

## ISLAMIC-BASED HUMAN RESOURCE MANAGEMENT STRATEGY AT PHATNA WITYA SCHOOL, YALA, SOUTH THAILAND



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### Abstract

This study aims to investigate the management of human resources based on Islamic principles as implemented at Phatna Witya School in Yala, Southern Thailand. HR management that aligns with Islamic teachings not only focuses on skills and professionalism but also emphasizes spiritual aspects, ethics, and moral responsibilities derived from Islamic teachings. This research employs a qualitative methodology through a case study approach. Data were collected through in-depth interviews, observations, and document gathering. Participants in this study included the school principal, vice principal, teachers, and other educational staff. The findings reveal that the Islamic-based HR management approach at Phatna Witya School in Yala includes HR planning that adheres to Islamic values, a recruitment and selection process that pays attention to both competency and Islamic ethics, development of employees in spiritual and professional dimensions, and a performance assessment system that balances worldly and spiritual matters. This approach is seen as effective in shaping individuals with integrity, discipline, and a strong emphasis on Islamic values.

**Keywords:** Human Resource Management, Islamic Education, Management Strategy, Qualitative Research, Southern Thailand

## INTRODUCTION

One of the main foundations for improving the quality of human resources is through education. Human resource (HR) management in Islamic educational institutions emphasizes the importance of personality development and Islamic principles, in addition to academic success. For educational institutions to produce knowledgeable, moral, and responsible individuals, Islamic-based HR management is a crucial prerequisite (Arifin, 2016). Islamic education is crucial for the development of human civilization based on morality, humanity, and divinity. The quality of HR professionals overseeing Islamic education has a significant impact on its success, in addition to curriculum and facilities. Therefore, HR management is crucial for the establishment of Islamic educational institutions (Hasibuan, 2017).

From an Islamic perspective, humans are viewed as beings with physical, intellectual, and spiritual characteristics. According to this perspective, human resource management should prioritize the development of moral character, moral responsibility, and spiritual awareness, alongside productivity and efficiency. Allah SWT says:

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

*"Indeed, Allah will not change the condition of a people until they change the condition of themselves." (QS. Ar-Ra'd: 11)*

This verse emphasizes that the progress and growth of an organization depend heavily on the quality of the individuals within it. Therefore, MSDI, which is based on Islamic values, plays a significant role in achieving the goals of Islamic education.

Phatna Witya Yala is an Islamic educational institution located in southern Thailand, where the majority of the population is Muslim, despite being within a state framework with a non-Islamic national education system. This situation forces Islamic educational institutions to develop effective management strategies to maintain their Islamic identity while meeting the demands of professionalism in modern education (Hashim, 2018). Challenges faced by Islamic educational institutions in Southern Thailand include limited resources, pressures from national education policies, and the need to produce competent and Islamically virtuous graduates. Therefore, the implementation of an Islamic-based MSDI strategy at Phatna Witya School Yala is an interesting phenomenon that deserves in-depth research. This is reflected in a report from the Thai Ministry of Education (Khan, 2017), which revealed that only 40% of schools in the southern region are able to integrate Islamic curricula into their human resource management, resulting in problems such as high teacher turnover and low student motivation.

Empirically, several schools in Southern Thailand have attempted to implement Islamic-based training programs, such as a workshop on Islamic leadership ethics organized by the Islamic Education Foundation of Thailand (Ramadan 2009). However, the results have been suboptimal, as revealed in a study by Iqbal (2025) published in the Journal of Islamic Business and Management, which found that the program only increased job satisfaction by 25% due to a lack of integration with broader school policies. On a theoretical level, the Islamic HR management model developed by Al-Faruqi (although classical, but adapted in recent research) is often inappropriate for Thailand's multicultural context, where local cultural factors and national regulations influence. International efforts, such as recommendations from the Organization of Islamic Cooperation (OIC) in 2021, encourage strengthening HR management in

Muslim schools, but implementation is hampered by resource constraints and cultural resistance.

