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ORIGINAL RESEARCH ARTICLE

Strategic Human Resource Planning in Islamic Education through Competency Development and Ethical Governance

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ABSTRACT

Islamic educational institutions need human resource planning that connects staffing decisions with educational goals, professional competence, and ethical responsibility. This article develops an operational framework for strategic human resource planning in Islamic schools, madrasahs, pesantren, and higher education institutions. A qualitative, literature-informed conceptual synthesis examines a purposively assembled corpus of 40 journal publications from 2020 to 2025. The analysis combines Islamic educational management scholarship with research on strategic human resource management, talent development, digital competence, employee well-being, and qualitative methodology. The synthesis identifies eight connected planning stages: institutional vision, environmental analysis, workforce mapping, demand forecasting, gap analysis, human resource strategy, implementation, and evaluation with revision. Amanah, justice, competence, and moral responsibility operate as decision criteria throughout the cycle. The framework translates these principles into transparent recruitment, evidence-based placement, supported professional learning, proportionate appraisal, career development, and succession planning. Implementation tables specify responsibilities, required records, and measurable indicators, while figures present the proposed cycle and the publication profile of the reference corpus. The central contribution is an explicit connection between institutional priorities, workforce decisions, ethical safeguards, and educational service quality. The findings are conceptual and do not establish observed staffing improvements or causal effects in any institution. Subsequent evaluation should collect verified workforce baselines, document implementation, compare indicators over time, and include staff perspectives before claims about effectiveness or transferability are made.

Keywords: Strategic Planning; Human Resources; Islamic Education; Competency Development; Ethical Governance.



ABSTRAK

Lembaga pendidikan Islam membutuhkan perencanaan sumber daya manusia yang menghubungkan keputusan ketenagaan dengan tujuan pendidikan, kompetensi profesional, dan tanggung jawab etis. Artikel ini mengembangkan kerangka operasional perencanaan strategis sumber daya manusia pada sekolah Islam, madrasah, pesantren, dan perguruan tinggi. Penelitian menggunakan sintesis konseptual kualitatif berbasis literatur dengan menelaah korpus yang dipilih secara purposif, terdiri atas 40 publikasi jurnal tahun 2020 sampai 2025. Analisis menggabungkan kajian manajemen pendidikan Islam dengan penelitian tentang manajemen sumber daya manusia strategis, pengembangan talenta, kompetensi digital, kesejahteraan pegawai, dan metodologi kualitatif. Sintesis menghasilkan delapan tahap yang saling terhubung, yaitu visi kelembagaan, analisis lingkungan, pemetaan tenaga, proyeksi kebutuhan, analisis kesenjangan, strategi sumber daya manusia, implementasi, serta evaluasi dan perbaikan. Amanah, keadilan, kompetensi, dan tanggung jawab moral menjadi kriteria pengambilan keputusan sepanjang siklus. Kerangka menerjemahkan prinsip tersebut menjadi rekrutmen transparan, penempatan berbasis bukti, pembelajaran profesional dengan dukungan, penilaian proporsional, pengembangan karier, dan perencanaan suksesi. Tabel penerapan merinci tanggung jawab, dokumen yang diperlukan, serta indikator terukur; gambar menyajikan siklus usulan dan profil tahun publikasi korpus referensi. Kontribusi utamanya ialah hubungan yang eksplisit antara prioritas lembaga, keputusan ketenagaan, perlindungan etis, dan mutu layanan pendidikan. Temuan bersifat konseptual dan tidak membuktikan peningkatan ketenagaan atau pengaruh kausal pada lembaga tertentu. Evaluasi berikutnya perlu mengumpulkan kondisi awal tenaga yang terverifikasi, mendokumentasikan penerapan, membandingkan indikator antarwaktu, dan melibatkan perspektif pegawai sebelum menyatakan efektivitas maupun keteralihan model.

Kata kunci: Perencanaan Strategis; Sumber Daya Manusia; Pendidikan Islam; Pengembangan Kompetensi; Tata Kelola Etis.

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1. INTRODUCTION

Human resources determine how Islamic educational institutions translate their academic, social, and religious missions into everyday educational practice. Teachers, lecturers, leaders, administrative employees, and support personnel contribute through different responsibilities, but their work becomes educationally meaningful through coordination. Buildings and learning platforms cannot compensate for unclear roles, weak professional support, or staffing decisions disconnected from the curriculum. Islamic educational management literature therefore places professional competence and moral conduct within the same discussion of institutional quality (Basit et al., 2024; Yusuf et al., 2024). This combined responsibility requires planning beyond payroll and attendance administration. Institutions must determine which capabilities their educational commitments require, whether those capabilities are available, and how people can develop them. Strategic human resource planning provides a way to connect these questions with recruitment, placement, development, evaluation, and continuity of service.

