

Human Resources Management Based on Spirituality to Improve the Quality of Education in Islamic Educational Institutions

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ABSTRACT: *This study investigates the role of spirituality-based human resource (HR) management in enhancing the quality of education in Islamic educational institutions, with a case study at MA Miftahul Ulum Probolinggo, East Java. Using a qualitative case study design, data were collected through in-depth interviews, observations, and document analysis from 15 informants, including the principal, teachers, and staff. Data were analysed using thematic content analysis following Miles and Huberman's model, meanwhile, for data validity through source triangulation and member checking. The findings reveal that integrating Islamic spiritual values such as sincerity (ikhlāṣ), honesty (ṣidq), and trustworthiness (amānah) into recruitment, training, and performance appraisal fosters a harmonious work culture, increases teacher motivation, and strengthens student discipline and moral character. This value-driven HR management approach is institutionalised through formal policies and daily routines, such as collective prayers and Qur'an study sessions, which enhance both professional commitment and organisational cohesion. The study contributes to the literature by offering a contextual model of Islamic HR management that operationalises spiritual values in managerial practices to achieve holistic educational outcomes. The findings are presented in line with the research objectives. First, regarding the role of management, the principal acted as a value-based leader and role model, embedding Islamic spiritual principles such as sincerity (ikhlāṣ), honesty (ṣidq), and trustworthiness (amānah) into recruitment, training, and performance appraisal. Second, concerning the application of management principles, formal policies and daily routines accommodate values, such as communal prayer, Quran study sessions, and ethics-oriented performance evaluations, which foster a harmonious work culture, increase teacher motivation, and enhance students' discipline and moral character. While limited to a single institution, this research provides a contextual model for integrating spirituality into HR management practices to improve educational quality in faith-based schools.*

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Penelitian ini mengkaji peran manajemen sumber daya manusia (SDM) berbasis spiritualitas dalam meningkatkan mutu pendidikan di lembaga pendidikan Islam, dengan studi kasus di MA Miftahul Ulum Probolinggo, Jawa Timur. Dengan menggunakan desain studi kasus kualitatif, data dikumpulkan melalui wawancara mendalam, observasi, dan analisis dokumen dari 15 informan, termasuk kepala sekolah, guru, dan staf. Data dianalisis menggunakan analisis isi tematik mengikuti model Miles dan Huberman, sementara itu, untuk keabsahan data melalui triangulasi sumber dan pengecekan anggota. Temuan penelitian menunjukkan bahwa pengintegrasian nilai-nilai spiritual Islam seperti ketulusan (*ikhlāṣ*), kejujuran (*ṣidq*), dan kepercayaan (*amānah*) ke dalam rekrutmen, pelatihan, dan penilaian kinerja menumbuhkan budaya kerja yang harmonis, meningkatkan motivasi guru, dan memperkuat disiplin serta karakter moral siswa. Pendekatan manajemen SDM berbasis nilai ini dilembagakan melalui kebijakan formal dan rutinitas sehari-hari, seperti salat berjamaah dan pengajian Al-Qur'an, yang meningkatkan komitmen profesional dan kohesi organisasi. Penelitian ini berkontribusi pada literatur dengan menawarkan model kontekstual manajemen SDM Islam yang mengoperasionalkan nilai-nilai spiritual dalam praktik manajerial untuk mencapai hasil pendidikan holistik. Temuan disajikan sejalan dengan tujuan penelitian. Pertama, terkait peran manajemen, kepala sekolah bertindak sebagai pemimpin berbasis nilai dan panutan, menanamkan prinsip-prinsip spiritual Islam seperti ketulusan (*ikhlāṣ*), kejujuran (*ṣidq*), dan kepercayaan (*amānah*) ke dalam rekrutmen, pelatihan, dan penilaian kinerja. Kedua, terkait penerapan prinsip-prinsip manajemen, kebijakan formal dan rutinitas sehari-hari mengakomodasi nilai-nilai, seperti doa bersama, sesi belajar Al-Qur'an, dan evaluasi kinerja yang berorientasi pada etika, yang menumbuhkan budaya kerja yang harmonis, meningkatkan motivasi guru, dan meningkatkan disiplin dan karakter moral siswa. Meskipun terbatas pada satu institusi, penelitian ini memberikan model kontekstual untuk mengintegrasikan spiritualitas ke dalam praktik manajemen SDM untuk meningkatkan kualitas pendidikan di sekolah-sekolah berbasis agama.