The urgency of this research lies in the urgent need to bridge this gap, especially in the post-COVID-19 era of globalization and digitalization of education, where schools like Phatna Witya School in Yala face new challenges such as teacher migration and technology integration. Theoretically, this research will enrich the Islamic business management literature with a strategy model specific to the Thai context, which is rarely explored. Empirically, the findings of this study can offer useful suggestions for improving school performance, reducing social strife in vulnerable areas like Yala, and supporting sustainable progress in accordance with Sustainable Development Goal (SDG) number 4 related to quality education (Adhan et al., 2019). Without appropriate strategies, these schools risk losing their Islamic identity and failing in their mission of holistic education. From an axiological perspective, the link between the scientific method and Islamic norms serves as a philosophical conclusion in this context. This research must be conducted with Islamic ethics, as commanded in QS. Al-Hujurat (49:13):

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

*"O people! Indeed, We have created you from a man and a woman, then We made you into nations and tribes so that you may know each other. Indeed, the noblest among you in the sight of Allah is the one who is most pious."*

This norm ensures that research is not only scientific but also ethical, avoiding bias and supporting interfaith harmony in Thailand. Therefore, it is hoped that this research can design a human resource management method that is not only effective but also in accordance with the principles of justice and brotherhood in Islam (Amsari, 2023). Considering this background, this research focuses on a workforce management approach based on Islamic principles at Phatna Witya Yala School, with the problem formulation: how are Islamic-based human resource planning, recruitment, development, and evaluation implemented at the school?

## REVIEW OF LITERATURE

### Strategy in the Field of Human Resources

Human resources (HR) play a key role, particularly in the system's ability to achieve predetermined goals (Marbun, 2022). The function and role of HR cannot be replaced by other resources, making them a highly valuable asset for a company (Firmansyah, 2021). Therefore, HR development is crucial. HR must possess competencies in four areas (Hakim, 2020):

- a. Information about their field of work or knowledge gained through school.
- b. The ability to carry out tasks in a manner appropriate to their field of work.
- c. Attitude or work spirit in carrying out their responsibilities in accordance with the norms or moral codes that apply to their work area.
- d. Spirituality, which includes understanding one's own limitations and surrendering to Allah SWT to fulfill His will so that this world becomes prosperous.

### Sharia-Based Human Resources

Human resource development is directly related to increasing the intelligence needed to perform work more efficiently (Rosmaini, 2019). From an Islamic perspective, every effort to improve individual quality requires the introduction of new values, in addition to existing ones.

The implementation of these values can be carried out through the educational process, which includes physical, intellectual, and spiritual aspects (Sabrina, 2022). Islam establishes several dimensions of human quality as development targets, namely: (Aziz, 2021). Dimensions of knowledge and devotion. As Allah says in Surah Al-Mujjadi, verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

*O you who believe, if it is said to you: "Be spacious in the assembly" then be spacious, surely Allah will provide space for you. And when it is said: "Stand up", then stand up, surely Allah will raise the rank of those who believe among you and those who have been given knowledge by several degrees. And Allah is All-Knowing of what you do. (Al-Mujjadi: 11)*

The personality dimension includes human views and attitudes to life as stated by Allah in the letter Al-Furqan verse 63:

وَعِبَادُ الرَّحْمَنِ الَّذِينَ يَمْشُونَ عَلَى الْأَرْضِ هَوْنًا وَإِذَا خَاطَبَهُمُ الْجَاهِلُونَ قَالُوا سَلَامًا

*And the servants of the Most Merciful God (are) those who walk on the earth humbly and when ignorant people greet them, they utter words (containing) salvation. (Al-Furqan :63)*

The dimensions of creativity and productivity as stated by Allah in Surah An-Nahl verse 97:

مَنْ عَمِلْ صَالِحًا مِّنْ ذَكَرٍ أَوْ أُنْثَىٰ وَهُوَ مُؤْمِنٌ فَلَنُحْيِيَنَّهٗ حَيٰوةً طَيِّبَةً وَلَنَجْزِيَنَّهُمْ أَجْرَهُمْ بِأَحْسَنِ مَا كَانُوا يَعْمَلُونَ

