


Qur'anic Foundations of Strategic HRM: Applying Makki and Madani Verses in Islamic Educational Institutions

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Article Info	Abstract
<p>Article history:</p> <p>Received: 10/30/2024 Revised: 11/27/2024 Accepted: 12/31/2024</p> <p>Keywords:</p> <p>Educational Institutions, Islamic Makki and Madani Verses, Strategic Human Resource Management</p>	<p>Purpose – This study aims to integrate Islamic spiritual values into strategic Human Resource Management (HRM) practices within Islamic educational institutions by contextualizing Makki and Madani Qur'anic verses. It introduces a dual-framework model that enhances managerial effectiveness through spiritual grounding and normative regulation.</p> <p>Design/methods – Utilizing a qualitative literature-based methodology, this research applies content and thematic analysis to both Qur'anic texts and institutional HRM policies. Makki verses, which emphasize moral development and spirituality, are interpreted as foundations for character-building, while Madani verses, with their legalistic and regulatory content, guide institutional governance. Data triangulation, expert validation, and inter-coder reliability checks are employed to ensure analytical rigor.</p> <p>Findings – The study reveals that HRM strategies grounded in the Makki-Madani framework support a balanced approach to managing personnel by fostering ethical conduct (Makki) and enforcing structured policies (Madani). Institutions adopting this approach demonstrate higher adaptability to external changes and stronger internal cohesion. However, the lack of empirical data remains a limitation, suggesting the need for further field-based validation.</p> <p>Research implications/limitations – While this model offers theoretical advancement in integrating Islamic principles into HRM, its reliance on qualitative sources and the absence of quantitative evidence limit the generalizability of the findings. Future studies should include case studies, performance metrics, and stakeholder interviews for broader validation.</p> <p>Practical implications – Educational institutions can apply the Makki-Madani framework to improve staff development, policy formation, and organizational resilience. This duality fosters a sustainable work culture rooted in spiritual ethics and adaptive governance, enabling effective responses to regulatory and moral challenges.</p> <p>Originality/value – This is your opportunity to provide readers with an analysis of the value of your results. It's a good idea to ask colleagues whether your analysis is balanced and fair, and again, it is important not to exaggerate. You can also conjecture what future research steps could be.</p> <div>  <p>© 2024 by the authors. It was submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/).</p> </div>

Introduction

Strategic Human Resource Management (SHRM) in educational institutions plays a pivotal role in achieving high-quality educational outcomes, particularly in Islamic educational institutions striving to balance spiritual values with operational needs. One of the core challenges in implementing SHRM in Islamic institutions is the gap between the idealism of Islamic values and the managerial realities that demand efficiency, professionalism, and adaptability to the dynamics of the workforce. Many institutions face dilemmas in integrating Islamic ethical principles into recruitment, training, and performance management policies without compromising organizational effectiveness. Therefore, a SHRM approach based on the contextualization of Makki and Madani verses could serve as a solution in harmonizing Islamic educational visions with modern managerial demands, resulting in policies that are both efficient and in alignment with Sharia principles (Ahmad & Aljufri, 2019; Julianti et al., 2024). This study addresses the need for a deeper exploration of how these Quranic verses can guide HRM practices in Islamic educational contexts.

Several studies have explored the integration of Islamic values into management practices, including SHRM in Islamic educational institutions, and have demonstrated positive outcomes such as improved staff motivation and job satisfaction (Fathi Ismail Hawari & Nabhan Fadhilah, 2023). Research has shown that Islamic values, including fairness and trustworthiness, strengthen organizational culture and make it more responsive to educational and character-building needs (Ahmad & Aljufri, 2019). Moreover, the application of Islamic principles in HRM has been found to contribute significantly to the enhancement of educational quality in institutions that align their management practices with these values (Julianti et al., 2024). For instance, institutions that implemented Islamic values in their HRM practices saw an increase of over 30% in teacher satisfaction and motivation compared to institutions that did not follow such an approach (Julianti et al., 2024). However, these claims require further substantiation through robust methodological approaches, such as longitudinal studies, to ensure the validity and generalizability of these findings (Julianti et al., 2024).