The practical problem is that personnel routines may remain separate from institutional development priorities. A school can announce a new digital programme while allocating neither

preparation time nor staff with the relevant pedagogical capabilities. A pesantren can expand provision without establishing whether additional teaching and administrative responsibilities are sustainable. Research on human resource development highlights the importance of needs analysis and organisational participation, while strategic HRM scholarship questions approaches detached from actual management practice (Andriani & Rindanigsih, 2024; Cooke et al., 2021). These concerns suggest that planning should begin with educational work rather than a generic list of vacancies. Leaders need to distinguish shortages of people from shortages of particular capabilities, and both from difficulties created by poor task design. Each problem calls for a different response and a different basis for judging improvement.

Published field studies provide contextual evidence for these concerns, although they do not constitute observations collected for this article. Research at SMPIT Qurrata A'yun Batusangkar describes personnel planning, recruitment, placement, and development within an integrated Islamic secondary school (Febriyenti & Jamilus, 2023). A separate case study at Pondok Pesantren Ummul Quro As-Suyuty identifies funding and infrastructure constraints affecting human resource development (Fahmi et al., 2025). These accounts show why institutional conditions matter when interpreting the feasibility of professional learning and staffing decisions. They do not establish the prevalence of those problems across Islamic education. The present synthesis uses them to formulate questions that a future institutional audit should investigate, including how responsibilities are allocated, what development support is available, and which constraints prevent staff from applying new capabilities.

Recruitment is one point where strategic intent becomes a concrete organisational decision. A published case study at Boarding School Al-Musyarrofah, Cianjur, connects workforce needs, recruitment processes, and Islamic educational values (Basith et al., 2025). The relevance of this connection extends beyond filling an empty position: a vacancy description should explain the educational task, the required competence, and the evidence used to assess applicants. Talent management research in higher education similarly highlights leadership development as a continuing institutional concern (Jais et al., 2021). Together, these perspectives suggest that an appointment should be situated within a longer trajectory of induction, supported practice, appraisal, and career development. Hiring a qualified person does not resolve a weak work system if the institution subsequently provides unclear expectations, limited feedback, or no realistic opportunity to develop.

Professional development and career continuity are equally important because workforce capabilities change after appointment. Research at MAN 1 Lamongan describes internal and external development activities organised through needs analysis, implementation, and evaluation (Romzi et al., 2025). Career development research at SMPS Riyadhusholihin Pandeglang connects professional growth with training, competency development, and assessment (Zohriah et al., 2024). These studies provide context-specific examples of organising learning rather than universal proof that every training programme improves education. Their shared implication is that development should respond to a recognised work requirement and lead to opportunities for practice. Strategic planning should specify who needs support, what capability is expected, and how the institution will recognise progress. Without that connection, participation certificates can accumulate while the underlying staffing problem remains unresolved.

Islamic values introduce substantive responsibilities into this planning process. Qur'anic approaches to strategic HRM connect moral formation with institutional governance, while a maqasid perspective broadens attention to human benefit and responsibility (Jamaludin & Wijaya, 2024; Munir & Saputra, 2022). These perspectives can guide decisions about trustworthiness, fairness, and professional obligations, but their application requires explicit procedures. A commitment to justice becomes assessable when an institution publishes selection criteria, explains appraisal decisions, and provides an opportunity to correct inaccurate records. Amanah also implies assigning responsibility to people who can discharge it and supporting them adequately. Religious identity alone cannot establish occupational competence, while technical competence does not remove the need for ethical conduct. Planning must therefore connect values with observable professional behaviour and accountable organisational decisions.

Digitalisation creates further opportunities and questions about how workforce information is used. Human resource analytics scholarship organises research around the analysis of personnel information, and a meta-analysis examines performance consequences of digital HRM (Margherita, 2022; Theres & Strohmeier, 2023). These contributions support treating digital systems as part of a management process rather than assuming that software installation produces strategic capability. For an Islamic educational institution, the relevant questions include whether staff information is accurate, which decision requires the information, and who may access it. An incomplete competency inventory can create misleading impressions of institutional readiness. Likewise, frequent data entry can consume time without improving educational decisions. Planning should establish data definitions, responsibilities, and feedback arrangements before extending the technical sophistication of the personnel system.

The relationship between HR practices and organisational performance also requires a clear account of intervening processes. Research in Miandoab City's education department examines innovation in the relationship between strategic HRM and performance (Karimivand, 2025). The ability, motivation, and opportunity framework offers a complementary way to examine how practices relate to employee capabilities and the conditions for applying them (Bos-Nehles et al., 2023). These perspectives suggest that professional knowledge alone cannot secure implementation when staff lack preparation time, encouragement, or participation in decisions. They also caution against treating performance as a single undifferentiated outcome. In education, staffing continuity, professional practice, employee experience, and student learning involve different evidence. An operational model should explain which intermediate change is expected before claiming that human resource planning has improved educational quality.

