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ORIGINAL RESEARCH ARTICLE

Talent Management in Human Resource Development in Islamic Educational Institutions

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ABSTRACT

This study aims to analyze and develop the performance-based competency of Islamic Religious Education (PAI) teachers at MI Mathlul Anwar Srirahayu, Banyumas District, Pringsewu Regency. PAI teacher competency is a Talent management has emerged as a strategic approach to human resource development because it enables educational institutions to identify, develop, utilize, and retain individuals with strategic competencies and potential. However, the implementation of talent management in Islamic educational institutions, particularly madrasahs, continues to face challenges in systematically integrating competency development, strategic placement, career development, and human resource retention. This study aims to analyze the implementation of talent management in human resource development in Madrasah Tsanawiyah in Way Kanan Regency, Indonesia. The study employed a qualitative approach using a multiple-case study design across several Madrasah Tsanawiyah in Way Kanan. Data were collected through semi-structured interviews, observations, and document analysis involving principals, vice principals, teachers, and educational staff selected through purposive sampling. The data were analyzed using thematic analysis and cross-case analysis to identify patterns, similarities, and differences across the cases. The findings revealed four major dimensions of talent management: (1) talent identification and competency mapping; (2) competency development and strategic talent utilization; (3) career development, recognition, and motivation; and (4) talent retention and continuous evaluation. The findings indicate that talent management practices have developed within the participating madrasahs, but they remain largely informal, fragmented, and highly dependent on institutional policies and leadership practices.

Keywords: talent management; human resources; madrasah; Islamic education; competency development.



ABSTRAK

Manajemen talenta menjadi pendekatan strategis dalam pengembangan sumber daya manusia karena memungkinkan lembaga pendidikan mengidentifikasi, mengembangkan, memanfaatkan, dan mempertahankan individu yang memiliki kompetensi dan potensi strategis. Namun, implementasi manajemen talenta pada lembaga pendidikan Islam, khususnya madrasah, masih menghadapi berbagai tantangan, terutama dalam mengintegrasikan pengembangan kompetensi, penempatan, pengembangan karier, dan retensi sumber daya manusia secara sistematis. Penelitian ini bertujuan untuk menganalisis implementasi manajemen talenta dalam pengembangan sumber daya manusia pada Madrasah Tsanawiyah di Kabupaten Way Kanan. Penelitian menggunakan pendekatan kualitatif dengan desain multiple-case study pada beberapa Madrasah Tsanawiyah di Way Kanan. Data dikumpulkan melalui wawancara semi-terstruktur, observasi, dan analisis dokumen, dengan melibatkan kepala madrasah, wakil kepala madrasah, guru, dan tenaga kependidikan yang dipilih secara purposive. Data dianalisis melalui analisis tematik dan cross-case analysis untuk mengidentifikasi pola, persamaan, dan perbedaan antar kasus. Hasil penelitian menunjukkan empat dimensi utama manajemen talenta, yaitu: (1) identifikasi talenta dan pemetaan kompetensi; (2) pengembangan kompetensi dan pemanfaatan talenta secara strategis; (3) pengembangan karier, penghargaan, dan motivasi; serta (4) retensi talenta dan evaluasi berkelanjutan. Temuan menunjukkan bahwa praktik manajemen talenta telah berkembang di madrasah, tetapi sebagian besar masih bersifat informal, belum terintegrasi, dan bergantung pada kebijakan serta kepemimpinan kepala madrasah. Novelty penelitian terletak pada konstruksi manajemen talenta dalam konteks pendidikan Islam sebagai suatu siklus pengembangan SDM yang mengintegrasikan kompetensi profesional, pedagogis, digital, kepemimpinan, integritas, dan nilai-nilai keislaman.

Kata kunci: manajemen talenta; sumber daya manusia; madrasah; pendidikan Islam; pengembangan kompetensi.