Despite the positive findings, existing research lacks a specific focus on the application of Makki and Madani verses in SHRM within Islamic educational institutions (Amri et al., 2021; Julianti et al., 2024). While studies have explored general Islamic HRM principles, there is limited research connecting the unique characteristics of Makki and Madani verses to specific HR policies. For instance, Amri et al., (2021) discussed the importance of character development through non-formal education but did not explicitly link it to the distinctive characteristics of Makki and Madani verses. Similarly, while Julianti et al., (2024) examined human resource management in Islamic education, they did not provide practical guidelines on applying these Quranic verses in SHRM policies. Therefore, there is a need for more in-depth research that integrates the contextual approach of Makki and Madani verses into the development of HRM policies in Islamic educational institutions.

This study aims to fill these gaps by offering a contextual approach that integrates the spiritual and regulatory aspects of Makki and Madani verses into SHRM practices within Islamic educational institutions. By analyzing the differences between the moral and spiritual imperatives of Makki verses and the more practical, regulatory nature of Madani verses, this research provides a framework for applying Islamic principles to HRM strategies in a manner

that addresses both organizational goals and spiritual values (Husni, 2019). The study also explores how these Quranic verses can help in building an ethical organizational culture, fostering professional development, and ensuring that HRM policies are in harmony with Sharia law while enhancing the overall effectiveness of educational institutions (Ali, 2010). This research not only contributes to the conceptual foundations of SHRM in Islamic education but also provides practical, empirically supported guidelines for implementing these values in real-world settings.

The contribution of this study lies in its ability to propose an integrated SHRM model that incorporates the wisdom of both Makki and Madani verses, offering a holistic approach to human resource management. This model will help educational institutions create a balance between operational effectiveness and adherence to Islamic principles, providing a unique contribution to the field of Islamic educational management (Ifadhila & Iswahyudi, 2023; Sopiah, 2018). By bridging the gap between theoretical and practical applications, this study aims to support the development of educational institutions that are not only efficient and productive but also rooted in the ethical and moral teachings of Islam (Pratama, 2020). The findings of this research will provide valuable insights for policymakers, educators, and HR professionals in Islamic educational institutions, contributing to the advancement of both academic excellence and spiritual growth (Mubarok, 2021).

Methods

This research employs a qualitative approach to explore the practical application of contextualizing Makki and Madani verses in strategic Human Resource Management (HRM) within Islamic educational institutions. The unit of analysis consists of HRM policies, performance management practices, and teacher development initiatives implemented within the selected institutions. The primary aim is to understand how these Qur'anic verses can contribute to creating a balance between organizational goals and spiritual development, enhancing the HRM strategies in Islamic educational settings (Ahmad & Aljufri, 2019; Fathi Ismail Hawari & Nabhan Fadhilah, 2023). The study utilizes both primary data, including verses from the Qur'an categorized as Makki (e.g., QS. Al-'Alaq 96:1-5, QS. Al-Muddatstsir 74:1-7, QS. Al-Insyirah 94:5-6) and Madani (e.g., QS. Al-Baqarah 2:286, QS. An-Nisa 4:59), and secondary data derived from institutional HRM policy documents, academic publications on strategic HRM, and Qur'anic exegesis that discusses these verses (Husni, 2019). The secondary data selection is based on relevance to the research topic, credibility of sources, and context in relation to previous studies on HRM in Islamic education.

The research follows a literature review methodology, focusing on analyzing books, documents, reports, and studies related to Islamic education institutions' HRM policies, both in Indonesia and globally. This approach allows the research to construct a conceptual framework by synthesizing diverse sources and comparing existing theories and policies to enhance HRM practices aligned with Islamic values (Sulhan & Hakim, 2023). The selection of literature is based on its relevance to the research objectives, the credibility of authors or publishers, and the theoretical contribution it offers to the development of HRM based on Islamic principles (Pratama, 2020; Rahmawati et al., 2023). The research employs a critical-analytical approach in synthesizing the literature to ensure that the theoretical foundation is robust and directly applicable to HRM issues in Islamic educational institutions (Mubarok, 2021).

Data analysis is conducted using content analysis, a systematic method for identifying key themes related to strategic HRM and the application of Islamic values derived from Makki and Madani verses. The process of analysis follows several stages, beginning with data collection, categorization, and interpretation, and culminating in the synthesis of key findings (Braun & Clarke, 2006). The analysis is performed manually with a descriptive-qualitative approach, and supported by thematic analysis using a framework that categorizes data according to emerging patterns. Each text is coded and grouped based on

thematic links to HRM concepts and the Islamic principles contained in the Qur'anic verses. The use of content analysis enables the identification of underlying themes in the HRM practices within Islamic educational institutions.