The transfer of general management theory into Islamic education must account for mission and context. Research on strategic HRM in nonprofit organisations highlights the importance of organisational settings, while common-good HRM broadens the purposes attached to managing people (Baluch & Ridder, 2021; Aust et al., 2020). Islamic HRM scholarship likewise addresses ethical principles across recruitment, development, appraisal, and careers (Auwal Gano et al., 2024). These approaches are relevant to institutions that pursue educational and moral purposes, yet they do not automatically specify a workable sequence for local decision-making. The gap addressed here concerns that operational connection: existing discussions explain the importance of strategy and values, but a manager still needs to know how workforce evidence leads to a justified action, who is responsible, and what information should trigger revision. The contribution

is therefore an integrative planning specification rather than a claim that strategic HRM itself is new.

This article develops a framework that connects institutional vision, environmental analysis, workforce mapping, forecasting, gap analysis, HR strategy, implementation, and evaluative revision. Scholarship on educational quality through strategic HRM supplies a directly relevant Islamic school perspective (Aziz & Marlina, 2025). The framework extends that discussion by linking each planning stage to a decision, a required record, an accountable role, and an ethical safeguard. Two questions guide the synthesis: how can strategic workforce planning integrate professional competence with Islamic ethical governance, and what evidence is needed to evaluate its implementation? The article addresses Islamic schools, madrasahs, pesantren, and higher education at the level of conceptual design. It offers practical requirements for subsequent institutional adaptation while recognising that differences in governance, resources, employment arrangements, and educational missions prevent a single plan from being transferred unchanged.

2. RESEARCH METHODS

The study uses a qualitative, literature-informed conceptual synthesis to develop an operational planning framework. Its unit of analysis is a scholarly contribution concerning workforce management, educational staff development, ethical governance, or the analysis of qualitative evidence. The design supports interpretation of relationships among concepts rather than estimation of an intervention effect. Systematic-review reporting guidance clarifies the importance of distinguishing an exhaustive review from a purposive synthesis (Page et al., 2021). This article follows the latter approach: it does not claim a comprehensive database search, a replicated screening procedure, or a PRISMA selection flow. The principal analytical objective is to specify how institutional priorities can be translated into workforce decisions and evaluated through appropriate records. Accordingly, the resulting model is a conceptual research output requiring later empirical investigation.

The evidence base consists of 40 journal publications with publication years between 2020 and 2025. Thirteen eligible journal references were retained from the original manuscript; 27 additional publications extend the substantive and methodological coverage. Selection prioritised identifiable authorship, an eligible publication year, an active DOI resolving to the intended work, and relevance to the planning framework. Crossref records and publisher pages were used to check bibliographic identity, and the journal issue year was preferred when online-first and issue dates differed. Literature-search reporting guidance informed the documentation of these choices (Rethlefsen et al., 2021). Articles were located through targeted public scholarly searches and DOI-based retrieval. This purposive procedure defines the assembled corpus; its size should not be interpreted as the total number of relevant studies available in the field.

The analytical materials comprise the original literature manuscript, bibliographic records, accessible article abstracts, and relevant publisher descriptions. These materials were read for definitions, institutional settings, management mechanisms, reported constraints, and limits of transfer. Table 1 separates the verified bibliographic data used in this study from institutional data required for future implementation. Thematic-analysis scholarship supports making the

interpretive approach explicit and maintaining consistency between the material and the claims produced (Braun & Clarke, 2021a). The initial coding categories followed the source manuscript's concerns with needs analysis, recruitment, development, appraisal, careers, succession, and Islamic values. Codes were compared across educational and broader organisational literature to identify relationships that could be translated into planning responsibilities and evidence requirements.

Table 1. Evidence base and institutional data requirements

Data category	Available information	Purpose or status
Reference corpus	40 journal publications from 2020–2025	13 retained source references; 27 additions
Literature evidence	Source narrative and accessible scholarly descriptions	Conceptual interpretation; context-specific findings
Workforce baseline	Roles, workload, qualifications, demonstrated competence	Required for institutional application
Implementation record	Activities, responsibilities, support, adaptations	To be collected during application
Evaluation evidence	Comparable indicators, staff accounts, work samples	Needed for claims of improvement

The synthesis then organised the coded material into an eight-stage planning cycle and a cross-cutting ethical framework. A worked example of reflexive thematic analysis provides methodological support for moving from familiarisation and coding to interpretation and coherent reporting (Byrne, 2022). Here, themes were assessed by asking whether they explained a workforce decision, its institutional purpose, the conditions needed for implementation, and the evidence needed for review. The analysis also distinguished normative propositions from context-specific empirical findings. For example, a published case study describing staff training can inform a proposed development process, but it cannot establish that the same process will work in another institution. No pooled effect sizes, quantitative quality scores, or inter-rater reliability estimates were calculated.