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1. INTRODUCTION

The increasingly dynamic educational environment requires Islamic educational institutions to move beyond improving instructional quality and develop a more strategic approach to human resource (HR) management. Teachers and educational staff represent critical organizational resources because the achievement of educational goals is strongly influenced by their competence, commitment, creativity, and ability to adapt to change (Ragas et al., 2024). The rapid development of digital technology, the growing demands of twenty-first-century competencies, changing student characteristics, and increasing public expectations for high-quality educational services have made administrative approaches to HR management insufficient. Educational institutions need an HR management strategy capable of identifying individuals with potential, developing their competencies continuously, placing personnel according to their capabilities, and retaining individuals who make strategic contributions to institutional goals (Emmanuel, 2026). In this context, talent management has emerged as a relevant strategic approach to HR development in educational institutions.

Talent management refers broadly to a systematic approach to identifying, attracting, developing, deploying, and retaining individuals whose competencies and potential are strategically valuable to an organization (Montero Guerra et al., 2023). It is not merely concerned with placing high-performing individuals in particular positions but involves establishing an integrated HR

development system that enables organizations to optimize individual potential in accordance with institutional needs and objectives. From the perspective of strategic human resource management, talent constitutes a valuable organizational resource that can generate sustainable competitive advantage when managed through systematic, continuous, and integrated processes. Accordingly, the implementation of talent management in educational institutions can be directed toward developing a systematic ecosystem for teachers and educational staff, beginning with competency mapping and professional development and extending to career opportunities, recognition, and talent retention.

The urgency of talent management is particularly significant in Islamic educational institutions because the required human resources are expected to possess not only professional and pedagogical competencies but also the ability to integrate Islamic values, leadership, exemplary behavior, social competence, digital literacy, and adaptability. Islamic educational institutions face the dual challenge of maintaining their religious identity while responding to technological developments and contemporary demands for educational quality (Rahayu et al., 2026). In practice, however, HR development in some educational institutions remains predominantly administrative and often relies on general training programs, while talent mapping, career planning, individual potential development, and strategies for retaining high-potential personnel have not always been integrated into the institutional management system. Such conditions may result in teachers' and educational staff's potential being underutilized, mismatches between competencies and job assignments, and limited opportunities for high-potential personnel to develop systematically.

These challenges indicate that HR development in Islamic educational institutions needs to shift from a reactive approach toward a more strategic and potential-based approach. Teacher development, for example, should not be limited to periodic training activities but should begin with the identification of competencies and potential, followed by development programs aligned with individual and institutional needs and supported by continuous evaluation and career planning. Similarly, educational staff need opportunities to develop managerial, technological, communication, and educational service competencies in accordance with organizational demands. Talent management can therefore function as a mechanism that connects institutional strategic needs with individual capacity development. Such an approach enables educational institutions not only to develop competent personnel but also to strengthen organizational sustainability through leadership development, performance improvement, and the retention of high-potential human resources (Moh Romzi et al., 2025).

Previous studies have extensively examined talent management from organizational and human resource management perspectives. Research on talent management generally indicates that talent identification, competency development, career development, employee engagement, and retention play important roles in improving organizational performance (Aljbour et al., 2026). In the educational context, studies on teacher professional development have also emphasized the importance of continuous competency development, collaborative learning, and organizational support for teachers' professional growth. Nevertheless, many of these studies continue to position teacher professional development primarily as a competency improvement program rather than as an integral component of an integrated talent management system. At the same time, talent management research has developed more extensively in business and corporate organizations,

while its implementation in educational institutions, particularly Islamic educational institutions, remains comparatively underexplored (Rafiq-uz-zaman, 2022).

