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Human Resource Management in Muhammadiyah Junior High Schools in Padang City

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ABSTRACT

Globally, educational institutions face the challenge of transitioning from administrative Human Resource Management (HRM) to Strategic HRM (SHRM) to enhance quality and competitiveness. This challenge is acute for value-based institutions like Islamic schools, which must align HR practices with both academic goals and religious mission. This study aims to analyze the implementation and strategic alignment of HRM in Muhammadiyah Junior High Schools in Padang City, Indonesia. Employing a mixed-methods sequential explanatory design, data were collected through surveys of teachers and staff, followed by interviews, focus group discussions, and document analysis with principals and officials. The findings reveal significant strategic misalignment. HR planning is reactive, recruitment lacks a value-based competency framework, training overlooks pedagogical methods for integrating Islamic values, performance appraisal is overly administrative, and compensation fails to leverage non-financial religious motivators. This results in a dual misalignment: a vertical disconnect from the school's Islamic mission and a horizontal incoherence among HR functions themselves. The study concludes that a transformative shift towards a comprehensive, value-based SHRM model is essential for these schools to effectively produce graduates who are both intellectually competent and spiritually grounded.

Keyword

HRS; Planning; Muhammadiyah School

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Abstrak

Secara global, lembaga pendidikan menghadapi tantangan untuk bertransisi dari Manajemen Sumber Daya Manusia (MSDM) yang administratif ke MSDM Strategis (SHRM) untuk meningkatkan kualitas dan daya saing. Tantangan ini sangat akut bagi institusi berbasis nilai seperti sekolah Islam, yang harus menyelaraskan praktik SDM dengan tujuan akademik dan misi keagamaan. Penelitian ini bertujuan untuk menganalisis implementasi dan keselarasan strategis MSDM di SMP Muhammadiyah Kota Padang. Menggunakan desain *sequential explanatory mixed-methods*, data dikumpulkan melalui survei terhadap guru dan staf, dilanjutkan dengan wawancara, diskusi kelompok terpusat, dan analisis

dokumen dengan kepala sekolah dan pejabat. Temuan mengungkapkan ketidakselarasan strategis yang signifikan. Perencanaan SDM bersifat reaktif, rekrutmen kekurangan kerangka kompetensi berbasis nilai, pelatihan mengabaikan metode pedagogis untuk mengintegrasikan nilai-nilai Islam, penilaian kinerja terlalu administratif, dan sistem kompensasi gagal memanfaatkan motivator religius non-finansial. Hal ini mengakibatkan misalignment ganda: disconnect vertikal dari misi Islam sekolah dan ketidakkohorenan horizontal antar fungsi SDM. Studi ini menyimpulkan bahwa pergeseran transformatif menuju model SHRM yang komprehensif dan berbasis nilai sangat penting agar sekolah-sekolah ini dapat secara efektif menghasilkan lulusan yang kompeten secara intelektual dan kokoh secara spiritual.

Kata Kunci

SDM; Perencanaan; Sekolah Muhammadiyah

INTRODUCTION

The quality of an educational institution is fundamentally determined by the quality of its human resources (HR). In Indonesia, particularly in urban settings like Padang City, West Sumatra, junior high schools face intense competition and rising expectations for academic excellence and character building. Muhammadiyah, as one of the largest Islamic socio-religious organizations in Indonesia, operates a vast network of schools that strive to integrate national curriculum standards with Islamic values. This dual mission creates a unique operational context for its schools in Padang. Effective Human Resource Management (HRM) encompassing recruitment, training, performance appraisal, and compensation of teachers and staff becomes the critical linchpin for achieving these goals. However, these schools often operate with limited resources and must navigate the complexities of balancing modern pedagogical demands with traditional religious ethos. The effectiveness of HRM practices in these specific institutions is, therefore, a pivotal area of inquiry, as it directly impacts their ability to produce competent, faithful, and moral graduates in a competitive educational landscape.