Quality was addressed through consistency of citation identity, transparent separation of evidence types, and explicit limits on inference. Qualitative quality scholarship supports judging an analysis in relation to its methodological commitments rather than adding incompatible reliability claims (Braun & Clarke, 2021b). The tables identify proposed indicators and data sources without supplying invented institutional values. Numeric results concern bibliographic counts calculated from the 40 verified records; all framework arrows represent proposed relationships. The study collected no interviews, observations, employee assessments, or student outcomes, and consequently makes no claim of field approval or completed intervention. Future institutional research would require appropriate permissions, protection of staff information, verified baselines, documented implementation, and comparable follow-up evidence. These conditions define the next empirical stage rather than outcomes established by this synthesis.

3. RESULTS AND DISCUSSION

The synthesis produces an eight-stage strategic human resource planning framework that connects institutional purpose with decisions about people and the evidence needed to review those decisions. Its main result is the specification of relationships among vision, environmental analysis, workforce mapping, demand forecasting, gap analysis, HR strategy, implementation, and evaluation with revision. Figure 1 presents this sequence as a cycle because evaluation should inform the next planning round. Four ethical criteria accompany all eight stages: amanah, justice, competence, and moral responsibility. They are not additional sequential tasks; they govern how each decision is justified and enacted. The framework's numerical labels describe its structure. They do not represent the number of institutions studied, the proportion of staff improving, or a statistically estimated pathway.

The first stage translates institutional vision into a manageable workforce priority. A leadership team would begin by choosing a specific educational objective, such as improving formative assessment or strengthening academic administration, and identifying the work required to deliver it. The second stage examines the environment in which that work will occur, including curriculum expectations, available resources, technological infrastructure, stakeholder needs, and anticipated organisational changes. The connection between these stages prevents a broad mission statement from becoming an uncoded personnel aspiration. Their combined output is a documented priority with a clear scope and a statement of enabling conditions. Application should begin with one sufficiently defined issue so that subsequent workforce analysis can distinguish the capabilities genuinely required from desirable but nonessential additions.

The third stage establishes a verified workforce map. Its records would include staff roles, qualifications, teaching or service responsibilities, demonstrated competencies, development needs, and relevant career interests. Verification matters because holding a qualification and being able to perform a current task are related but different forms of evidence. The map should also document where the institution depends on a single employee for a critical function. A data custodian would maintain definitions and record corrections, while employees would be able to review information about their own capabilities. The stage therefore combines an institutional inventory with a process for checking its accuracy. It should support staffing and development decisions without converting subjective impressions into permanent labels about individual professional worth.

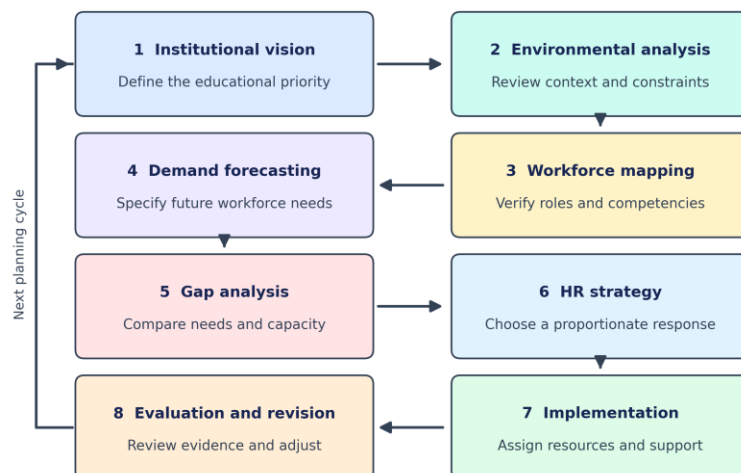


Figure 1. Proposed strategic human resource planning cycle

The fourth stage forecasts workforce demand for the agreed institutional priority. Leaders would identify the tasks and responsibilities expected under the intended programme and consider alternative assumptions about enrolment, service demand, and programme scope. The fifth stage compares these requirements with the verified workforce map. This comparison produces two distinct outputs: an estimate of staffing capacity and a description of competency gaps. A shortage of teaching hours may require different action from a lack of assessment expertise among otherwise sufficient staff. Uncertain assumptions should remain visible in the forecast so that decisions can be revised when conditions change. Table 2 summarises the responsibilities and documentary outputs attached to all eight stages, allowing managers to trace a proposed action to the requirement that motivated it.

