, morals, and ethics in accordance with the

principles of Islamic law. The main objective of Islamic education is to shape individuals who are not only academically intelligent but also possess good morals and can lead their daily lives guided by Islamic values. In the context of Islamic education, there are several aspects that are very important to develop (Nursikin et al., 2023). First, the aspect of creed, which is related to strengthening faith in Allah SWT and understanding the pillars of faith that serve as the foundation for every action and behavior of a Muslim. Second, the aspect of worship, which teaches the procedures of worship such as prayer, fasting, almsgiving, and pilgrimage. This education not only teaches the technical aspects of worship but also uses it as a means to cultivate discipline, cleanliness, and spiritual awareness in daily life. Third, the aspect of ethics, which emphasizes the formation of morals and ethics through the teachings of the Qur'an and Hadith, in order to shape individuals with honest, patient, trustworthy, and responsible character. Fourth, the aspect of knowledge and technology, where Islam teaches that seeking knowledge is an obligation for every Muslim, both in religious and general fields.

Islamic education encourages its followers to master various sciences that can benefit the welfare of humanity, while adhering to Islamic principles. In addition, Islamic education also encompasses social and civic aspects, teaching the importance of brotherhood among Muslims (*ukhuwah Islamiyah*) as well as with humanity in general (*ukhuwah basyariyah*), and instilling the obligation to do good to others, maintain peace, and contribute positively to society (Syukri et al., 2024). Furthermore, the education of the Qur'an and Hadith plays a central role in Islamic education, which aims to delve into, understand, and practice the revelations of Allah SWT as a comprehensive guide for life. Overall, the goal of Islamic education is to create a generation that is not only academically intelligent but also possesses noble character and morals, and is capable of facing the challenges of the world while adhering to Islamic values (Afratul Fadhilah Daulay et al., 2024). The implementation of Islamic education can be carried out in various educational institutions such as *pesantren*, *madrasah*, and Islamic-based schools, by integrating religious and character values into every learning process. Therefore, Islamic education plays a very important role in creating individuals who are not only excellent in knowledge but also possess good morals, are capable of leading a quality life, and provide benefits to others.

Human Resources (HR) are an important factor in every organization or country that encompasses human potential to achieve specific goals. HR consists of various elements that include competencies, skills, knowledge, experience, attitudes, and behaviors of individuals in carrying out the assigned tasks and responsibilities. One of the main aspects of HR is competence and skills, which include technical abilities such as mastering specific tools or systems and non-technical abilities such as effective communication, collaboration skills, and leadership skills (Edgar, 2020).

In addition, knowledge acquired through formal and informal education also plays a significant role in shaping human resources. This knowledge includes information that a person has learned and can be applied in various contexts to solve problems or improve work quality (Gambhir et al., 2024). Experience is also a key component in shaping quality human resources. The work experience that someone possesses provides practical insights that enable them to be better prepared to face various challenges and situations. In this case, experience can enhance a person's skills in solving problems creatively and effectively (Ogbonnaya & Messersmith, 2019). Attitude and work ethic are other important aspects, as positive behaviors and attitudes such as discipline, responsibility, motivation, and dedication greatly influence work quality and interactions between individuals within the organization. HR personnel with good work ethics will contribute to the creation of a productive and harmonious work environment (Chung & Pak, 2021).

In addition, physical and mental health and well-being are also important elements in maintaining optimal performance. Healthy individuals who feel balanced between work and personal life will have high work enthusiasm, greater creativity, and better resilience in facing pressure. Leadership is also an integral part of HR that plays a role in motivating and directing the team to achieve common goals. Effective leadership can create a clear vision and provide direction that motivates team members to work with enthusiasm and commitment (Nurohman et al., 2024). Innovation and creativity are other important skills in human resources. Individuals who can generate new ideas and think creatively will bring about changes and innovations that enhance productivity and organizational progress. Furthermore, job satisfaction and motivation directly influence HR performance. Individuals who feel appreciated, have opportunities for development, and feel engaged in their work will be more motivated to deliver optimal results (Rohman & Kurniawan, 2025). Finally, social relationships and networks play an important role in facilitating collaboration, information exchange, and problem-solving within teams. Individuals with extensive social networks and good relationships will find it easier to access opportunities and resources that can enhance their performance. Overall, human resources are the main foundation that determines the progress and success of an organization, society, or nation. Therefore, effective human resource management is very important to maximize the potential possessed, especially in facing the increasingly complex and ever-changing challenges of the times. With proper HR management, the quality and productivity of an organization or community can be significantly improved (Andrianto & Kurniawan, 2025).