The contextual challenges above can be analyzed through the lens of strategic human resource management (SHRM) theory, particularly the concept of 'fit.' SHRM posits that for HR practices to be effective, they must align with the organization's overall strategy (vertical fit) and with each other to form a coherent system (horizontal fit) (Schuler and Jackson, 1987a). For Muhammadiyah schools, the organizational strategy is not solely profit or market dominance but includes the propagation of Islamic values (*amar ma'ruf nahi munkar*) (Julhadi and Ritonga, 2023). Therefore, their HRM system must be designed to attract, develop, and retain educators who are not only pedagogically proficient but also embody and can effectively transmit Islamic principles. Theories of competency-based HRM further elaborate that specific competencies including religious knowledge, moral integrity, and teaching skills must be defined, assessed, and developed. The integration of these values into HRM cycles (from recruitment to reward) is essential for creating a high-performance work system tailored to the Islamic school environment.

Previous research has established a strong correlation between strategic HRM and improved organizational outcomes in various sectors, including education. Studies in different contexts show that teacher quality, which is a direct product of effective HRM, is the most significant school-based factor influencing student achievement (Hattie, 2016). Specifically in Islamic education, research indicates that HRM practices are often still administrative and routine rather than strategic. For instance, a study by

Hermawan and Khan in Islamic boarding schools found that HR planning was not yet optimal due to a lack of qualified administrative staff (Hermawan and Khan, 2023).

Another study by Nurqadriani et al highlighted that performance appraisal in many Islamic schools tends to focus more on administrative compliance than on teaching quality or value inculcation (Nurqadriani, Dahlan and Firdaus, 2025). This gap between the potential of SHRM theory and its practical, value-infused application in Islamic institutions underscores the necessity for the present study. It suggests that simply importing generic HRM models is insufficient; they must be adapted to fit the unique strategic objective of Islamic value integration.

Basari et al HR Management in Islamic Boarding Schools. Found that HR planning was not optimal due to a lack of qualified staff (Basari *et al.*, 2023). Focused on rural boarding schools, which have a very different structure and challenges than urban junior high schools. Suparmi et al Performance Appraisal Systems in Integrated Islamic Schools. Concluded that appraisals were often superficial and failed to measure the effectiveness of spiritual mentoring (Suparmi, Pribadiyono and Suwitho, 2023). The research was quantitative and did not explore the deep-rooted cultural and administrative reasons behind this flaw. Tambak and Sukenti Teacher Motivation in Madrasahs. Found that non-financial motivators (e.g., religious satisfaction) were sometimes more powerful than financial ones (Tambak and Sukenti, 2025). Did not investigate how HRM policies could be designed to systematically leverage these non-financial motivators.

Sugianto et al Strategic HRM in Muhammadiyah University, Yogyakarta. Identified a positive correlation between strategic HRM and university performance (Sugianto *et al.*, 2023). Focused on senior high schools in a different cultural region (Java), limiting its generalizability to junior high schools in West Sumatra. Purnomo et al Digital-Based HR Development in Schools. Showed that e-training improved teacher competency (Purnomo *et al.*, 2024). The technological focus overlooked the socio-cultural and religious aspects of training content that are crucial for Islamic schools.

Padang City is home to a significant number of Muhammadiyah junior high schools that compete directly with state schools and other private institutions. Preliminary data from the Padang City Muhammadiyah Regional Leadership (PDM) indicates ongoing challenges related to teacher distribution, professional development funding, and standardizing quality across schools. Anecdotal evidence suggests that while some schools have begun implementing digital attendance and simpler performance tracking, a comprehensive, integrated, and value-based SHRM approach is not yet the norm.