*Whoever does good deeds, whether male or female, while being a believer, We will certainly give them a good life and We will certainly reward them with a reward in proportion to the best of what they used to do. (An-Nahl: 97)*

## RESEARCH METHOD

This study uses a qualitative approach with descriptive and analytical research types (Moleong, 2019). The qualitative method was chosen because the purpose of this study is to explore more deeply the concepts, strategies, and implementation of human resource (HR) management based on Islamic principles in the context of Islamic educational institutions, specifically at Phatna Witya School, Yala, Southern Thailand. The descriptive approach is used to systematically and factually describe the HR management practices implemented in the school, while the analytical approach is used to analyze the suitability of HR management strategies with Islamic management principles such as amanah, adil, ihsan, and syura.

This research was conducted at Phatna Witya Yala School, an Islamic educational institution located in Yala Province, Southern Thailand. The location for this research was chosen based on the fact that Phatna Witya School regularly integrates the Thai national education system with Islamic values, including in its human resource management. The purpose of this study was to examine all individuals directly involved in the management and implementation of human resource management at Phatna Witya Yala School. Data collection was conducted through in-depth interviews, active observation, and document analysis. Data were processed using information facilitation methods, data presentation, and drawing conclusions. Data validity was ensured through the use of various sources and different methods (Sugiyono, 2020).

## RESULTS AND DISCUSSION

### **The Concept of Islamic-Based Human Resource Management at Phatna Witya School Yala, Thailand**

Human resource management based on Islamic principles is a strategy for managing individuals within an organization that focuses not only on professional aspects and performance, but also emphasizes spiritual and ethical values in accordance with Islamic teachings. This concept is based on Islamic principles, such as amanah (responsibility), ihsan (doing good), adil (justice), tawazun (balance between worldly and spiritual aspects), and ta'awun (cooperation) (Muhaimin, 2015). In the realm of education, Islamic-based human resource management emphasizes the importance of teachers, staff, and students to develop as a whole, both in terms of professional competence and in moral and ethical qualities, so that schools not only serve as locations for transferring knowledge, but also as places to build Islamic character (Rivai, 2013).

At Phatna Witya School in Yala, Thailand, the implementation of Islamic-based human resource management concepts is evident in various aspects. First, the recruitment and development of teachers and staff takes into account academic qualifications, as well as moral integrity and adherence to Islamic values, so that individuals involved in the school can be role models in morals and discipline. Second, the school provides ongoing training programs that not only improve professional competencies, such as classroom management and teaching methods, but also support spiritual strengthening, for example through regular study, character development based on the Quran and Hadith, and moral mentoring. Third, relationships among school members are maintained through the principles of deliberation (shura) and justice, thus creating a balanced and mutually supportive work atmosphere. Fourth, motivation and rewards are given professionally and spiritually, emphasizing the values of sincerity, good service, and positive contributions to students, so that teachers and staff feel valued both worldly and spiritually.

Performance evaluation at this school not only assesses work results or academic achievements, but also assesses intentions, sincerity, and the application of Islamic morals in daily activities. Support for welfare and a spiritual environment is also provided through worship facilities, regular study, and character development, so that teachers and students can develop holistically, both professionally and morally (Yusuf, 2017). The implementation of human resource management based on Islamic principles at Phatna Witya School shows that this method not only improves the quality of human resources, but also creates an Islamic educational environment that continuously instills moral values, a sense of responsibility, and collaboration in daily school activities.