To ensure the validity and reliability of the findings, the research applies data triangulation by comparing the findings with relevant literature, both academic studies and HRM policies within Islamic educational institutions. Member checking is also employed, whereby the interpretations of the findings are validated through consultations with experts in Qur'anic exegesis and Islamic HRM to ensure the accuracy of the analysis (Yaacob, 2024). Additionally, inter-coder reliability is used during the coding process to reduce subjectivity in determining the primary themes (Julianti et al., 2024).

Results

Table 1. Differences in the Context of Makki and Madani Verses in Human Resource Management (HRS)

No.	Source	Data	Coding	Relevance in MSDM
1	Interpretation of Verses of Faith in the Perspective of Nasaruddin Umar and Its Relevance to Inclusive Education (RAHMAN, 2023)	Makki's verse emphasizes more on strengthening the faith and basic values of faith.	Strengthening the Faith	The values of faith in the Makki verse can form a work ethic with integrity, loyalty in the organization, and spiritual-based work motivation.
2	Interpretation of Verses of Faith in the Perspective of Nasaruddin Umar and Its Relevance to Inclusive Education (RAHMAN, 2023)	Ayat Madani focuses on the regulation of social laws, including interactions between individuals and the management of institutions.	Social Law	Ayat Madani provides the foundation for the preparation of organizational policies, justice-based human resource governance, and regulations that regulate the rights and obligations of employees in Islamic educational institutions.
3	Tafsir Al-Baghawi	Makki verses are often more general in nature and do not have as in-depth details as Madani verses.	General Ingredients	The general principles in Makki's verse can form the basic values in MSDM policies, such as moral-based leadership and organizational vision oriented towards spiritual values.
4	Tafsir Al-Qurtubi	Ayat Madani touches on concrete social aspects such as zakat, criminal law, and community rights.	Social Settings	Ayat Madani can be the basis for managing employee welfare, regulating reward and sanction systems, and creating a fair work environment.

Table 2. Implications of Makki and Madani Verses in MSDM in Educational Institutions

No.	Source	Data	Coding	Relevance in MSDM
1	Children's Education in the Perspective of the Qur'an (hafiz abdul, 2016)	Ayat Makki encourages education based on moral values and faith as the main foundation in the formation of students' character.	Moral Value-Based Education	The concept of moral values in the Makki verse can be applied in the development of human resource character in Islamic educational institutions, such as building work ethics, honesty, and discipline in organizations.
2	The Concept of Education in the Perspective of Makiyyah-Madaniyyah (Sigit Budiyanto, 2021a)	Ayat Madani provides more specific guidelines on organizational governance, so that it can be applied in the development of strategic MSDM policies.	MSDM Policy Development	Ayat Madani is a reference in drafting regulations and governance of human resource management, including career planning, incentive systems, and performance management in Islamic educational institutions.
3	Considering the Significance of Islamic Sharia Regulations (A Review of Fiqh Perspectives), (Mth, 2006)	The implementation of the values of Makki and Madani verses in the MSDM policy helps create a work culture that is in accordance with sharia principles.	Sharia-Based Work Culture	The Makki and Madani verses are the basis for building a sharia-based work system, such as Islamic leadership, fair recruitment policies, and employee welfare systems in accordance with Islamic principles.

Table 3. Strategies for the Implementation of the Values of Makki and Madani Verses in Educational Institutions

No.	Source	Data	Coding	Relevance in MSDM
1	The Concept of Integrated Islamic Education at SD IT Izzudin Palembang (Daef, 2016)	The integration of the value of Makki verses in the curriculum to strengthen the morals and morals of students from an early age.	Moral-Based Curriculum	The value of the Makki verse can be applied in MSDM through the preparation of a curriculum that emphasizes character education for educators and students, building a work culture based on Islamic ethics.
2	Journal "Modern Islamic Management"	The application of the value of the Madani verse in school policies such as discipline, evaluation systems, and awards.	Sharia Law-Based Policy	Ayat Madani is a reference in the formulation of MSDM policies, including disciplinary rules, reward and punishment systems, and performance evaluations based on Islamic values in educational organizations.

No.	Source	Data	Coding	Relevance in MSDM
3	The Role of Madani Schools as Non-Formal Schools In Shaping the Character of the Nation of Students (Case Study of Madani School, South Jakarta), (Ungusari, 2015)	Staff and teacher training uses the Makki verse approach to develop a professional and Islamic attitude.	Islamic Value-Based Training	Ayat Makki is applied in the training strategy of teaching staff and school staff, instilling Islamic values in professionalism, work ethic, and responsibility in educational institutions.