Table 2. Planning stages and implementation responsibilities

Stage	Responsible roles	Documented output
1 Vision	Leader and governing body	Educational priority and scope
2 Environment	Programme team and administration	Context and constraints review
3 Workforce map	HR coordinator and employees	Verified roles and competency inventory
4 Forecast	Programme leaders and finance	Demand assumptions and staffing requirements
5 Gap analysis	HR and programme team	Capacity and competency gaps
6 HR strategy	Leader and authorised panel	Action choice with criteria and rationale
7 Implementation	Assigned managers and staff	Support plan and implementation record
8 Evaluation	Review team and staff representatives	Indicator review and revised plan

The sixth stage selects a proportionate HR strategy for each identified gap. Available responses include recruitment, task redistribution, mentoring, professional learning, temporary collaboration, and preparation of future leaders. Recruitment is appropriate when an essential capability cannot reasonably be developed or allocated internally within the required period. Development is appropriate when existing staff can acquire the capability with sufficient support and practice. Selection criteria should explain both the work requirement and the evidence used to judge

readiness. Ethical governance requires consistent assessment, disclosure of relevant conflicts of interest, and recorded reasons for decisions. This stage connects fairness with competence by asking not only whether the institution has treated applicants or employees consistently, but whether the decision can support the educational task.

The seventh stage implements the selected strategy through an agreed allocation of responsibility, time, and resources. For a professional learning initiative, implementation would include an initial task assessment, guided learning, supervised application, feedback, and a later demonstration of the capability. For recruitment, it would include selection, induction, role clarification, and early support rather than ending with appointment. The coordination plan should specify which manager provides support and which employee or team produces the expected output. A concise implementation record would document activities, participation, practical difficulties, and adjustments. This record becomes useful when it explains whether the strategy was enacted sufficiently to evaluate it. Attendance or completion of an administrative checklist alone cannot establish improved professional practice.

The eighth stage evaluates the implementation and authorises revision. Table 3 operationalises workforce indicators through defined numerators, denominators, observation periods, and documentary sources. Appropriate measures include role coverage, competency demonstration, development follow-through, retention, and succession readiness. These measures address different questions and should be interpreted separately. A staffing coverage ratio indicates whether assigned roles meet a requirement; it does not establish the quality of teaching. Likewise, a retention figure cannot show whether employees remain because they experience professional growth or because alternatives are limited. Evaluation should combine the chosen indicators with staff accounts and evidence of educational practice. A revised plan would explain what should continue, what requires correction, and which assumption has changed.

Table 3. Proposed indicators for institutional evaluation

Indicator	Operational definition	Required record
Role coverage	Filled required roles / required roles $\times$ 100	Verified role inventory at a defined date
Competency demonstration	Staff meeting task rubric / assessed staff $\times$ 100	Common task and agreed assessment rubric
Development follow-through	Participants applying target skill / participants assessed $\times$ 100	Work samples and follow-up assessment
Staff retention	Baseline cohort remaining / baseline cohort $\times$ 100	Defined cohort and follow-up period
Succession readiness	Critical roles with an assessed ready candidate / critical roles $\times$ 100	Role criteria and documented assessment
Educational contribution	Change in the agreed educational practice or service	Comparable practice evidence and staff accounts

The ethical layer makes implementation reviewable throughout the cycle. Amanah is operationalised through clear responsibilities, truthful records, and proportionate handling of staff information. Justice is operationalised through published criteria, consistent access to development, and an avenue for correcting disputed decisions. Competence is operationalised through job-relevant demonstrations and supported professional learning. Moral responsibility is

operationalised through attention to employee welfare and the educational consequences of personnel choices. These criteria interact: an appointment that satisfies a technical rubric can still require review if the process was unfair, while a fair process cannot replace evidence of capability. The framework therefore requires a reasoned decision record rather than a single numerical ethics score. It avoids treating religious identity as a measurable substitute for professional conduct.

The quantitative description concerns the assembled reference corpus. Table 4 reports publication-year counts and percentages, and Figure 2 displays the same verified distribution. Of the 40 references, 20 appear in the introduction, 15 additional substantive publications first appear in the discussion, and five methodological publications support the research design. The discussion reuses 15 references from the introduction to connect the framework with the source argument. Thirteen of the 40 journal publications are eligible references retained from the original manuscript. These counts describe how the article's evidence base is organised, not the frequency of management problems or the magnitude of an institutional effect. The distribution also reflects purposeful selection and should not be treated as a bibliometric map of the entire research field.