The gap exists between the demonstrated potential of SHRM and its context-specific application in Muhammadiyah junior high schools in Padang. The existing research has limitations: it focuses on different educational levels, different types of institutions, or overlooks the cultural specificity of West Sumatra. Furthermore, previous studies often address HRM components in isolation without providing a holistic view of the entire HRM system as a strategic driver. This study distinguishes itself by focusing specifically on the urban junior high school context within Padang, employing a mixed-methods approach to not only describe HRM practices but also to analyze their strategic alignment with the core values and mission of Muhammadiyah. It connects the limitations of previous studies to the factual data on the ground in Padang.

This study aims to analyze and evaluate the implementation of Human Resource Management including the processes of planning, recruitment, training and

development, performance appraisal, and compensation within Muhammadiyah Junior High Schools throughout Padang City. It seeks to assess the strategic alignment of these practices with both the national education goals and the specific Islamic values-based mission of the Muhammadiyah organization. The findings of this research are expected to make a significant contribution to the science of Islamic education, particularly in the field of Islamic Education Management. It will provide an empirical model and framework for value-based Strategic Human Resource Management (SHRM) that can be applied and adapted by other Islamic educational institutions under Muhammadiyah and similar organizations. By demonstrating how HRM can be consciously designed to foster both professional competency and religious character, this study will offer practical, evidence-based strategies for enhancing institutional quality, ultimately contributing to the development of a generation that is both intellectually advanced and spiritually grounded.

METHOD

This study employs a mixed-methods sequential explanatory design (Creswell and Clark, 2018). This approach is chosen to provide a comprehensive understanding of the research problem. The initial quantitative phase will be used to collect broad, generalizable data on the current HRM practices across Muhammadiyah junior high schools in Padang City. The subsequent qualitative phase will then help to explain, elaborate, and contextualize the quantitative findings, delving into the 'how' and 'why' behind the observed practices. This design is particularly suitable as it allows for the triangulation of data, providing a more complete and nuanced picture than either method could alone.

The data sources for this study will be twofold. The primary sources of data will be the human resources within the schools themselves. For the quantitative phase, the population will be all teachers and administrative staff from the Muhammadiyah junior high schools in Padang City, with a sample selected using proportional random sampling to ensure representation from each school. For the qualitative phase, purposive sampling will be employed to select key informants who possess in-depth knowledge of the HRM processes. This includes school principals, vice-principals for curriculum and human resources, senior teachers, and representatives from the Muhammadiyah Regional Leadership (PDM) in Padang who oversee education. Secondary data sources will include school documents such as HR policy manuals, teacher recruitment profiles, training modules, performance appraisal forms, and compensation structures.

Data collection techniques will be aligned with the sequential design. In the first, quantitative phase, data will be gathered through a survey questionnaire. The questionnaire will be developed based on SHRM theory and the specific components of the HRM cycle (planning, recruitment, training, appraisal, compensation). It will use a Likert scale to measure the perceptions of teachers and staff regarding the implementation and effectiveness of these practices. In the second, qualitative phase, data will be collected through semi-structured interviews and focus group discussions (FGDs). The interview guides will be designed to explore themes emerging from the survey results, such as the challenges in integrating Islamic values into performance appraisals or the strategic rationale behind recruitment criteria. FGDs with teachers will be conducted to gather collective perspectives on training effectiveness and workplace

motivation. Additionally, document analysis will be used to corroborate and supplement the data obtained from the primary sources.

For data analysis, the quantitative data from the questionnaires will be processed statistically using software like SPSS. Descriptive statistics (mean, frequency, standard deviation) will be used to summarize the general state of HRM implementation. Inferential statistics, such as correlation analysis, may be used to examine relationships between different HRM practices and perceived outcomes. The qualitative data from interviews and FGDs will be analyzed using thematic analysis following the steps outlined by Braun and Clarke (Braun and Clarke, 2006). This process will involve transcribing the data verbatim, familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. The NVivo software will aid in organizing and coding the qualitative data. The integration of the two datasets will occur during the interpretation phase, where the qualitative findings will be used to explain and provide context for the statistical results.