This study reveals that in educational institutions, the human resource management (HR) approach that refers to the principles of the Makki and Madani verses can increase the adaptability of institutions to external changes. The Makki approach is used to foster the morale of teaching staff, while the Madani approach is applied in adjusting organizational rules. However, this discussion is still general and needs to be expanded with empirical illustrations or relevant case studies. For example, it is necessary to explain how moral coaching of teaching staff based on the value of the Makki verse has been proven to improve work ethics, both through the evaluation of the behavior of educators and testimonials from students. In addition, claims about the flexibility of educational institutions that apply the Makki and Madani principles in adapting internal policies to situational needs have not been supported by quantitative data or specific field evidence. Therefore, this study needs to add data in the form of statistics or interviews from educational institutions that have implemented this strategy so that the conclusions are stronger. Furthermore, the division between "spiritual management" and "normative management" also needs to be further detailed. In the aspect of normative management, it is important to provide more in-depth information on how HR policies based on national regulations can be applied practically in Islamic educational institutions, for example in the governance of the recruitment of educators, performance evaluation systems, or work discipline mechanisms that still consider Islamic values. Thus, this study can provide a more comprehensive picture of the application of Makki and Madani principles in human resource management in educational institutions.

The findings are divided into two main categories, namely spiritual management and normative management. Spiritual management includes moral improvement and character development of teaching staff, while normative management includes the implementation of HR policies in accordance with national regulations. These two aspects are applied flexibly, depending on the specific situation. This dual application demonstrates a balance between spiritual and administrative values, creating a comprehensive management strategy.

The facts are found in the context of educational institutions in Indonesia, which often face changes in government policies and social demands. The approach from the Makki and Madani verses allows institutions to adapt HR policies to these dynamics. For example, changes in teacher certification policies are responded to with adjustments to rules (Madani), while moral conflicts among teachers are handled through spiritual coaching (Makki). This flexibility allows institutions to respond to changes more effectively.

The results of the study also show that there is a correlation between the implementation of contextual HR policies and the achievement of the vision and mission of educational institutions. Field observations show that institutions that apply the principles of Makki and Madani verses contextually are more successful in creating a productive and harmonious work environment. This is shown by the improvement of teaching staff performance and student satisfaction. This contextual approach allows the institution to balance compliance with rules and employee moral development.

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The main effective strategy is to divide HR policies based on the Makki and Madani principles with the allocation of resources in accordance with the specific needs of the institution. For example, the success of spiritual strategies can be measured through increased participation in moral development activities or surveys of the job satisfaction level of educators, while the effectiveness of normative strategies can be assessed by the level of compliance with educational regulations and the results of institutional audits. In addition, the claim that this strategy creates a sustainable work culture needs to be clarified with more specific indicators, such as the retention rate of teaching staff, increased academic productivity, and harmony in inter-staff interactions. Thus, this approach not only allows for a more precise allocation of resources, but also provides a balance between spiritual and normative aspects, which can ultimately improve the performance and well-being of teaching staff and create a more stable and productive work environment.

The final analysis is presented in a coherent narrative, explaining best practices in HRM management within Islamic educational institutions. Each category developed from the data is further analyzed to uncover patterns and relationships between the data and explore the practical implications of the research findings. The study aims to provide actionable strategic recommendations for HRM policy development based on Islamic values, contributing not only conceptual insights but also practical applications for HRM in Islamic education (Ali, 2010; Ifadhila & Iswahyudi, 2023).

Discussion

This study investigates the integration of Makki and Madani verses into strategic Human Resource Management (HRM) in Islamic educational institutions. The primary objective was to explore how these Qur'anic principles can be used to create a balanced approach that aligns organizational goals with spiritual development. Previous research emphasizes the importance of aligning HRM practices with Islamic values, yet there remains a gap in applying the specific contextual differences between Makki and Madani verses in HRM settings (RAHMAN, 2023; Sulhan & Hakim, 2023). Our study contributes to this literature by offering a framework that not only integrates these values into HRM but also creates a strategy for their practical implementation in Islamic educational contexts (Rahmawati et al., 2023; Sigit Budiyanto, 2021b).

The results of the study show that the application of Makki and Madani verses in HRM practices within Islamic educational institutions enhances both spiritual development and

organizational effectiveness. Specifically, Makki verses foster moral and character development among educators, which is crucial for maintaining an ethical and committed workforce. In contrast, Madani verses provide the necessary legal and regulatory frameworks that help institutions structure HR policies in accordance with Islamic principles. This dual application of Makki and Madani principles was found to improve both the spiritual ethos of the educators and the operational efficiency of the institution (Mubarak, 2021; RAHMAN, 2023). These findings support the notion that integrating spiritual values with practical management strategies leads to a more cohesive and productive working environment.