Keywords: *Human Resources Management, Quality of Education, Islamic Educational Institution.*

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I. INTRODUCTION

In the era of globalisation and increasingly intense educational competition, enhancing the quality of education in Islamic educational institutions, particularly in Indonesia, has emerged as an urgent national priority. This is urgent because of the increasing demands for faith-based schools to balance religious values with academic excellence (Alkouatli et al., 2023; Altinyelken, 2021). One crucial aspect to consider is human resources (HR) management, which should not only focus on improving academic competence but also emphasise spiritual aspects (Abbas et al., 2024; Keltu, 2024). Spirituality-based HR management refers to the integration of Islamic spiritual principles, such as sincerity (*ikhlāṣ*), honesty (*ṣidq*), and devotion to God ('*ibādah*), into core human resource processes, including recruitment, training, performance appraisal, and daily work

culture. These principles are embedded not only through formal religious activities (e.g., collective prayers, Qur'an recitation, Islamic study sessions) but also via the cultivation of values and organisational culture that align with Islamic ethics (Abidin et al., 2025). Such integration is believed to foster a harmonious work environment, boost educators' motivation and dedication, and strengthen the institution's moral foundation. Spirituality-based HR management is believed to foster a harmonious work environment, boost motivation and dedication among educators, and strengthen the integrity and character of Islamic education itself (Dasrimin et al., 2023; Srivastava et al., 2025). However, there remains a limited body of research specifically linking spirituality-based HR management to improvements in educational quality within Islamic educational institutions (Moya & Toledano, 2025). Previous studies, such as those by Aboobaker & K.A. (2024) and Low & Ayoko (2020), predominantly address general HR development without explicitly emphasising spirituality as a foundational element. Therefore, this study aims to fill this gap by examining how the application of spiritual principles in HR management can enhance the quality of education in Islamic educational settings.

The research is guided by several key questions aimed at exploring both the implementation and the impact of spirituality-based human resource management (HR) within Islamic educational institutions. First, it investigates how spirituality-based HR management is practically implemented in daily managerial processes, including recruitment, professional development, and performance evaluation. Second, it examines what obstacles and supporting factors influence the consistency and effectiveness of these spiritual practices. Third, the study seeks to evaluate how this management approach affects specific dimensions of educational quality, particularly teacher motivation, organisational culture, and students' moral and character development. By addressing these questions, the research not only describes the phenomenon but also analyses the structural and contextual dynamics that shape its effectiveness in faith-based school environments. To address these research questions, the findings are structured into corresponding sections, ensuring that each objective—examining the role of management, identifying implementation challenges and enablers, and evaluating the impact on educational quality—is presented with parallel and synchronous evidence.

This study draws on the theoretical framework of spirituality-based human resource management and holistic education that integrates Islamic values. These concepts emphasise that applying spirituality to HR practices can enhance teachers' motivation, competencies, and commitment, thereby improving overall educational quality (Heidari et al., 2022; Mahipalan, 2023). This framework supports the belief that HR management in Islamic educational settings should focus not only on technical performance but also on spiritual alignment and ethical growth of educators and students.

The scope of this study is limited to Islamic educational institutions at MA Miftahul Ulum Probolinggo, involving educators and administrators as key participants. Limitations pertain to data access and variables directly related to spiritual aspects, which are inherently subjective.