Table 4. Publication profile of the reference corpus

Publication year	Journal publications	Share of corpus
2020	4	10.0%
2021	10	25.0%
2022	10	25.0%
2023	5	12.5%
2024	6	15.0%
2025	5	12.5%
Total	40	100.0%

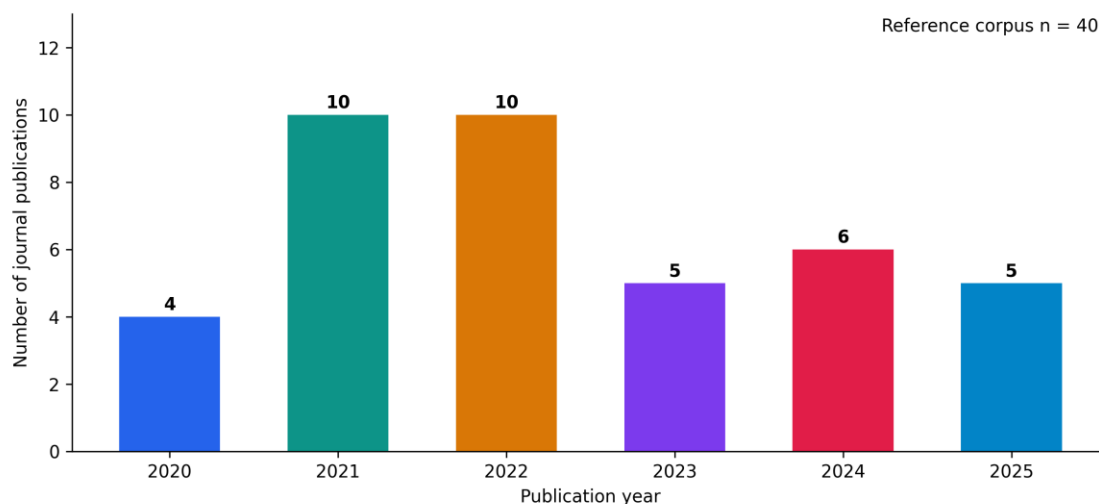


Figure 2. Publication years of the 40 journal references

Taken together, the results specify an implementable relationship between purpose, workforce evidence, choice of action, ethical safeguards, and review. A future institutional application would begin with one agreed priority, construct the required baseline, and enact the corresponding HR

strategy before evaluating changes over a defined period. The result of this article is the planning specification that makes those steps explicit, including records and responsibilities that would allow the process to be examined. It does not show that an Islamic educational institution has completed the cycle or achieved better learning outcomes. Its practical usefulness depends on subsequent adaptation to governance arrangements, available resources, staff participation, and the educational work being improved. Validation must therefore examine both feasibility and the consequences experienced by employees and learners.

Discussion

The framework strengthens the connection between institutional objectives and workforce decisions by treating a personnel plan as an explanation of how educational work will be supported. The Islamic school quality perspective in the introduction is consistent with considering planning, professional capabilities, and facilities together (Aziz & Marlina, 2025). Additional research on talent and knowledge management in Indonesian private higher education connects workforce resources with organisational transformation and academic climate (Ramaditya et al., 2022). This connection supports the relevance of the proposed model, but it does not make its effects uniform across institutional settings. A school, pesantren, and university differ in roles, decision rights, and educational responsibilities. The model therefore asks managers to identify the specific work that a staffing choice should enable. An empirical application would assess the resulting work process before claiming wider institutional improvement.

Workforce mapping should support development as well as selection. The introduction's character and professional competence perspective places employees within an ethical educational mission (Basit et al., 2024). The additional review of inclusive talent development provides a basis for examining whether development opportunities extend beyond employees already labelled as high potential (Kaliannan et al., 2023). This matters because an institution can reproduce existing advantages if leadership attention, training budgets, and project opportunities repeatedly favour the same group. The proposed audit should therefore identify support needs across the workforce while allowing additional preparation for genuinely critical roles. Transparent criteria can explain these differences without implying that some employees lack developmental value. Subsequent evaluation should examine who receives support, who can participate, and whether opportunity translates into practical professional growth.

Recruitment gains strategic meaning when it is linked to a demonstrated requirement and a longer development pathway. The source case study of planning and recruitment in an Islamic boarding school supports connecting needs analysis with selection (Basith et al., 2025). A multilevel review of talent management extends this discussion by relating organisational perspectives, practices, and outcomes across levels of analysis (Aljbouir et al., 2022). The implication for the model is that applicant assessment should be followed by induction and opportunities to perform the assigned work. A mismatch may arise from selection, but it may also emerge from unclear expectations or an unsupported role. Reviewing appointment decisions only through the number of vacancies filled would miss these mechanisms. A future study should trace whether the recruitment rationale remains relevant after the appointee begins actual educational responsibilities.

Succession planning requires observable preparation for leadership rather than informal designation of a preferred successor. The introduction's higher education talent perspective identifies leadership competence as an institutional development concern (Jais et al., 2021). Additional Malaysian research offers an example of assessing leadership capabilities through a structured framework and behavioural evidence (Jais et al., 2022). Such an instrument cannot be transferred directly into every Islamic educational institution, but it illustrates the need to define what leadership readiness means. The proposed model would connect developmental assignments, feedback, and a record of demonstrated responsibility. Candidates should know the criteria and the support available to help them meet them. Succession readiness should consequently be assessed against relevant tasks rather than seniority alone, with the evaluation sensitive to the institution's mission and governance structure.