The research gap addressed by this study lies in the limited number of studies that explicitly integrate talent management with human resource development within the context of Islamic educational institutions. Previous research has tended to focus either on teacher development through training and competency enhancement or on talent management as a general organizational practice. There remains limited research examining how Islamic educational institutions identify talent, develop individual potential, strategically deploy human resources, provide career development opportunities, establish recognition mechanisms, and retain high-potential personnel within an integrated management system. Furthermore, the distinctive characteristics of Islamic educational institutions require a talent management perspective that is not solely oriented toward individual performance but also considers integrity, exemplary conduct, commitment to Islamic values, and contribution to institutional vision. This gap provides an important space for developing a more contextual understanding of talent management practices in Islamic educational institutions.

The novelty of this study lies in developing a contextual perspective of talent management for Islamic educational institutions by conceptualizing HR development as an interconnected cycle consisting of talent identification, competency mapping, capacity development, strategic placement, career development, recognition and retention, and continuous evaluation. The novelty is therefore not merely derived from applying the concept of talent management to Islamic education but from proposing an understanding of talent as an integration of professional competence, pedagogical competence, digital literacy, leadership capacity, integrity, and internalization of Islamic values. Through this perspective, talent management can serve as a strategic mechanism for developing human resources that not only enhances individual capacity and performance but also strengthens institutional capacity and sustainability. This approach provides a contextual contribution to the development of talent management theory within Islamic educational management.

Based on these problems and research gaps, this study aims to analyze the implementation of talent management in human resource development within Islamic educational institutions, particularly in relation to talent identification and mapping, competency development, strategic placement, career development, recognition, and the retention of high-potential human resources. The study also seeks to identify the supporting and inhibiting factors influencing talent management implementation and to examine its contribution to improving human resource quality and strengthening institutional capacity. Academically, this study is expected to expand the literature on talent management within the field of Islamic educational management. Practically, the findings are expected to provide institutional leaders with a strategic basis for designing HR development systems that are potential-based, sustainable, adaptive, and consistent with Islamic educational values.

2. RESEARCH METHODS

This research employs a qualitative approach with a case study method. The case study design was chosen because it allows for an in-depth, holistic investigation of a contemporary phenomenon within its real-life context. This approach is particularly suitable for examining the complex, multifaceted nature of teacher competency development, which involves interactions between individual teachers, institutional structures, and broader educational policies. The qualitative case study enables the researcher to capture rich, detailed data about the processes, challenges, and outcomes of performance-based competency development at MI Mathlul Anwar Srirahayu. According to recent methodological literature in Islamic education research, case study approaches are particularly effective for exploring complex educational phenomena where context is critical (Creswell & Poth, 2018; Merriam & Tisdell, 2016).

This study employed a qualitative approach using a multiple-case study design to examine talent management practices in human resource development across several Islamic educational institutions (Supriatna, 2025). The research was conducted in several Madrasah Tsanawiyah (MTs) in Way Kanan Regency, Lampung, Indonesia. The selection of multiple MTs was intended to capture variations in institutional practices, managerial approaches, and strategies for developing teachers and educational staff. A multiple-case study design was considered appropriate because it enabled the researcher to investigate talent management within each madrasah as an individual case and subsequently compare the cases to identify common patterns, differences, and contextual factors influencing talent management implementation.

The research focused on the management of teachers and educational staff, particularly the processes of talent identification, competency mapping, professional development, task and role placement, career development, performance recognition, talent retention, and evaluation. The context of Way Kanan was considered relevant because MTs operate within the distinctive environment of Islamic education, where human resource development is expected to balance professional competence with Islamic values, institutional commitment, ethical conduct, and the ability to respond to contemporary educational challenges. The research sites were selected purposively based on several criteria: the madrasah had an established organizational structure and human resource management practices, implemented teacher or staff development programs, and provided sufficient access to participants and relevant institutional documents.

2.2 Research Participants, Data Collection, and Data Analysis

The research participants were selected using purposive sampling based on their knowledge, experience, and direct involvement in human resource management and talent development within the selected MTs. Participants included madrasah principals, vice principals responsible for curriculum or personnel affairs, teachers, and educational staff. Where available, personnel directly responsible for teacher development and institutional human resource management were also included.