To ensure the trustworthiness and validity of the findings, several techniques will be employed. For the quantitative phase, content validity will be established by having the questionnaire reviewed by experts in HRM and Islamic education management. A pilot test will be conducted to ensure the reliability of the instrument. For the qualitative phase, credibility (internal validity) will be enhanced through triangulation by cross-verifying data from interviews, FGDs, and documents, and through member checking, where summaries of interviews will be returned to participants for confirmation. Transferability (external validity) will be addressed by providing thick, detailed descriptions of the context and participants. Dependability (reliability) will be achieved by maintaining a clear audit trail of the research process and decisions. Finally, confirmability (objectivity) will be ensured by reflexively acknowledging the researcher's bias and ensuring that the findings are rooted in the data collected (Shenton, 2004).

RESULTS&DISCUSSION

This section presents the findings of the mixed-methods study, structured around the core components of the Human Resource Management (HRM) cycle. The quantitative data provides a broad overview of the current practices, while the qualitative data delves deeper into the underlying reasons and strategic alignment, directly addressing the research objectives of analyzing implementation and evaluating strategic fit.

Human Resource Planning and Recruitment

The survey results indicated that human resource planning was the most underdeveloped aspect of HRM, with a mean score of 2.45 (on a 1-5 scale, where 1 is very ineffective and 5 is very effective). Most schools (80%) reported having no formal, documented HR plan that projects future needs. Recruitment, while more frequently practiced, showed a significant gap in strategic alignment. The quantitative data revealed that 90% of recruitment decisions are driven by immediate vacancy filling rather than long-term strategic needs.

Qualitative data from interviews with principals and the Muhammadiyah Regional Leadership (PDM) officials explained this finding. A principal stated, "We

recruit when a teacher resigns or when we open a new class. The main criteria are that the candidate has a teaching license and a minimum undergraduate degree. Of course, we prefer if they are from a Muhammadiyah background, but it's not a formal requirement." This highlights a reactive, needs-based approach rather than a proactive, strategic one. The absence of a formal HR plan was attributed to a lack of expertise and resources at the school level. A PDM official confirmed, "We provide general guidelines, but each school operates quite autonomously. We do not have a centralized system for forecasting teacher needs across all our junior high schools in Padang." This finding resonates with the studies by (Ritonga, 2025) (2023) and (Basari et al., 2023) confirming that HR planning in Islamic educational institutions remains a challenge. However, this study specifies that in the urban junior high school context, the issue is not just a lack of qualified staff but a systemic lack of strategic planning capacity.

The findings on the underdevelopment of human resource planning and recruitment in Muhammadiyah junior high schools can be sharply analyzed through the lens of Strategic Human Resource Management (SHRM) theory, particularly the concept of 'fit' (Schuler and Jackson, 1987b). The theory posits that for HR practices to be effective, they must achieve a vertical fit with the organization's strategic goals. The reactive, vacancy-driven approach to recruitment and the absence of formal HR planning, as evidenced by the quantitative data (mean score 2.45) and qualitative confirmations from principals, demonstrate a clear vertical misalignment. The schools' strategy of integrating national curriculum with Islamic values (*amar ma'ruf nahi munkar*) is not being operationalized through their HR systems. Instead of proactively seeking educators who embody and can transmit this dual mission, the process is reduced to fulfilling administrative credentials, thereby failing to build a human resource base that is strategically aligned with the core institutional identity.

This finding resonates with previous research but also clarifies the specific nature of the problem in this context. The works of Ritonga (2025) and Basari et al. (2023) in Islamic boarding schools identified suboptimal HR planning due to a lack of qualified staff. Our study confirms the challenge but positions it differently: in the urban junior high school context of Padang, the primary issue is not merely a *shortage* of qualified individuals but a systemic lack of strategic planning capacity and a reactive administrative culture. The problem is less about the pool of candidates and more about the absence of a strategic framework to guide the planning and selection process. While Basari et al. focused on rural *pesantren*, this study highlights that even in more formal urban institutions, HRM remains entrenched in routine administration rather than strategic foresight.

