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TEACHER PLANNING AT ANDALUS ISLAMIC SCHOOL PEKANBARU: THE PERSPECTIVE OF SURAH AL-HASYR VERSE 18 AND SURAH AL-QASAS VERSE 26

Sahrul Gunawan[1(*)], Nia Kurnia[2], Joni Sajati[3], Afriza[4]
Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia[1-4]
sahrulgunawanhb@gmail.com[1], nia.arrasy@gmail.com[2], jonisajati2233@gmail.com[3], afriza@uin-suska.ac.id[4]

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Abstract

This study aims to analyze the implementation of teacher planning at an Islamic primary school and to examine its relevance to the Quranic principles of Surah Al-Hasyr verse 18 and Surah Al-Qasas verse 26. A qualitative approach with a case study design was employed, with data collected through semi-structured interviews involving the school principal, experienced teachers, and newly appointed teachers, supplemented by observation and documentation. Data analysis followed the interactive model of condensation, display, and conclusion drawing, with trustworthiness established through source and technique triangulation. The findings reveal that teacher planning is implemented through a comprehensive cycle covering needs mapping, recruitment, selection, placement, orientation, development, performance evaluation, and cadre preparation, reflecting both administrative and strategic orientations. The multi-stage selection mechanism integrating Quranic recitation tests, microteaching, and interviews embodies the Quranic principle of al-qawiyy and al-amin from Surah Al-Qasas verse 26, while the annual planning cycle and multidimensional performance evaluation reflect the anticipatory and self-evaluative imperatives of Surah Al-Hasyr verse 18. However, the absence of a medium-term workforce projection and a teacher competency matrix indicates remaining developmental gaps. This study contributes to SDG 4 by demonstrating how value-driven teacher planning strengthens educational quality in Islamic institutional contexts.

Keywords: Teacher Planning; Islamic Human Resource Management; Quranic Educational Values

(*) Corresponding Author: gunawan, sahrulgunawanhb@gmail.com

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INTRODUCTION

Islamic elementary schools in Indonesia face increasingly complex educational demands that extend beyond academic achievement, encompassing spiritual formation, character development, and the cultivation of an Islamic learning culture. These multidimensional responsibilities place the quality of teaching staff at the center of institutional success, making the planning of educational personnel a foundational managerial function. In practice, schools that effectively manage teacher planning demonstrate the ability to balance teacher workload, align competency requirements with program objectives, and sustain the continuity of learning services. The school under study

exemplifies this reality. Its teacher planning is conducted systematically every year, beginning in January, through a structured cycle that covers needs mapping, recruitment, selection, placement, orientation, development, performance evaluation, and cadre preparation. This annual cycle reflects a deliberate institutional effort to ensure that teaching personnel are not recruited reactively, but prepared proactively in accordance with the school's program demands.

The school's recruitment and selection process operates through a multi-stage mechanism involving the submission of application documents, Quranic recitation tests, microteaching assessments, and interviews involving the school principal, director, and the foundation. Each stage is designed not only to verify academic and pedagogical competence but also to assess personal readiness, cultural fit, and Islamic commitment. The Quranic recitation test, in particular, serves as a non-negotiable requirement for all teaching candidates regardless of the subject they will teach, reflecting the school's identity as an Islamic institution. Placement decisions are made based on educational background, experience, and competency alignment, ensuring that teachers are assigned to roles that correspond to their professional capacity. This approach demonstrates a conscious integration of professional standards and Islamic institutional values within the teacher planning framework.

Beyond recruitment and placement, the school also invests in teacher development, supervision, performance evaluation, and reward mechanisms. Training is scheduled at least twice per year and supplemented by incidental programs in response to policy changes or emerging pedagogical approaches. Performance evaluations are conducted using a multidimensional report card that covers attendance, loyalty, teaching quality, learning outcomes, and social conduct, with results linked to a grade-based salary increment system. Teachers with lower performance grades receive motivational guidance to support improvement. Furthermore, cadre development is embedded within the school's committee and event involvement structure, allowing the institution to observe teacher leadership potential, responsibility, and readiness for greater institutional roles. Taken together, these practices indicate that the school's teacher planning has reached a level that is both administratively structured and strategically oriented.