Madrasah principals were selected because they play a central role in determining institutional policies and strategies for human resource development. Vice principals and personnel responsible for staff development provided information concerning the implementation of competency development, performance evaluation, and professional development programs. Teachers and

educational staff were included to provide perspectives on how talent management policies and practices were experienced and implemented at the operational level.

Data were collected through semi-structured interviews, observations, and document analysis. The use of multiple data collection techniques was intended to provide a comprehensive understanding of talent management practices and strengthen the credibility of the findings through methodological triangulation (Hamim & Alinti, 2026). Semi-structured interviews were conducted with principals, vice principals, teachers, and educational staff in each selected MTs. The interviews explored how each institution identified potential personnel, mapped competencies, designed professional development programs, assigned personnel to appropriate roles, facilitated career development, recognized performance, and retained high-potential teachers and educational staff. The interviews also explored the challenges faced by each madrasah in implementing talent management and the role of leadership and organizational culture in supporting human resource development. Interviews were recorded with participants' consent and transcribed for analysis.

Observations were conducted to examine talent management practices within the natural setting of the madrasah. The researcher observed relevant activities such as teacher development programs, staff meetings, professional collaboration, leadership practices, performance evaluation activities, and other institutional activities related to human resource development. Observation data were used to complement and verify information obtained from interviews. Document analysis was conducted on relevant institutional documents, including organizational structures, teacher and staff development programs, training records, performance evaluation documents, institutional policies, work plans, meeting minutes, and other documents related to human resource management.

Data analysis followed an iterative thematic analysis and cross-case analysis process. The analysis began with repeated reading of interview transcripts, observation notes, and institutional documents to develop familiarity with the data (Ariyanto, 2018). The researcher then conducted initial coding by identifying statements, activities, and practices related to talent management and human resource development. The initial codes were subsequently organized into broader categories, including talent identification, competency mapping, professional development, strategic placement, career development, performance recognition, talent retention, leadership support, organizational culture, and implementation barriers. These categories were then developed into themes representing the major patterns of talent management practices within each madrasah.

The analysis was conducted in two stages. First, within-case analysis was performed to develop a detailed understanding of talent management practices in each MTs. Each case was analyzed independently to identify its distinctive characteristics, strategies, challenges, and outcomes. Second, cross-case analysis was conducted by comparing findings across MTs in Way Kanan. This comparison aimed to identify similarities, differences, and contextual factors that shaped the implementation of talent management in each institution. To ensure the trustworthiness of the research findings, the study applied source and methodological triangulation, member checking, and cross-case comparison.

3. RESULTS AND DISCUSSION

The multiple-case study conducted across several Madrasah Tsanawiyah (MTs) in Way Kanan revealed four major themes in the implementation of talent management for human resource development: (1) talent identification and competency mapping, (2) competency development and strategic talent utilization, (3) career development, recognition, and motivation, and (4) talent retention and continuous evaluation. These four themes were interconnected and reflected the emerging pattern of talent management practices within the participating Islamic educational institutions.

The first finding indicates that talent management began with the identification of teachers and educational staff who demonstrated strong competencies, commitment, responsibility, and potential for further development. The identification process was not always conducted through a formal talent management system. In most cases, madrasah leaders recognized potential personnel through daily observations of performance, involvement in institutional activities, achievement in teaching and non-teaching activities, and the ability to take additional responsibilities.

The principals and management teams considered several indicators when identifying potential personnel, including pedagogical competence, mastery of subject matter, discipline, communication skills, technological competence, leadership potential, willingness to learn, and commitment to the madrasah. Teachers who consistently demonstrated initiative and were able to contribute beyond their routine responsibilities were generally perceived as having greater potential for further development.