This research is significant because it can contribute both theoretically and practically by strengthening the theoretical framework of spirituality-based human resource management through empirical evidence from a faith-based educational context (Kuhn et al., 2025; R. G. Rocha & Pinheiro, 2021). The findings are expected to refine this

framework by incorporating specific cultural and organisational elements characteristic of Islamic educational institutions in Indonesia, thereby developing a contextualised, practical model for integrating spiritual values into HR management processes to improve educational quality (Sapta et al., 2021; Zacher & Rudolph, 2022). By adopting this perspective, Islamic educational institutions can more effectively integrate spiritual values into HR practices, thereby enhancing overall educational quality (Raza et al., 2024; Toumi & Su, 2023). Relevant theories in this research include the concepts of spirituality-based HR management and holistic education that integrate Islamic values, as articulated by Malhotra & Hinings (2015) and Venus et al. (2019). These concepts emphasise that applying spirituality in HR management can enhance teachers' motivation, competencies, and commitment, thereby improving overall educational quality.

Previous studies have indicated that spirituality can increase work motivation and employee commitment. However, these studies have not specifically explored its impact on educational quality within Islamic educational institutions. Given that spiritual values form the existential and operational foundation of Islamic schools, where religious principles are deeply embedded in leadership, pedagogy, and organisational culture, these institutions present an ideal context for developing and testing spirituality-based HR management models. Their daily operations, governance structures, and teaching practices are naturally aligned with spiritual principles, making them fertile ground for examining how these values are systematically aligned with human resource processes.

In the Indonesian context, Islamic educational institutions increasingly face the dual pressures of preserving religious identity while meeting national and global demands for academic excellence. This creates an urgent need for a comprehensive management framework that harmonises administrative efficiency with spiritual integrity. Therefore, this research addresses that gap by proposing and examining a contextualised model of spirituality-based human resource management, tailored to the characteristics and demands of faith-based educational organisations.

II. METHOD

This study aims to gain an in-depth understanding of spirituality-based human resource management and its impact on the quality of education within Islamic educational institutions, specifically at MA Miftahul Ulum Probolinggo, East Java. This madrasah was purposively selected because it has consistently integrated Islamic spiritual values into its human resource policies and practices over the past five years and is recognised by local education authorities for its balanced achievements in both academic performance and character development. Thus, it offers a rich and representative site for examining how faith-based education systems accommodate spirituality-based human resource management. The approach employed is qualitative with a case study design (Halkias et al., 2022; Priya, 2021; Qusairi et al., 2025). This method allows researchers to explore and understand internal processes and practices in detail and in context (Hancock et al., 2021; Tisdell et al., 2025; Tracy, S. J., 2024). The analysis of this study was guided by the concepts of spirituality-based human resource management and holistic education that integrate Islamic values. The analysis in this study was guided by the concepts of spirituality-based human resource management and holistic education integrating Islamic values, which informed the coding framework and thematic categorisation.

Initial findings indicate that implementing spiritual principles in human resource management at MA Miftahul Ulum Probolinggo has fostered a conducive work environment, increased teachers' motivation, and positively influenced educational quality. It is explicitly argued that integrating spirituality into human resource management is a key factor in elevating the quality of education in the institution (Jena, 2022; Li et al., 2023).

The selection of MA Miftahul Ulum Probolinggo as the research site is based on the fact that this madrasah has implemented various spirituality-based programs in HR management and aims to explore these practices further (Karim et al., 2025; Usman et al., 2024). The cases studied include the head of the madrasah, teachers, educational staff, and other stakeholders, all of whom are primary respondents. The research focuses on the process of spirituality-based human resource management and its effects on indicators of educational quality. The unit of analysis covers human resource management practices, the madrasah's spiritual culture, and outcomes related to improving students' educational quality (Sapra et al., 2022; Widdah, 2022).