In the theoretical literature of human resource management and Islamic education management, effective teacher planning in educational institutions is understood as a complex, forward-looking process that should not only fulfill immediate administrative needs but also align with long-term organizational strategy, competency frameworks, and ethical standards of personnel governance. According to Sari et al. (2025), human resource planning in educational institutions constitutes a critical management function that must be systematically designed to support sustainable institutional quality. Wardhani et al. (2025) further argue that job analysis should serve as a foundational step in teacher recruitment and development, ensuring that role requirements are clearly defined before any appointment is made. In the Islamic education context, Apiyani (2025) emphasizes that human resource management in Islamic schools carries a moral dimension, as it is responsible not only for professional formation but also for character-building among teachers as role models. Alexsandy & Nugraha (2025) assert that teacher human resource management grounded in Islamic educational principles must integrate spiritual values into every stage of personnel planning, from recruitment to evaluation. Meanwhile, Asep Reiki Paibi et al. (2025) conclude that strategic planning and development models in Islamic educational institutions are prerequisites for quality improvement, particularly when institutional programs require specialized competencies. Collectively, these perspectives suggest that ideal teacher planning should be longitudinal, value-integrated, and

competency-driven, a standard that implies considerable systemic complexity rather than a condition easily achieved at a fully realized level.

The theoretical ideal of teacher planning as a longitudinal, value-integrated, and competency-driven process stands in notable tension with what most Islamic educational institutions are capable of implementing comprehensively. Most existing frameworks assume that schools possess the structural capacity for multi-year workforce projection, formalized job analysis documentation, and competency matrix development, conditions that remain aspirational for many Islamic primary schools. In the context of the school under study, while the teacher planning practices are demonstrably systematic and integrative, a critical gap is identifiable: the institution does not yet possess a medium-term workforce projection covering the next three years, despite the fact that teacher contracts may extend up to that duration. This misalignment between contract duration and planning horizon reveals that the school's planning orientation remains predominantly annual rather than strategically anticipatory. The absence of a formalized competency matrix that documents individual teacher capacities across pedagogical, professional, social, and Quranic dimensions further constrains the institution's ability to design need-based training rather than generalized development programs.

This planning gap generates a substantive research problem. If the school's teacher planning is functionally sound at the operational level yet structurally incomplete at the strategic level, then understanding both its actual practices and their normative foundations becomes essential. The convergence of this gap between operational achievement and strategic incompleteness raises two central questions: first, how is the teacher planning process at the school actually implemented across its full management cycle; and second, how do the Quranic principles contained in Surah Al-Hasyr verse 18 and Surah Al-Qasas verse 26 relate to and enrich the understanding of that planning practice within an Islamic educational framework.

Research on teacher planning and human resource management in Islamic educational institutions has grown considerably in recent years, yet the body of literature reveals several persistent thematic clusters. Studies have addressed the importance of human resource planning for improving school quality (Aprianty et al., 2023; Rahmawati et al., 2022; Sari et al., 2025), the strategic dimensions of personnel development in Islamic education contexts (Asep Reiki Paibi et al., 2025; Kasmir et al., 2025; Saputra et al., 2025), the relationship between recruitment, selection, and institutional strengthening (Haruna & Sesmiarni, 2026; Roisah, 2026; Wardhani et al., 2025), and the role of job analysis and competency frameworks in guiding personnel decisions (Wardhani et al., 2025; Putra et al., 2024; Apiyani, 2025). These contributions collectively establish that teacher planning in Islamic schools involves intertwined administrative and strategic functions, and that institutional quality improvement depends significantly on how well recruitment, placement, and development processes are designed.