The cases also showed that competency mapping was primarily conducted through performance evaluations, supervision, discussions with teachers, and analysis of professional qualifications. However, the mapping process was not yet fully standardized across the participating madrasahs. Some institutions had begun to document teacher competencies, while others relied more heavily on managerial observations and informal assessments. This finding suggests that talent identification in the participating MTs was already present as an organizational practice, but it was largely experience-based and leader-driven rather than supported by a formal talent mapping instrument.

The second finding demonstrates that identified talents were developed through professional training, workshops, teacher working groups, peer learning, mentoring, supervision, and self-directed professional development. Increasing attention was also given to digital competence, curriculum innovation, technology-supported learning, and teachers' ability to adapt to changes in educational practices.

An important finding was that professional development was frequently connected with the strategic utilization of teachers' competencies. Teachers with particular expertise were entrusted with additional responsibilities such as curriculum coordination, information technology management, extracurricular programs, student development, and other institutional tasks. This practice enabled madrasahs to utilize individual strengths to support institutional goals. Nevertheless, the development process was still largely collective rather than individualized. Professional development programs were often provided to teachers as a group rather than being

designed according to individual talent profiles. Similarly, the placement of personnel remained dependent on institutional needs and leadership considerations. These findings indicate a transition from administrative personnel management toward competency-based talent utilization, although a fully systematic talent development mechanism has not yet been established.

The third finding concerns the relationship between talent development, career opportunities, and recognition. Teachers who demonstrated strong performance, responsibility, initiative, and leadership potential were given opportunities to assume greater responsibilities within the madrasah. They were involved in coordination activities, institutional planning, professional programs, and decision-making processes. These experiences functioned as an informal mechanism for preparing potential future leaders.

Recognition also played an important role in motivating talented personnel. Recognition was provided through appreciation, increased institutional trust, opportunities to participate in training, assignment to strategic responsibilities, and acknowledgement of professional achievements. In the Islamic educational context, motivation was not solely associated with material rewards. Professional dedication, responsibility, service to students, institutional commitment, and Islamic values were also important sources of motivation. However, the cases revealed that formal career pathways and succession planning were still limited. Career development depended substantially on the leadership policies of individual madrasahs. Therefore, the findings suggest that career development and recognition have emerged as important elements of talent management but have not yet been fully integrated into a formal talent career system.

The fourth finding shows that talent retention was supported primarily through a positive organizational climate, leadership support, professional development opportunities, recognition, interpersonal relationships, and the provision of meaningful responsibilities. Teachers were more likely to remain engaged when they perceived that their contributions were valued and that the institution provided opportunities for professional growth. Continuous evaluation was conducted through teacher supervision, performance assessment, institutional meetings, and monitoring of professional development activities. However, evaluation generally focused on individual performance rather than systematically evaluating the effectiveness of the overall talent management system. The cross-case analysis further revealed that formal mechanisms such as talent pools, succession planning, individualized career pathways, and long-term retention strategies remained limited. Consequently, talent retention was largely dependent on the quality of institutional leadership and the working environment.

Discussion

The findings of this multiple-case study indicate that talent management in several Madrasah Tsanawiyah (MTs) in Way Kanan is developing as an important approach to human resource development, although its implementation remains largely informal and varies across institutions. Four interconnected dimensions emerged from the findings: talent identification and competency mapping; competency development and strategic talent utilization; career development, recognition, and motivation; and talent retention and continuous evaluation. These findings demonstrate that talent management in Islamic educational institutions should not be understood

merely as a mechanism for selecting high-performing teachers, but as an integrated process for developing, utilizing, motivating, and retaining human resources in accordance with institutional needs and Islamic educational values.

The first finding demonstrates that talent management in the participating MTs begins with identifying teachers and educational staff who demonstrate competence, commitment, discipline, initiative, and leadership potential. However, the identification process is still predominantly based on principals' observations, performance evaluations, professional achievements, and daily interactions rather than on a standardized talent identification system. This finding indicates that the madrasahs already recognize the importance of identifying potential human resources, but the practice has not yet been fully institutionalized.