Islamic character encompasses a series of values and behaviors based on Islamic teachings that are expected to be applied in daily life. The first and most fundamental value is faith and piety towards Allah, which serves as the foundation for all other character traits. An individual with Islamic

character always strives to follow Allah's commands and avoid His prohibitions, and continually strengthens their spiritual bond with Allah through worship and good deeds. Additionally, Islamic character emphasizes justice and truth, which requires every individual to act fairly, honestly, and objectively in all aspects of life, whether in social interactions, work, or decision-making (Ulyan Nasri, M.Pd.I., Mappasessu, S.H, M.H., Dr. Rahmadi Ali. S.Pd.I, M.Pd.I. et al., 2024). Responsibility and trustworthiness are also important parts of Islamic character, where every Muslim is expected to carry out their duties and obligations with sincerity and integrity, and to be a person who can be trusted by others. In addition, Islamic character teaches simplicity and humility. Someone with Islamic character does not feel superior or more noble than others, even if they have advantages in any aspect (Inayah et al., 2024). This simplicity of life is reflected in the attitude of not being excessive in fulfilling worldly needs. Affection and empathy are other important values in Islamic character, where each individual is taught to care for others, whether within the family, the community, or those in need. Islam teaches to love fellow human beings, to pay attention to those who are suffering, and to help those who are in difficulty.

Discipline and hard work are also key characteristics of an Islamic character. A Muslim with Islamic character has a strong work ethic and strives wholeheartedly to achieve life's goals, while maintaining the intention and purpose of seeking Allah's pleasure. Additionally, patience and gratitude are attitudes taught in Islam. Patience in facing life's trials and gratitude for all the blessings given by Allah is a manifestation of acceptance of Allah's decree and an effort to continue being thankful in all circumstances (Sofyan et al., 2024). Valuing knowledge is also part of Islamic character, where every Muslim is encouraged to seek knowledge both religious and worldly, because knowledge is a means to improve oneself and society. In the context of social relations, Islamic character teaches to build harmony and brotherhood. Islam encourages its followers to live in peace, respect each other, and strive to maintain good relations with fellow Muslims as well as adherents of other religions. Lastly, Islam also teaches concern for the environment, where each individual is responsible for preserving nature as part of the trust given by Allah. By instilling these values in education and daily life, it is hoped that the growing generation will become individuals who are not only intellectually smart but also possess noble character, integrity, and are ready to face life's challenges with full faith and piety towards Allah (Kamal et al., 2023).

4. CONCLUSION

The results of this study show that the strategy of managing Islamic education plays a crucial role in improving the quality of human resources (HR) who are not only excellent in the academic field but also possess strong Islamic character. In this context, effective education management involves several key elements, including thorough planning, the implementation of a curriculum that integrates scientific aspects with Islamic values, and the use of teaching methods that are in line with the times. Good planning in the management of Islamic education includes setting clear objectives, integrating Islamic values into every subject, and creating a learning environment that supports the development of Islamic character. Innovative learning methods, such as technology-based learning, can also enhance the quality of teaching and the character development of students. In addition, the role of educational leaders, such as school principals or managers of Islamic educational institutions, is very important in guiding and supporting educators to create a more effective learning process. However, despite the importance of Islamic education management strategies, there are several challenges that must be faced. The limited resources, both in terms of facilities and training for educators, pose significant obstacles in the optimal implementation of management strategies. Moreover, the existing gap between the curriculum taught in Islamic educational institutions and the actual needs of society also poses a challenge. Therefore, it is important for Islamic educational institutions to develop better synergy between the world of education, society, and the government.

In order to realize quality human resources, the strategy for managing Islamic education must prioritize the integration of academic aspects and the development of Islamic character. Islamic education aims not only to create a generation that is intellectually smart but also possesses noble morals, a positive attitude, and a strong work ethic. Thus, the management of Islamic education based on Islamic character will be able to produce individuals who are not only competent in the academic world but also ready to face global challenges while firmly holding onto Islamic values. As a final result, a holistic and character-based Islamic education management strategy plays a significant role in shaping human resources who are not only capable of competing globally but also positively impacting the progress of religion and the nation. Therefore, it is important for Islamic educational institutions to continuously adapt to the times while maintaining the integrity of Islamic values in the educational process.

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