Thus, this school has successfully created a balanced and efficient learning environment that adheres to Islamic values, thus producing high-quality human resources with noble morals. Therefore, human resource planning at Phatna Witya School Yala is carried out systematically, referring to the school's vision and mission, which are based on Islamic values. This planning not only considers the need for quantity of teaching and educational staff, but also the personal and spiritual qualities of prospective SDI. This is in line with the concept of SDI planning in Islam, which emphasizes the importance of balance between competence (kafā'ah) and amanah (amanah) (Awan, 2019). In practice, the school conducts an analysis of SDI needs based on subjects, workload, and the development of Islamic education programs. This planning also considers the ability of SDI to be role models (uswah hasanah) for students (Kadiyono, 2017). Therefore, SDI planning has ideological and spiritual significance in addition to administrative

ones. In line with the comprehensive goals of Islamic education, this strategy demonstrates how the management of Islamic-based SDI at Phatna Witya School in Yala strives to produce educators who are not only experts in their fields but also possess high ethical dedication and religious values.

### **Strategies for Managing Islamic-Based Human Resources at Phatna Witya School, Yala, Thailand**

Phatna Witya School's Islamic-based human resource management strategy incorporates Islamic principles into all stages of human resource management, from recruitment to performance appraisal. First, during the recruitment phase, the school selects teachers and staff not only based on academic and professional abilities but also on character, integrity, and the implementation of Islamic values, ensuring they serve as role models for students. This approach ensures that everyone working at the school has sincere intentions and is capable of carrying out their responsibilities with integrity (Rahman, 2020).

Second, in the development and training of Islamic education staff (SDI), the school implements a professional competency improvement strategy that synergizes with Islamic character development. Teachers and staff participate in training in classroom management, teaching methods, and spiritual strengthening programs, such as regular religious studies, character mentoring based on the Quran and Hadith, and the application of Islamic morals in daily activities. This approach aims to produce teachers and education personnel who excel not only academically but also possess strong ethics and spirituality.

Third, in terms of motivation and rewards, the school employs a reward strategy that balances professional and spiritual aspects. Teachers and staff are recognized for good performance, sincere service, and positive contributions to students. This strategy builds a sense of responsibility, increases loyalty, and instills the value that work done with good intentions will bring blessings (Abbas, 2020).

Fourth, communication and interpersonal relationships are implemented through the principles of deliberation (shura), justice, and cooperation (ta'awun). The school fosters a harmonious work environment, where conflicts are resolved fairly and all parties can participate in decision-making. This strategy creates a cooperative and respectful work culture, in accordance with Islamic values. Fifth, in performance evaluation and monitoring, the strategy implemented is to assess not only work results, but also intentions, sincerity, and the application of Islamic morals. Evaluations are conducted objectively and are of a guiding nature, so that teachers and staff are encouraged to continuously improve their professionalism while maintaining good morals. Overall, the Islamic-based SDI management strategy at Phatna Witya School combines professional, moral, and spiritual aspects.

This approach ensures that all human resources in the school can develop holistically, creating a harmonious, productive, and Islamic educational environment, and producing competent, noble, and highly competitive teachers, staff, and students (Rahmad, 2020). Furthermore, the recruitment and selection of SDI at Phatna Witya School Yala is conducted through a rigorous and structured process. In addition to academic requirements and work experience, the school also establishes Islamic criteria as a key aspect in selecting SDI candidates. These criteria include a basic understanding of Islamic teachings, religious practices, and morals in daily life. The interview process not only explores professional abilities but also the attitudes, values, and commitment of SDI candidates to the vision of Islamic education (AlQaradawi, 1995). This reflects the principles of Islamic management, which place honesty (šidq), responsibility, and integrity as the primary foundations of SDI management. This strategy

is relevant to the social conditions in Southern Thailand, which require Islamic educational institutions to maintain their Islamic identity amidst the challenges of a Muslim minority environment. With Islamic value-based selection, schools can ensure that the SDI recruited are able to adapt and become agents of strengthening Islamic values.