This finding can be interpreted through the perspective of Strategic Human Resource Management (SHRM), which views human resources as strategic assets whose capabilities need to be aligned with organizational objectives (Caylan, 2024). From this perspective, talent identification should not merely identify individuals who currently perform well but should also recognize their future potential and strategic contribution to the organization. Talent management therefore involves identifying individuals whose competencies and potential can be developed to meet current and future organizational needs.

The finding is consistent with the conceptualization of Teacher Talent Management (TTM), which positions attraction, selection, development, succession, retention, evaluation, organizational culture, and knowledge management as interconnected dimensions of teacher talent management (Волкова et al., 2021). A recent study on teachers' talent management similarly emphasizes that educational institutions need mechanisms for identifying and developing teacher potential rather than relying solely on conventional personnel management. The findings also support previous qualitative research on competency-based human resource development in Islamic educational institutions. Hantoro et al. found that human resource development among educators in Islamic boarding schools needs to be grounded in systematic competency development, although gaps remain across pedagogical, professional, social, and personal competencies (Hantoro et al., 2024). This reinforces the present finding that talent identification should be connected to competency mapping rather than based solely on subjective judgments of individual performance.

However, the present study adds a contextual dimension. In the MTs context, talent cannot be reduced to academic or professional achievement. Teachers who demonstrate integrity, responsibility, commitment, leadership potential, digital competence, and consistency with Islamic values are also perceived as valuable institutional talents. Thus, talent identification in Islamic education requires a broader conception of talent that combines professional capability and ethical-religious character.

The second finding shows that identified talents are developed through training, workshops, professional teacher forums, peer learning, mentoring, supervision, and self-directed learning. At the same time, teachers with particular competencies are given additional institutional

responsibilities. This demonstrates that talent development and talent utilization are interconnected: teachers are not only trained but also provided with opportunities to apply their competencies in real institutional settings.

This finding is consistent with the Human Capital Theory perspective, which views knowledge, skills, experience, and competencies as forms of capital that can increase individual and organizational productivity (Rothomi & Rafid, 2023). Investment in teacher development therefore should not be understood as an institutional cost alone but as an investment in organizational capacity. Previous research on Islamic education teachers has shown that professional development programs constitute an important mechanism for strengthening teacher human capital.

The findings are also consistent with recent research on talent management in educational institutions, which reports that talent identification, competency-based selection, training, and development contribute to the development of teaching personnel and educational quality. Similarly, research on teacher talent management has identified professional development as one of the central dimensions of effective talent management in schools. Nevertheless, the present findings reveal an important limitation: professional development in the participating MTs remains largely collective rather than individualized. Teachers may participate in the same training even though their competencies, weaknesses, and career aspirations differ. From a talent management perspective, this represents an important area for improvement because talent development should ideally be differentiated according to individual potential and institutional strategic requirements.

The strategic utilization of talent also represents an important finding. When teachers with technological, organizational, communication, or leadership competencies are assigned to corresponding responsibilities, their individual capabilities are converted into organizational capacity. This demonstrates that talent management is not complete when talent has been identified or trained; it becomes meaningful when talent is strategically deployed. Therefore, the findings extend the understanding of teacher development by demonstrating that professional development should be followed by opportunities for talent utilization and knowledge transfer. A teacher who receives digital training, for example, should not merely return to routine teaching but can become a digital learning mentor or coordinator who disseminates knowledge to colleagues. Such mechanisms transform individual talent into collective institutional learning.

The third finding indicates that career development in the participating MTs occurs primarily through the gradual assignment of greater responsibilities to teachers who demonstrate competence, commitment, initiative, and leadership potential. Recognition is provided through appreciation, increased trust, opportunities for professional development, and strategic institutional assignments. These practices demonstrate that career development and recognition function as important mechanisms for motivating talented personnel.