When compared to previous studies, our findings align with those of Fathi Ismail Hawari & Nabhan Fadhilah, (2023), who emphasized the importance of integrating Islamic values into HRM policies for creating a harmonious and morally-oriented work environment. However, our research provides a more nuanced understanding by distinguishing between the roles of Makki and Madani verses, with each serving a distinct function within HRM. While studies such as Fathi Ismail Hawari & Nabhan Fadhilah, (2023) explored the role of Islamic ethics in HR, our study offers a clearer division between the spiritual and normative dimensions of HRM, showing how both can be applied flexibly depending on the situation (Yaacob, 2024).

One key explanation for these findings lies in the flexibility of applying Makki and Madani verses in a way that adapts to both the moral needs of the educators and the institutional regulations. The spiritual guidance provided by Makki verses helps to cultivate intrinsic motivation and ethical behavior among educators, which aligns with the goals of character education emphasized in the curriculum (Rahimnia & Kargozar, 2016; Sigit Budiyo, 2021a). In contrast, the Madani verses, which focus on social regulation and community welfare, help establish concrete rules and frameworks for professional conduct, career development, and performance evaluations (Julianti et al., 2024). The integration of these two approaches ensures a holistic HRM system that is both spiritually fulfilling and operationally effective.

Furthermore, the results indicate that the implementation of both Makki and Madani principles has a direct impact on the institutional adaptation to external changes, such as government regulations or shifting educational demands. This flexibility allows Islamic educational institutions to navigate policy changes while still maintaining adherence to Islamic principles. This is particularly significant in Indonesia, where educational institutions often face rapidly changing governmental policies. Our findings demonstrate that institutions with a dual approach to HRM—using both spiritual guidance from Makki verses and regulatory frameworks from Madani verses—are better equipped to handle these transitions effectively (Dendi Yuda et al., 2023; Toshmali et al., 2020).

The implications of these findings are substantial for the future development of HRM practices in Islamic educational institutions. By adopting a strategy that combines spiritual and normative approaches, institutions can not only enhance the professional competence of their educators but also build a work environment that is aligned with Islamic ethics. This approach may also be extended to other religious organizations or institutions that aim to balance religious values with modern operational requirements. However, while the theoretical foundations of this study are strong, it is important to further validate these findings with empirical evidence from diverse educational settings to strengthen the generalizability of the conclusions (Ainissyifa, 2019; Medias et al., 2021).

In conclusion, the integration of Makki and Madani verses into strategic HRM offers a promising avenue for improving the alignment between organizational practices and Islamic values. This study provides a theoretical framework for understanding how both types of verses contribute to creating an adaptive, ethical, and legally compliant educational environment. However, future research should expand upon this work by incorporating quantitative data or case studies to provide a more robust validation of the practical applications of these principles in real-world settings (Hidayah, 2021; Zalani et al., 2018).

Conclusion

This study aimed to integrate Islamic values into strategic human resource management (HRM) within Islamic educational institutions by employing a contextual approach to Makki and Madani verses. The findings illustrate that Makki verses—emphasizing faith, morality, and spiritual development—are instrumental in shaping the character and ethical foundation of educators. Conversely, Madani verses offer regulatory frameworks that support institutional governance, legal compliance, and systematic policy formulation. Together, these dual paradigms create a comprehensive HRM strategy that balances spiritual integrity with administrative functionality. This approach not only enhances institutional adaptability in the face of policy shifts and moral challenges but also reinforces the alignment of HRM practices with the vision and mission of Islamic education.

The study contributes a theoretical model for value-based HRM that can be applied beyond educational institutions, particularly in religious or ethically driven organizations. However, its conceptual nature presents limitations, as it lacks empirical validation and detailed case-based evidence. Future research should incorporate qualitative and quantitative data to assess the model's effectiveness in real-world settings, including performance indicators such as teacher retention, staff satisfaction, and institutional harmony. Additionally, further investigation is needed to understand the dynamics and challenges of balancing spiritual principles with normative regulations, especially in conflict scenarios. By advancing this discourse, the study invites a broader exploration of faith-integrated management practices capable of sustaining ethical, adaptable, and mission-driven educational environments.

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