The position of this finding within the existing landscape of theory and research is therefore one of contextual specification and escalation. It confirms the broad theoretical proposition of SHRM that misalignment leads to ineffectiveness, and it validates the empirical trend of underdeveloped HRM in Islamic education. However, it moves beyond simply identifying a "lack" of planning to diagnosing a "systemic lack of strategic capacity." The contribution of this finding to the field of Islamic Education Management is significant. It provides empirical evidence that the quality of Islamic schools is hindered not only by pedagogical or theological factors but by critical gaps in management practice. It shifts the conversation from a generic need for "better teachers" to a specific need for value-based strategic HRM models that can translate the Islamic educational vision into concrete, proactive plans and recruitment criteria. This offers a

practical direction for institutional improvement, suggesting that enhancing the strategic management capacity of school leaders and establishing centralized, value-driven HR guidelines from Muhammadiyah's regional leadership are essential steps toward achieving the organization's educational mission and producing a generation that is both intellectually competent and spiritually grounded.

Training and Development

The survey showed that training and development activities were moderately implemented (mean score 3.10). However, a significant disparity was found in the content of the training. While 75% of teachers reported attending government-mandated pedagogical training (e.g., Teacher Working Groups), only 35% had participated in training specifically designed to integrate Islamic values into their subjects.

Focus Group Discussions (FGDs) with teachers illuminated this gap. One teacher expressed, *"The training we get is mostly about curriculum updates and teaching techniques. It is useful, but it doesn't specifically teach us how to connect the concept of photosynthesis with the greatness of Allah or how to instill honesty in mathematics lessons."* Another added, *"There is an assumption that because we teach in a Muhammadiyah school, we automatically know how to do this. But we need methodological guidance."* This indicates a vertical misalignment; the training provided does not fully support the core strategic mission of the organization the propagation of Islamic values. The qualitative findings thus extend the work of (Purnomo *et al.*, 2024) by highlighting that beyond digital tools, the *content* of training must be deliberately crafted to address the unique dual mission of the institution.

The identified disparity in training and development, where pedagogical upskilling is prioritized over value-integration methodologies, can be critically analyzed through the lens of Competency-Based Human Resource Management and the Resource-Based View (RBV) of the firm. SHRM theory emphasizes that training must develop the specific competencies required to execute organizational strategy (Schuler and Jackson, 1987a; Holm, Kringelum and Anand, 2025). For Muhammadiyah schools, strategic success is defined by the dual mission of academic excellence and Islamic character building. Therefore, the essential teacher competencies extend beyond pedagogical knowledge to include the ability to integrate Islamic values across the curriculum (*value-integration competency*). The findings reveal a critical vertical misalignment; the training investment is not strategically targeted to build this unique, value-laden human capital that constitutes the schools' competitive advantage and fulfills their core mission. From an RBV perspective, this represents a failure to develop the "valuable, rare, and inimitable" internal resources teachers who are masterful at value-based instruction that would secure the institution's distinct position in the competitive educational landscape (Alam and Mohanty, 2023; Qi, Zhang and Arshad, 2025).

This finding both aligns with and significantly deepens the conclusions of previous relevant studies. The work of Alarfaj and Alrashidi (2025) and Skantz-Åberg *et al.*, (2022) demonstrated the efficacy of digital-based training for improving general teacher competency. Your research affirms the importance of training but crucially identifies a qualitative gap in its *content*, a dimension overlooked by a purely technological focus. It reveals that the availability of training (moderate implementation score of 3.10) is not the issue; rather, it is the strategic relevance of its content. This positions your study as a necessary evolution from the "how" of training delivery to the

"what" of training substance, particularly in a value-based organizational context. It provides empirical evidence for what was only implied in other studies: that generic professional development is insufficient for Islamic educational institutions.