Primary data are collected through in-depth interviews, direct observations, and documentary reviews (Renmans & Castellano Pleguezuelo, 2023; Rutakumwa et al., 2020), while secondary data are obtained from institutional documents, internal policies, books, journals, and official reports (Dale et al., 2025; Serafini et al., 2022). A total of 15 informants, comprising one madrasah principal, eight teachers, four staff members, and two administrators, were purposively selected to provide a comprehensive understanding of the phenomenon (Efendy et al., 2023; Umar et al., 2021).

Data collection was conducted systematically, beginning with semi-structured interviews, field observations of management activities and practices, and the collection of relevant documents related to spiritual initiatives in the madrasah (Henriksen et al., 2022; Iqbal et al., 2022). After data collection, transcription was performed, followed by content analysis and thematic analysis (Gottschalk & Gleser, 2022; Kleinheksel et al., 2020). The analysis adopted an inductive approach, allowing themes to emerge from the data without imposing predefined categories. All coding and categorisation were conducted manually in Microsoft Excel rather than specialised software such as NVivo or ATLAS-it, given the focused, manageable dataset. The analytical procedure followed the Miles et al. (2014) model, consisting of four stages: 1) data reduction, through initial open coding and selection of relevant data segments; 2) data display, by organising emerging codes into matrices to facilitate theme identification; 3) conclusion drawing and verification, to determine the relationships between spirituality-based human resource practices and educational quality; and 4) validation, using source triangulation and member checking to ensure credibility. This step-by-step process ensured that the thematic content analysis remained grounded in participants' perspectives while aligning with the study's theoretical framework. After transcript validation, the data were analysed using thematic content analysis with an inductive approach. Manual coding was supported in Microsoft Excel, with the thematic categories directly aligned with the theoretical framework on spirituality-based human resource management. No additional software, such as NVivo or ATLAS.ti, was used, given the case's focused nature. The analysis process involved coding and categorising findings according to the theoretical framework and providing in-depth interpretations of the relationship between spirituality-based HR management and improvements in educational quality (Gupta, 2024; Saeed et al., 2022). Data validity was maintained through source triangulation and member checking. Theoretically, source triangulation increases

credibility by comparing data from multiple types of sources, such as interviews, observations, and documents, to identify consistent patterns and reduce potential bias (Natow, 2020). Practically, in this study, triangulation was implemented by cross-verifying information from the principal, teachers, and staff, ensuring that each theme was supported by more than one type of evidence. Member checking was conducted by returning preliminary findings to selected informants for feedback and confirmation, allowing them to verify accuracy and provide clarifications where necessary (Natow, 2020; Rose & Johnson, 2020).

Primary field data in this study consisted of 15 anonymised semi-structured interview transcripts (covering the principal, teachers, and staff), four detailed observation logbooks of daily routines and HR practices, and six internal policy and procedural documents related to recruitment, training, and performance appraisal. All data were stored securely and analysed in accordance with ethical research guidelines. A summary of these sources is presented in the Field Data Sources section.

III. RESULT AND DISCUSSION

Implementation of Spirituality-Based HR Management

Interviews with the principal, senior teachers, and educational staff revealed that implementing spirituality-based HR involves prioritising moral integrity, Islamic values-based training, and performance evaluations that include ethical indicators.

Based on in-depth interviews with the principal, teachers, and educational staff, it was found that spirituality-based HR management at MA Miftahul Ulum Probolinggo is implemented through various practices that prioritise Islamic values. As the principal explained:

"In every recruitment process, we always prioritise sincerity, trustworthiness, and honesty as our core principles, because we believe these values are the foundation of our institution's success." (Interview, Principal)

Teachers and staff also acknowledged the role of spiritual activities in fostering a harmonious, motivated work environment. One teacher noted;

"The routine Qur'an study sessions and collective prayers help us stay spiritually connected and more patient in dealing with teaching challenges." (Interview, Teacher A).

Observational field notes further confirmed these practices, documenting daily morning religious gatherings and collaborative lesson preparations infused with Islamic values (Observation Log).