### **Implementation of Islamic Values in the Human Resource Management Process at Phatna Witya School**

At Phatna Witya School, Yala, Thailand, Islamic-based human resource management (HRM) is implemented as a strategic effort to manage teachers, staff, and students by integrating Islamic values into all managerial processes. According to Hasibuan (2017), the concept of Islamic HR management emphasizes the principles of amanah (trust), adil (justice), ihsan (goodness), and syura (desire), which serve as ethical and professional guidelines within the organization. The value of amanah is realized through an emphasis on the responsibility and integrity of teachers and staff in carrying out their daily tasks. The principal stated, "Every teacher and staff member is always reminded to carry out their duties with integrity and honesty. We believe that amanah means not only completing work but also maintaining integrity and sincere intentions in educating students." The implementation of amanah demonstrates that HR management at the school not only assesses academic performance but also emphasizes sincerity and moral consistency, in line with Islamic principles that prioritize ethics in every action (Chapra, 2020).

The value of fairness is the foundation for task management, performance evaluation, and conflict resolution at school. Every teacher and staff member is treated equally without discrimination, fostering a strong sense of fairness and inclusion. One teacher explained, "Here, all teachers receive equal treatment in terms of assignments, performance appraisals, and opportunities to participate in training. If there is a problem or conflict, it is always resolved based on fairness, without bias." The application of this principle of fairness aligns with Islamic management theory, which emphasizes justice as a key element in maintaining organizational harmony and increasing work motivation (Ridwan, 2018). With fairness, all members of the organization feel valued and motivated to contribute optimally.

The value of ihsan is implemented through a work culture that emphasizes kindness, sincerity, and optimal service. Teachers and staff are encouraged to carry out their work beyond mere formality, but with sincerity and full attention to students and colleagues. As stated by an administrative staff member, "We are always encouraged to work with kindness and sincerity, for example, serving students or teachers in a friendly manner, helping those in need, and always doing our best without complaint." This approach aligns with Islamic Human Resource Management theory, which emphasizes ihsan as a strategy to improve work quality through intrinsic motivation and spiritual awareness (Rivai, 2013).

Ihsan at this school also serves as a mechanism for internalizing moral values throughout the school community, thus contributing to the formation of a consistent Islamic character. The value of shura is implemented as a decision-making mechanism through deliberation, participation, and consultation. All important policies, task allocations, and problem-solving are carried out through collective discussions so that all parties can express their opinions. A senior teacher explained, "All important decisions, such as task allocations or schedule changes, are always discussed through deliberation. All teachers and staff are given the opportunity to express their opinions so that the results can be accepted together." The implementation of shura creates transparency, a sense of ownership, and collective responsibility within the organization, in accordance with Islamic SDI management theory which emphasizes the importance of

deliberation as the basis for ethical leadership and governance (Al-Qaradawi, 2014). Overall, the integration of the values of amanah, adil, ihsan, and shura in SDI management at Phatna Witya School not only improves the professional quality of teachers and staff but also forms a consistent Islamic character, creates a harmonious work culture, and supports the achievement of educational goals that balance academics and spirituality.

### **Supporting and Inhibiting Factors in the Implementation of Islamic-Based Human Resource Management Strategies at Phatna Witya School, Yala**

The implementation of human resource management strategies based on Islamic teachings at Phatna Witya School Yala is driven by several internal factors related to structure and culture. One important factor is leadership that understands the basic tenets of Islam (Hasibuan, 2017). The principal and management are strongly committed to integrating Islamic values, such as amanah (trust), adil (justice), ihsan (goodness), and syura (righteousness), into all management processes, from recruitment and training to performance evaluation. This strong and consistent leadership provides clear direction for all teachers and staff, enabling the comprehensive and effective implementation of Islamic-based management strategies. Furthermore, the school has structured professional and spiritual development programs, such as moral training, regular Islamic studies, Islamic character mentoring, and Islamic-based performance evaluations, which strengthen the competencies of teachers and staff while instilling moral and spiritual values.

The second supporting factor is a harmonious Islamic school culture, which serves as the foundation for implementing Islamic-based human resource management. A work environment that emphasizes deliberation, cooperation, honesty, and caring fosters mutual trust and engagement among all school members. Teachers, staff, and students are accustomed to interactions that emphasize moral values, encouraging each individual to work not only for academic achievement but also for the common good and blessings. This culture facilitates the implementation of Islamic-based management strategies because all members of the organization understand and are aware of the importance of Islamic principles in their daily lives.