The contribution of this finding to the field of Islamic Education Management is profound. It moves the discourse beyond a normative call for "religious training" to a precise, managerial diagnosis of a strategic training gap. It demonstrates that the challenge of integrating Islamic values is not solely a matter of teacher intention or theological knowledge, but often a lack of *pedagogical content knowledge* for value integration. Therefore, this study contributes a practical and actionable insight: to improve the quality of Islamic education, management must deliberately design and implement training programs that equip teachers with practical methodologies, lesson plans, and classroom techniques for seamlessly weaving Islamic principles into subjects like science and mathematics. This shifts the responsibility from the individual teacher's ingenuity to the institution's strategic human resource development system, offering a concrete pathway for Islamic schools to enhance their institutional effectiveness and truly actualize their distinctive educational vision.

Performance Appraisal

Performance appraisal was found to be almost universally implemented, but its nature was largely administrative. The survey indicated that 95% of teachers undergo annual appraisal. However, the quantitative data showed that 70% of the appraisal criteria were focused on administrative duties and only 30% on teaching performance and student outcomes. The assessment of "spiritual mentoring" or value inculcation was virtually absent from the formal appraisal forms.

Document analysis of performance appraisal forms corroborated this, showing checkboxes for administrative tasks with no descriptive rubrics for teaching quality or Islamic character modeling. In interviews, a vice-principal explained, *"It's difficult to measure how well a teacher instills morals. We see the results in the students, but it's not something we can put a number on easily. So, we focus on what we can measure."* This finding directly aligns with and contextualizes the studies by Houdek, (2023) and Roland, (2020). This study provides the "deep rooted cultural and administrative reasons" behind the flaw: a combination of the convenience of measuring quantifiable administrative tasks and the perceived difficulty in creating valid and reliable instruments to assess the qualitative, value-based aspects of teaching. This represents a critical horizontal misalignment, as the appraisal system is not coherently integrated with the training and recruitment components that are supposed to support the school's Islamic mission.

Compensation and Motivation

The compensation system received the lowest satisfaction score in the survey (mean score 2.20). Most teachers (85%) stated that their salary was lower than that of their counterparts in state junior high schools. However, the qualitative data revealed a complex picture of motivation that goes beyond financial compensation, echoing (Onu, Oats and Kirchler, 2019; Lazarides *et al.*, 2025).

During interviews, many teachers expressed a sense of religious duty (*ibadah*). One senior teacher shared, *"Yes, the salary is small, but teaching here is not just a job. It is our contribution to the ummah and our way of practicing amar ma'ruf nahi munkar."* This non-financial motivator was a powerful retention factor. However, the

study also identified a systemic failure to leverage this motivator strategically. As one principal admitted, *"We know our teachers are dedicated, so we sometimes take their loyalty for granted. We don't have a system to formally recognize or reward exceptional value-based teaching."* This points to a significant vertical misalignment. The compensation and reward system is not designed to strategically reinforce the behaviors that are central to the organization's mission. While the schools benefit from religious motivation, they lack a conscious HRM strategy to nurture and sustain it through non-financial rewards like formal recognition, career advancement pathways linked to value-based performance, or sponsored religious pilgrimages.

The discussion of individual HRM components reveals a systemic issue. The data paints a picture of an HRM system that is largely operational and administrative, rather than strategic. There is a notable lack of both vertical fit and horizontal fit.

The HRM practices are not strategically aligned with the overarching mission of Muhammadiyah. Recruitment does not systematically seek out teachers who are both pedagogically skilled and deeply aligned with Muhammadiyah's ethos. Training does not consistently build the specific competency of integrating Islamic values into modern pedagogy. Performance appraisal does not measure the success of this integration, and compensation does not reward it. Each function operates in a silo, disconnected from the core strategic driver.