Furthermore, the findings indicate that consistently applying spiritual practices enhances educators' internal motivation. Several informants conveyed that a sense of responsibility to uphold the trust given by Allah SWT instils a sense of purpose and strengthens their dedication to their duties as educators. One teacher expressed;

"By applying Islamic values in my work, I feel more sincere and patient in facing challenges, which in turn improves the quality of my teaching." (Interview, Teacher A)

However, other informants noted that while spiritual practices generally strengthen motivation, maintaining consistency can be challenging when facing administrative burdens or large class sizes. As one teacher explained:

“The morning Qur'an recitations and collective prayers motivate me, but sometimes, when administrative deadlines pile up, it becomes harder to stay fully focused on integrating these values into my lessons.” (Interview, Teacher B)

This variation in perspectives indicates that while the overall impact is positive, the extent of integration and sustainability of spiritual values in teaching practices can be influenced by contextual challenges.

Observations indicated daily religious routines, such as morning Qur'anic study sessions, collective prayers before classes, and the practice of greeting one another, all of which foster a harmonious work atmosphere.

Internal policy documents reinforce the integration of spiritual values into the Standard Operating Procedures (SOP) for recruitment, performance appraisal, and promotion criteria.

Impact on Educational Quality

The integration of spiritual values into HR management processes has shown a positive impact on several educational quality indicators. Teachers reported increased motivation, patience, and a stronger sense of moral responsibility in their professional duties:

“By applying Islamic values in my work, I feel more sincere and patient in facing challenges, which in turn improves the quality of my teaching.” (Interview, Teacher D)

School records indicate measurable improvements in student discipline and moral behaviour, including a 30% reduction in behavioural violations over the past three years. Observations of extracurricular activities also revealed stronger teamwork, mutual respect, and initiative among students, particularly in organising religious events.

These outcomes resonate with Paul & Jena (2022) and Williams et al. (2017), who found that workplace spirituality enhances educator resilience and, indirectly, student outcomes. They also expand upon prior research by emphasising that the institutionalisation of spiritual values in HR management, rather than sporadic initiatives, is key to sustaining improvements in discipline, moral conduct, and academic performance.

Nevertheless, as noted in Malhotra & Hinings (2015) and Venus et al. (2019), such gains are contingent upon leadership continuity, cultural alignment, and adaptability to organisational change. Thus, while the MA Miftahul Ulum case offers a promising model, replication in other contexts should be preceded by assessments of cultural and structural alignment.

These findings suggest that spirituality-based HR management at MA Miftahul Ulum Probolinggo not only strengthens the internal work culture but also contributes to the holistic development of students, aligning academic excellence with character formation.

These findings align with the concepts of Chanifah et al. (2021) and Azme (2024), which emphasise that spirituality-based human resource management strengthens educators'

commitment and motivation. The integration of values such as *ikhlāṣ* (sincerity), *sidq* (honesty), and *amānah* (trustworthiness) into formal policies ensures that these practices are sustainable rather than symbolic routines.

Regarding educational quality indicators, data show that aspects of academic success and character development among students have experienced improvements. The madrasah principal said that the spiritually based character development program has helped students become more disciplined and moral, thereby improving their learning and the madrasah's reputation.

The interview results reveal that the successful implementation of spirituality in HR management depends heavily on the principal's leadership and teachers' commitment. The principal serves as a role model by consistently embodying spiritual values. Teachers, as the primary implementers, actively internalise these values into every learning process and classroom management activity (Interview, Teacher B; Observation Log, 2024).

Several informants emphasised that a spiritually based work culture has become part of the institution's identity, evident in routine activities such as morning religious studies before starting the day and religious reflections every weekend. This culture reinforces a sense of togetherness and mutual support among all members of the madrasah community.