Digital readiness should be interpreted as the capacity to improve educational work through technology. The introduction's development perspective establishes why workforce capabilities must respond to technological change (Andriani & Rindaningsih, 2024). The additional teacher digital competency framework broadens attention beyond operating applications to pedagogical, ethical, and safe use of digital resources (Falloon, 2020). For the proposed planning cycle, this means that a competency gap should be expressed through a task, such as designing a useful assessment activity or managing access to learner information. Training that improves button-level familiarity may be insufficient when the real problem involves instructional judgement. An institutional evaluation should use work samples and supported demonstrations alongside staff feedback. The model's digital component remains a development requirement rather than an assumption that technology use is automatically educationally beneficial.

Professional learning should connect recognised needs with supported practice. Development research in an Islamic pesantren describes training and coaching under financial and infrastructure constraints (Fahmi et al., 2025). The additional critical review of effective teacher professional development challenges simple assumptions about which programme characteristics guarantee success (Sims & Fletcher-Wood, 2021). This reinforces the decision to connect learning activities with a defined workplace capability and a later demonstration of its use. The institution should specify what participants are expected to do differently and ensure that the work setting permits them to try it. Attendance can document exposure, but it cannot establish transfer into practice. Feasibility also depends on protected time and support. The most useful evaluation would examine the relationship between the identified gap, the learning process, and the capability demonstrated afterwards.

Career development becomes more coherent when it is supported by collective professional learning. The introduction's career study links development needs, training, and assessment in an Islamic secondary school (Zohriah et al., 2024). Additional research on professional learning communities examines teacher self-efficacy and commitment within a Chinese educational context (Zheng et al., 2021). The relevance is the relationship between organised collaboration and professional experience, rather than a guarantee that any group meeting creates a learning community. The proposed model would assign a shared task, provide time for discussion, and document changes in practice. Employees should be able to explain how collaboration contributes to their work and career goals. Transfer into Islamic education requires attention to local

communication patterns, leadership expectations, and access to participation, especially where hierarchical relationships make open professional discussion difficult.

Retention should be examined through the quality and sustainability of work rather than through employee numbers alone. The introduction's school management account establishes that recruitment, placement, and development form a continuing system (Febriyenti & Jamilus, 2023). Additional meta-analytic research on teacher attrition brings burnout, job satisfaction, and intentions to leave into the discussion (Madigan & Kim, 2021). These constructs require careful differentiation: intention to leave is not actual turnover, and remaining in employment is not direct evidence of satisfaction. The proposed retention indicator should therefore be interpreted with staff perspectives and changes in responsibilities or support. An institution should investigate why employees leave and whether preventable conditions contribute. This approach links workforce continuity with educational service while resisting a narrow strategy that seeks retention without improving the conditions under which people work.

Islamic ethical governance can provide a concrete basis for evaluating how workforce information is collected and used. Qur'anic approaches in the introduction connect moral commitments with institutional rules (Jamaludin & Wijaya, 2024). Additional people analytics research identifies concerns about privacy, transparency, fairness, proportionality, and employee benefit (Tursunbayeva et al., 2022). Their connection suggests that amanah includes stewardship of information as well as responsibility for a job. The proposed workforce map should collect data for a stated decision, restrict access appropriately, and allow employees to correct inaccurate entries. A capability inventory should not become an unrestricted monitoring system simply because more information is technically available. These safeguards strengthen accountability by making the purpose and consequences of data use visible. Empirical evaluation should examine employee understanding and experiences alongside the formal existence of policies.

The planning model also requires judgement about what institutional data cannot establish. The introduction's analytics perspective distinguishes the organisation of HR information from the management decisions it is intended to inform (Margherita, 2022). Additional scholarship on virtue ethics and algorithmic management offers a way to question whether data-based decisions preserve responsible professional judgement (Gal et al., 2020). For Islamic education, this issue arises when composite scores or automatic rankings are treated as sufficient reasons for appraisal, promotion, or development allocation. The framework does not recommend such substitutions. A record should support a reasoned decision that considers the employee's work and circumstances. Managers remain accountable for explaining the decision and correcting it when the information is incomplete. Ethical planning therefore entails an ongoing capacity to interpret evidence rather than merely an increasingly detailed measurement system.