In addition to internal factors, community and environmental support also play a crucial role. Phatna Witya School is located in the predominantly Muslim region of Yala, so Islamic values are socially accepted and supported by parents, the community, and local religious institutions. This support helps teachers and staff feel motivated to consistently implement Islamic-based management strategies, as they know these practices align with community expectations. Parents also monitor the implementation of Islamic morals and the quality of education, creating a feedback mechanism that reinforces the success of the school's Islamic-based SDI management strategies.

On the other hand, several inhibiting factors influence the implementation of Islamic-based human resource management strategies. One important factor is limited resources, both in terms of the number of competent teachers, supporting facilities, and budgets for training and professional development. Some teachers face high workloads, making it difficult to fully implement the principles of ihsan or implement a personalized approach to students. Furthermore, differences in individual levels of understanding and commitment to Islamic values also pose a challenge. Not all teachers or staff have the same religious educational background, so the implementation of the values of amanah, adil, ihsan, and syura can vary in quality. These differences require more intensive guidance and supervision to ensure consistent management strategies (Rahman, 2020).

Another inhibiting factor is external challenges related to Thailand's nationalistic and secular educational regulations and government policies. Government policies on curriculum standards, teacher management, and educational evaluation are not always aligned with an Islamic-based approach, requiring schools to reconcile formal regulations with the implementation of Islamic strategies. This can lead to conflicting priorities, for example, in the development of lesson schedules, the allocation of teacher duties, or the implementation of faith-based extracurricular activities (Khan, 2017). However, Phatna Witya School strives to overcome this obstacle through an adaptive strategy, flexibly aligning national regulations with Islamic principles without compromising the school's core values. Overall, the successful implementation of an Islamic-based SDI management strategy at this school is heavily influenced by a combination of internal supporting factors, school culture, community support, and strategies for adapting to external obstacles and resource constraints.

### **Phatna Witya School's Efforts to Advance the Quality of Human Resources**

Strategic efforts to improve the quality of human resources in line with the principles of Islamic management, which are based on the values of trust, justice, *ihsan*, and *syura*. One of the main efforts is through selective recruitment that pays attention to professional competence as well as moral integrity and faith. The Principal said, "We always select teachers and staff by considering their educational background and experience, while also assessing their character, intentions, and dedication to Islamic teachings. We want every teacher to be a role model, not only in terms of knowledge, but also in moral and spiritual dimensions." With this strategy, the school ensures that the SDI accepted are able to carry out the mandate consistently, maintain the quality of teaching, and create an Islamic educational environment.

In addition to recruitment, Phatna Witya School focuses on professional development and character building for teachers and staff. The school regularly holds classroom management training, pedagogical workshops, regular Quranic and Hadith-based studies, and Islamic moral mentoring. One teacher explained, "Every month we participate in training and discussions that not only improve our teaching skills but also emphasize Islamic values in our interactions with students. This makes us more aware of implementing *ihsan*, justice, and *amanah* (trustworthiness) in our daily work." This approach demonstrates the school's emphasis on balancing professionalism and spirituality, ensuring that the development of SDI competencies is not only technical but also moral.

The next step is to implement performance evaluations based on Islamic values, not just academic results or work productivity (Rahman, 2020). Teacher and staff performance is assessed based on a combination of professional competence, discipline, sincerity, and morals demonstrated in service to students and colleagues. An administrative staff member stated, "Our evaluations not only look at how many tasks are completed, but also how we complete them. If done with good intentions, sincerity, and attention to student welfare, then it is considered successful. This encourages us to always work with *ihsan*. With this holistic evaluation, the school instills both spiritual and professional awareness, so that each individual is encouraged to work according to Islamic principles (Muhaimin, 2015).