This finding can be explained through Herzberg's Motivation-Hygiene Theory, particularly the role of recognition, achievement, responsibility, and opportunities for advancement as motivational factors (Shinde, 2025). When teachers receive greater responsibility and recognition for their contribution, their work is more likely to be perceived as meaningful and professionally valuable.

In the present study, recognition was not limited to financial rewards; institutional trust and opportunities to contribute were also important forms of recognition.

The finding is also consistent with research emphasizing that teacher retention and professional commitment are influenced by the quality of professional development and the broader work experience provided by educational institutions. Research on teacher professional development has demonstrated that professional learning programs can support retention by strengthening professional identity, self-efficacy, networking, and enthusiasm for teaching. Similarly, research on teacher retention argues that school leaders need to design a supportive employee experience that responds to teachers' developmental needs throughout their careers. This supports the present finding that teachers are more likely to engage with institutional goals when they experience leadership support, recognition, trust, and opportunities for development.

An important distinctive finding in the Islamic educational context is that motivation is not exclusively material or career oriented. The findings indicate that religious commitment, service to students, institutional dedication, responsibility, and Islamic values also constitute important sources of motivation. This is consistent with recent research on human resource management in Islamic educational institutions, which emphasizes the importance of integrating professional competence with Islamic ethics in recruitment, training, supervision, and performance management.

The fourth finding demonstrates that talent retention in the participating MTs is strongly influenced by organizational climate, leadership support, professional development opportunities, recognition, interpersonal relationships, and meaningful responsibilities. However, formal mechanisms such as talent pools, succession planning, individualized career pathways, and long-term retention strategies remain limited.

This finding is important because talent management is not simply about identifying and developing talented personnel, it must ultimately ensure that institutional investment in talent produces sustainable organizational benefits. From the perspective of Strategic Talent Management, retention is essential because the loss of experienced and high-potential teachers can result in the loss of knowledge, experience, organizational memory, and professional networks.

The finding corresponds with studies identifying teacher retention as a central component of talent management. A systematic review of talent management among secondary school teachers identified four major themes: teacher talent identification, professional development, teacher retention, and school talent culture. More recent empirical work on talent management in Islamic education also indicates that integrating talent management with Islamic values can strengthen job satisfaction, organizational commitment, loyalty, and teachers' intention to remain in the institution.

4. CONCLUSION

This study concludes that talent management in several Madrasah Tsanawiyah (MTs) in Way Kanan has emerged as a strategic approach to human resource development, although its implementation remains partially integrated and varies across institutions. The findings identify four interconnected dimensions: talent identification and competency mapping, competency development and strategic talent utilization; career development, recognition, and motivation, talent retention and continuous evaluation as the sustainability mechanism. These dimensions demonstrate that human resource development in Islamic educational institutions is gradually moving beyond an administrative orientation toward a more strategic approach based on individual potential and institutional needs.

Talent identification is primarily conducted through performance observation, supervision, professional achievement, commitment, and leadership potential, although formal competency mapping systems remain limited. Competency development is implemented through training, professional learning, mentoring, collaboration, and digital competency development, followed by the strategic utilization of teachers according to their capabilities. Career development and recognition contribute to motivation by providing greater responsibility, institutional trust, professional opportunities, and appreciation. Meanwhile, talent retention is supported by leadership, a positive organizational climate, professional development opportunities, and recognition, although formal succession planning, talent pools, individualized career pathways, and systematic retention strategies remain underdeveloped.

The study's main contribution lies in conceptualizing talent management in Islamic educational institutions as a continuous and integrated cycle connecting talent identification, competency development, strategic utilization, career development, recognition, retention, and evaluation. Importantly, talent in the context of Islamic education extends beyond professional performance to include pedagogical competence, digital capability, leadership potential, integrity, commitment, and internalization of Islamic values. Thus, effective talent management can function as a strategic bridge between individual human resource potential and the sustainable development of Islamic educational institutions.

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