Educational performance depends on more than the presence of HR policies or digital tools. The introduction's study of strategic HRM and innovation supports examining mechanisms between management practices and organisational outcomes (Karimivand, 2025). Additional review evidence on HRM 4.0 discusses the organisational implications of digitalisation, including capabilities and changes in work (da Silva et al., 2022). The proposed model connects these perspectives by requiring an implementation record and a separate account of educational contribution. A new personnel platform may improve information retrieval without changing

teaching practice; an innovation initiative may create workload before producing useful services. These possibilities should be examined rather than assumed away. Evaluation should identify which process changed, who experienced the change, and what evidence links it to the agreed educational objective before describing the result as institutional quality improvement.

Digital HRM may offer useful management support, but its transfer depends on the organisation in which it operates. The introduction's digital HRM meta-analysis examines performance consequences across research settings (Theres & Strohmeier, 2023). A separate additional meta-analysis considers antecedents, consequences, and cross-national moderators of e-HRM (Zhou et al., 2022). Together, these studies justify considering the wider conditions surrounding digital practice, including readiness, use, and institutional support. Their findings do not identify the appropriate platform for a particular madrasah or pesantren. The proposed cycle instead begins with the information and workflow required for a specific staffing decision. Technical choices should follow that analysis and remain proportionate to available capacity. A future application should evaluate actual use and decision quality, with attention to whether the system creates duplication or excludes employees who need support.

Employee well-being should be treated as a condition of sustainable professional contribution. The introduction's maqasid perspective broadens the moral purpose attached to managing people (Munir & Saputra, 2022). Additional research on the well-being paradox examines how HRM systems, employee experience, and organisational performance can interact in complex ways (Ho & Kuvaas, 2020). This connection challenges a simple assumption that increasing the intensity of management practices always benefits employees. More reporting, appraisal, and development requirements can become burdensome when they compete with teaching and service responsibilities. The planning model should therefore include an examination of demands and support before adding new tasks. A future institutional study could explore staff perceptions alongside role coverage and development indicators. The evaluation should recognise that apparent administrative efficiency may conceal reduced autonomy, fatigue, or weaker professional relationships.

Sustainability depends on the institution's ability to maintain support and learn from implementation. The introduction's development study at MAN 1 Lamongan emphasises a continuing relationship among needs analysis, learning activities, and evaluation (Romzi et al., 2025). Additional research on sustainable HRM links workforce practices with resilience, engagement, and employee outcomes in a Chinese organisational context (Lu et al., 2023). These findings inform a mechanism to investigate rather than a prediction that the same relationships necessarily hold in Islamic education. The proposed revision stage should consider resources, workload, staff experience, and continuity of the people responsible for implementation. Documentation and shared responsibility can help reduce dependence on a single leader. Institutional adaptation should seek a manageable process that can be sustained, while evaluation should test whether the support actually enables staff to meet changing educational responsibilities.

The framework's principal contribution is a transparent connection between Islamic educational purpose and reviewable workforce decisions. The introduction's human resource perspective connects professional competence with moral and spiritual responsibilities (Yusuf et al., 2024). Additional people analytics review evidence distinguishes promises of improved decisions from

unresolved questions about readiness, ownership, impact, and ethics (McCartney & Fu, 2022). This reinforces the article's limited but useful claim: the model specifies what an institution would need to do and know, rather than proving the benefits of implementation. Future research should examine the cycle in clearly described institutions, establish baseline data, document adaptations, and involve employees in assessing consequences. Comparative studies may then investigate how governance, institutional level, and resources influence implementation. Until such evidence is available, the model offers an operational research agenda and a planning instrument whose effectiveness remains to be tested.

5. CONCLUSION AND SUGGESTIONS

Strategic human resource planning in Islamic education can be organised as an eight-stage cycle linking institutional vision, environmental analysis, workforce mapping, forecasting, gap analysis, HR strategy, implementation, and evaluation with revision. The conceptual synthesis integrates professional competence with amanah, justice, and moral responsibility by translating these commitments into decision criteria, documentary requirements, and accountable roles. Its practical contribution is a framework for connecting recruitment, placement, professional learning, appraisal, career development, retention, and succession with a defined educational priority. The proposed tables and indicators make the planning process more explicit and allow institutions to distinguish staffing capacity, professional capability, implementation, and educational contribution. These distinctions support more reasoned management without reducing ethical governance to a single score or assuming that administrative activity itself establishes educational quality.

The study establishes a conceptual planning specification rather than an observed improvement in workforce management. The corpus is purposeful, and interpretation draws on the source manuscript, accessible scholarly descriptions, and verified bibliographic information rather than an exhaustive systematic review or primary institutional data. Future applications should begin with a verified baseline, use proportionate data governance, provide staff participation and practical support, and document the conditions under which the selected HR strategy is enacted. Subsequent evaluation should compare defined indicators over appropriate periods and examine employee experiences and evidence of educational practice. Institutions can use the framework to structure inquiry and planning, but claims about effectiveness, causality, or transfer across Islamic educational settings require further empirical research.

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