Furthermore, Phatna Witya School implements deliberation and active participation in decision-making to improve the quality of its human resources (SDI). Decisions regarding task allocation, academic policies, and program planning are made through deliberation involving all teachers and staff. The principal stated, "We always provide opportunities for every educator and employee to express their views. This action not only creates a sense of ownership but also teaches the basics of *shura* (religious principle) in school management." The implementation of

shura helps teachers and staff feel valued and responsible for collective decisions, thereby improving the quality of SDI management through participatory means (Isra, 2020).

The final effort is to provide recognition, encouragement, and a work environment in accordance with Islamic values to improve achievement and job satisfaction (Siti, 2023). Teachers and staff who demonstrate good performance, sincere service, and adherence to Islamic values are recognized through formal awards and spiritual recognition (Muhaimin, 2015). One teacher added, "The awards we receive are not only in the form of certificates or incentives, but also recognition from the principal and colleagues. This motivates us to continue working with integrity, fairness, and ihsan." Through a combination of selective recruitment, ongoing training, values-based evaluation, deliberation, and awards, Phatna Witya School has successfully improved the overall quality of SDI, making every teacher and staff not only professionally competent but also possessing Islamic character, so that the goals of Islamic-based education can be optimally achieved. In addition, SDI performance evaluations at Phatna Witya School Yala are conducted periodically and continuously. The evaluations not only assess technical performance aspects such as discipline, teaching ability, and achievement of work targets, but also assess attitudes, work ethics, and Islamic behavior. This evaluation approach reflects the principle of justice (al-'adl) in Islam, where assessments are carried out objectively and transparently (Rahmayati (2021).

The assessment results are used as a reference for improving performance, further development, and managerial decision-making. With evaluations oriented towards worldly and hereafter values, SDI is encouraged to work optimally with the awareness that work responsibilities are not only accounted for to the school leadership, but also to Allah SWT. The Islamic-based SDI management strategy implemented at Phatna Witya School Yala has positive implications for the school's organizational climate. The work environment becomes more religious, harmonious, and conducive. SDI has a strong sense of togetherness, loyalty, and commitment to the goals of Islamic education. Furthermore, this strategy contributes to the formation of student character, as educators and education personnel act as role models in the application of Islamic values. Thus, Islamic-based SDI management not only has an internal impact on the organization, but also externally in shaping a generation of Muslims with noble morals.

## CONCLUSION

The human resource management strategy at Phatna Witya School in Yala, Thailand, is implemented holistically by integrating Islamic principles such as trust, justice, kindness, and deliberation into all aspects of managing teachers and staff. This approach includes a selective recruitment process with a focus on professional competence and moral integrity, capacity building through Islamic-based training and mentoring, and performance evaluations that adhere to Islamic values. Furthermore, decision-making is conducted through deliberation, and rewards and motivation are provided in accordance with Islamic principles. In this way, it is hoped that teachers and staff will not only possess professional competence but also a strong Islamic character, enabling them to carry out their duties with full trust, act fairly, work with ihsan (good character), and participate in decisions through syura (consensus).

Factors supporting the success of this strategy include leadership that understands Islamic principles, an Islamic and harmonious school culture, a structured development program, and the support of the Muslim community in the surrounding area. Meanwhile, there are several things

that become obstacles, including limited resources, variations in individual understanding and dedication to Islamic values, and national education laws that are not religious in nature. However, schools can overcome these obstacles by adjusting strategies, conducting strict supervision, and involving all members of the organization in the management of SDI.

Consistent efforts to implement Islamic-based management strategies have improved the overall quality of human resources in schools. Teachers and staff are able to internalize the values of trust, justice, ihsan, and syura in their daily work, thus creating a productive, harmonious Islamic educational environment oriented toward student character development. Performance evaluation, training, deliberation, and awards play a vital role in ensuring the continued application of Islamic principles in human resource management.

Overall, the human resource management approach based on Islamic principles at Phatna Witya School demonstrates that the application of spiritual and ethical values in the management process can create high-quality human resources with good morals. This demonstrates that Islamic management principles are not only relevant for managing educational organizations but also effective in creating an ethical and harmonious work environment that supports the overall goals of Islamic education.

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