Integrating Spiritual Values into HR Management and Its Impact on Educational Quality



Figure 1. Conceptual framework of spirituality-based human resource management and its impact on educational quality

This study's findings align closely with the spirituality-based human resource HR management framework proposed by Malhotra & Hinings (2015) and Venus et al. (2019), which emphasises the integration of core spiritual values such as sincerity (*ikhlāṣ*), honesty (*sidq*), and responsibility (*amānah*) into recruitment, training, and performance evaluation, which is consistent with this study's evidence of value-based selection processes and ethics-focused teacher appraisals. Similarly, the role of structured spiritual practices, including regular religious gatherings and collective

worship, in fostering a cohesive organisational culture. This resonates with the observed routines at MA Miftahul Ulum Probolinggo, such as daily Qur'anic study sessions and collective prayers, which have been shown to enhance teacher motivation, commitment, and collaborative spirit, which assert that the application of spiritual principles within organisations or educational institutions can enhance motivation, commitment, and synergy among members (Arshad et al., 2021; Faletahan, 2024). The Head of the Madrasah also emphasised that a spiritual culture creates a conducive work environment and fosters self-confidence and moral responsibility among educators, thereby positively impacting the quality of learning:

“A spiritual culture makes our work environment more harmonious and builds self-confidence and moral responsibility among teachers.” (Interview, Head of Madrasah, 2024).

Previous research by Paul & Jena (2022) and Williams et al. (2017) indicates that spirituality can improve job satisfaction and resilience among educators, ultimately enhancing the quality of educational services (Hatami & Shekarchizadeh, 2022; Pradhan et al., 2023). These studies support the findings at MA Miftahul Ulum Probolinggo, demonstrating that spiritual practices are not merely ritualistic acts but genuinely contribute to the development of a healthy and productive organisational culture (Kirby & Özkula, 2023; McClurg et al., 2024; Whitehouse, H., 2021).

However, unlike earlier studies that primarily focus on personal and psychological aspects, this research emphasises that spirituality-based HR management should be integrated comprehensively within managerial processes, including recruitment, training, and performance appraisal (Dubey & Bedi, 2024; Küpers et al., 2025). The head of the madrasah asserts that spirituality should be incorporated into both organisational culture and formal policies to ensure the sustainability of these practices.

Building on the positive effects of spirituality-based HR management on teacher motivation and organisational culture, these practices also have a noticeable impact on students' character development (d'Angelo et al., 2023; Ghosh & Mukherjee, 2020). As educators consistently model sincerity, honesty, and discipline in their professional conduct, students are indirectly exposed to and internalise these values (Pong, 2021; Steć & Kulik, 2021). This is reflected in student discipline reports, which indicate a 30% reduction in behavioural violations over the past three years.

Interviews with teachers highlighted this influence. One teacher explained;

“When we start the day with Qur'an recitation and moral reflection, students enter the classroom with a calmer and more respectful attitude.” (Interview, Teacher C).

Similarly, observations during extracurricular activities revealed that students increasingly demonstrated teamwork, mutual respect, and initiative, particularly in organising religious events.

These findings align with Azme (2024) view that integrating spiritual and moral dimensions into education holistically shapes students' character, improves social competence, and strengthens faith. As a result, students at MA Miftahul Ulum Probolinggo are not only achieving academically but also developing mature morals and behaviour, directly supporting the enhancement of overall educational quality (Harrison et al., 2022; Wong, 2023).

In the context of MA Miftahul Ulum Probolinggo, this success is reflected in the increased discipline, behavioural morals, and overall student character, alongside the reinforcement of spiritual culture facilitated by teachers and the school leadership. These findings demonstrate that integrating spirituality-based human resource management has contributed to maintaining organisational culture and reinforcing Islamic values, which, in turn, support improvements in student discipline, moral behaviour, and overall educational quality. While these outcomes are strongly evident in this institution, the applicability of this model to other madrasahs may depend on contextual factors such as leadership style, institutional culture, and community engagement. Nevertheless, the case provides valuable insights into how spirituality-based HR management can serve as a strategic tool to enhance both organisational and educational outcomes in faith-based schools (Hameli & Aktaş, 2024; R. Rocha & Fry, 2023).