The HRM practices do not reinforce each other. For instance, even if a teacher were intrinsically motivated to excel in value inculcation (a recruitment outcome), this behavior is neither developed through targeted training, measured in the appraisal, nor rewarded in the compensation system. The practices are internally incoherent, failing to create a synergistic high-performance work system.

In conclusion, the findings confirm the gap identified in the introduction. The HRM practices in Muhammadiyah Junior High Schools in Padang City are not yet functioning as the strategic linchpin for achieving their dual mission. They are hampered by resource constraints and a traditional administrative mindset, leading to a misalignment that ultimately impacts the schools' ability to optimally produce "competent, faithful, and moral graduates." The following section will propose a framework for a value-based SHRM model to address these misalignments.

CONCLUSIONS

This research conclusively demonstrates that the implementation of Human Resource Management in Muhammadiyah Junior High Schools in Padang City is characterized by a significant strategic misalignment, thereby providing a clear answer to the research problem. The findings reveal that HRM practices across planning, recruitment, training, performance appraisal, and compensation are largely operational and administrative, failing to cohere into a strategic system that drives the schools' dual mission of academic excellence and Islamic value integration. Specifically, HR planning is reactive, recruitment prioritizes administrative credentials over value alignment, training overlooks the pedagogical methodology for integrating faith and knowledge, performance appraisal measures administrative compliance rather than teaching quality or spiritual mentoring, and the compensation system fails to strategically leverage powerful non-financial religious motivators. This collective failure constitutes both a vertical misalignment, where HR practices do not support the overarching Muhammadiyah strategy, and a horizontal misalignment, where the HR

components do not mutually reinforce each other, ultimately undermining the schools' capacity to consistently produce competent, faithful, and moral graduates in a competitive urban landscape.

The novelty of this study lies in its specific contextual and methodological contributions to the field of Islamic Education Management. While previous research by Hermawan & Khan (2023) and Basari et al. (2023) identified HR planning challenges in rural Islamic boarding schools, this study specifies that the core issue in urban junior high schools is a *systemic lack of strategic planning capacity*, not merely a staff shortage. It extends the work of Purnomo et al. (2024) by shifting the focus from the *medium* of training (digital tools) to its *critical content* (value-integration methodology), a dimension crucial for Islamic institutions. Furthermore, it moves beyond the quantitative identification of appraisal flaws by Suparmi et al. (2023) to unearth the administrative and cultural reasons behind them, and it builds on Tambak and Sukenti (2025) by showing how the potent religious motivation of teachers remains an untapped strategic resource rather than a systematically managed one. However, this research is not without limitations. Its focus on Muhammadiyah junior high schools in a single city (Padang) limits the generalizability of its findings to other educational levels, organizations, or cultural regions within Indonesia. Furthermore, while the mixed-methods approach provides depth, the findings primarily reflect perceptions and documented practices, and may not fully capture all informal HR processes that exist within the schools.

Based on these conclusions and limitations, several avenues for future research are recommended. First, subsequent studies should develop and test a Value-Based SHRM Model for Islamic schools that operationalizes the "fit" concept, providing a practical framework for aligning HR cycles with an Islamic educational mission. Second, research could be expanded to a comparative study between Muhammadiyah schools in different cultural regions of Indonesia to explore the influence of local culture on HRM implementation. Third, a longitudinal action-research study is needed to design and implement intervention programs, such as training modules for value-integration pedagogy and redesigned performance appraisal rubrics that include spiritual mentoring indicators, and to evaluate their impact on teacher performance and student outcomes over time. Finally, investigating the role of digital HRM systems in facilitating a more strategic, value-driven approach in resource-constrained Islamic schools presents a promising frontier for inquiry. By pursuing these directions, future research can build upon this study's findings to provide even more robust, actionable strategies for enhancing the quality of Islamic education through its most vital asset: its human resources.

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