While the findings are consistent with existing theories and previous studies, several aspects require critical attention. First, the success of spirituality-based HR management depends heavily on the leadership of the school head and the commitment of all organisational components, which may vary across contexts and institutional characteristics. Consequently, this model should be adapted to local conditions and organisational cultures (Cherian et al., 2021; Kaur Bagga et al., 2023). Second, prior research by Paul & Jena (2022) and Williams et al. (2017) indicates that spirituality can improve work motivation; however, they do not examine the sustainability of these practices, particularly in the context of organisational change or significant reform initiatives (Aguilera & Castillo, 2025; Heucher et al., 2024). At MA Miftahul Ulum Probolinggo, it was observed that spiritual integration is carried out continuously and is not solely dependent on formal rituals, requiring well-planned, consistent managerial strategies.

Additionally, there are challenges related to some educators' perceptions of spirituality as a burden or a mere formality, which may not directly affect quality improvement (Chotimah et al., 2025; Maulidi et al., 2024). Therefore, ongoing and systematic training, along with cultural reinforcement, is essential to embed and sustain these practices effectively (Ahsan, 2025; Blanchard & Thacker, 2023).

Overall, these results affirm that spirituality-based HR management at MA Miftahul Ulum Probolinggo positively influences work motivation, organisational culture, and students' character development, which indirectly enhances educational quality. This model underscores the importance of value-based leadership grounded in strong Islamic cultural principles as a fundamental foundation for successful implementation (Budur, 2024; Walid et al., 2025).

Based on the study's field data, spirituality-based HR management at MA Miftahul Ulum Probolinggo has been systematically integrated into managerial processes and organisational culture. Interviews with teachers revealed that routine activities such as morning assemblies with religious reflections, weekly spiritual mentoring, and collective prayer before lessons have fostered both professional discipline and moral responsibility. Observations during school events also showed that decision-making processes were consistently framed within Islamic ethical principles, creating a shared value system among staff. These practices reflect the school's strong alignment between management policies and spiritual values, which not only improved work motivation but also strengthened organisational cohesion. This finding resonates with prior research

indicating that integrating spiritual values into HR practices supports sustainable educational quality when adapted to local cultural contexts, such as the pesantren-influenced community and the strong familial ties among staff in rural East Java.

IV. CONCLUSION

This study revealed three key conclusions aligned with its research objectives. First, in terms of management, the leadership at MA Miftahul Ulum Probolinggo played a key role in incorporating Islamic spiritual values like honesty, trustworthiness, and sincerity into human resource practices. They did their part by serving as role models and ensuring that formal policies and daily routines were consistent. Second, in terms of implementation and influencing factors, spirituality-based HR management was operationalised through value-oriented recruitment, continuous professional development, and ethics-based performance appraisal, supported by a strong organisational culture, though occasionally challenged by administrative workload and class size. Third, regarding the effect on the quality of education, the incorporation of spiritual principles led to increased teacher motivation, a positive work environment, and observable enhancements in students' discipline, moral conduct, and character development. These findings collectively reinforce the theoretical framework of spirituality-based HR management and offer a practical, context-sensitive model for faith-based educational institutions aiming to harmonise administrative efficiency with spiritual integrity. However, this study has certain limitations related to its scope, which is confined to a single institution, and its qualitative interpretative approach, which limits its generalizability. Future research is recommended to conduct comparative studies across various Islamic educational institutions with diverse cultures and contexts. Additionally, developing a more systematic and measurable model of spirituality-based HR management would be beneficial. The implications of this study indicate the potential to create broader management strategies grounded in spirituality, which could be widely adopted and serve as a foundation for further research on the influence of spirituality in education and organisational management.

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