However, a closer examination of these studies reveals an important gap. Most prior research examines teacher planning either from a purely managerial perspective, drawing on conventional HRM theory, or from a normative Islamic perspective without grounding the analysis in empirical field data from specific institutional settings (Alexsandy & Nugraha, 2025; Huda, 2022; Polem et al., 2024). Studies that do engage Quranic references tend to focus on either general managerial principles or economic justice dimensions, such as the connection between worker qualification and fair wages in Surah Al-Qasas verse 26 (Polem et al., 2024), without examining how the full teacher planning cycle at a real school reflects or departs from those Quranic values. No study to date has specifically examined the intersection of empirical teacher planning practices at an Islamic primary school with the integrated normative framework of Surah Al-Hasyr verse 18, which provides the ethical

basis for anticipatory planning and self-evaluation, and Surah Al-Qasas verse 26, which provides the criterion of competence and trustworthiness in personnel selection. This study positions itself precisely within that gap, offering both an empirical account of teacher planning practices and a Quranic interpretive framework through which those practices can be critically understood and refined.

The novelty of this study lies in its integrative approach, which brings together empirical field research on teacher planning practices with a dual Quranic interpretive framework derived from Surah Al-Hasyr verse 18 and Surah Al-Qasas verse 26. Unlike prior studies that apply Islamic educational principles in general or rely on single Quranic references, this research develops a three-layered conceptual model that encompasses institutional needs, managerial processes, and Islamic values as mutually reinforcing components of teacher planning. This contribution is significant not only for the field of Islamic education management but also for the broader discourse on sustainable development, particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth), as it demonstrates how value-driven personnel planning in educational institutions can simultaneously strengthen learning quality, support professional teacher development, and promote ethical governance in human resource management, outcomes that are directly aligned with global sustainability imperatives.

The urgency of this study is grounded in the recognition that Islamic primary schools occupy a foundational role in shaping the intellectual, spiritual, and moral formation of young learners, and that the quality of this formation is inseparable from the quality of the teachers who deliver it. Teacher planning that is reactive, administratively narrow, or disconnected from Islamic values risks producing persistent gaps in learning quality, teacher competency alignment, and institutional sustainability. As Indonesian Islamic schools continue to develop specialized programs, such as Quranic memorization, that require teachers with both professional competence and spiritual integrity, the need for a planning framework that is simultaneously systematic, forward-looking, and normatively grounded becomes increasingly critical. This study addresses that urgency by offering a documented model of teacher planning that can serve as a practical reference for Islamic school practitioners, education managers, and policymakers seeking to strengthen personnel governance in ways that are consistent with both contemporary management standards and the ethical imperatives of Islamic education, ultimately contributing to the realization of inclusive, equitable, and quality education as envisioned by SDG 4.

This study is guided by two central research questions that reflect the dual analytical focus of the investigation. The first concerns the empirical dimension: how is the teacher planning process implemented at the school under study across its full management cycle, encompassing needs mapping, recruitment, selection, placement, orientation, development, performance evaluation, and cadre preparation? The second concerns the normative and interpretive dimension: how do the Quranic principles embedded in Surah Al-Hasyr verse 18, which emphasizes anticipatory planning and continuous self-evaluation, and Surah Al-Qasas verse 26, which establishes competence and trustworthiness as the criteria for selecting the best workers, relate to and enrich the understanding of teacher planning practices in the context of Islamic primary education? These two questions are designed to be analytically complementary without overlapping, ensuring that the study's framework addresses both the practical reality of teacher planning and its normative Islamic foundations in a coherent and non-redundant manner.

METHODS

This study employs a qualitative approach, as qualitative research is suited to exploring meaning, process, and contextual understanding within a natural setting (Creswell & Poth, 2018). The research design adopted is case study, which allows for an in-depth examination of a bounded phenomenon within its real-life context (Yin, 2018). This design is appropriate given that the study focuses on the teacher planning practices at a single Islamic primary school, where the goal is not generalization but rather a rich, contextual understanding of how planning processes are implemented and how they relate to Quranic values.

Data were collected through semi-structured interviews with a total of seven participants, consisting of one school principal, four experienced teachers, and two newly appointed teachers. The selection of participants was carried out purposively, ensuring that informants possessed direct knowledge of and involvement in the teacher planning processes within the institution. In addition to interviews, data collection was complemented by observation and documentation review covering organizational structure, task assignment decrees, teaching schedules, supervision instruments, recruitment SOPs, and annual work plans.

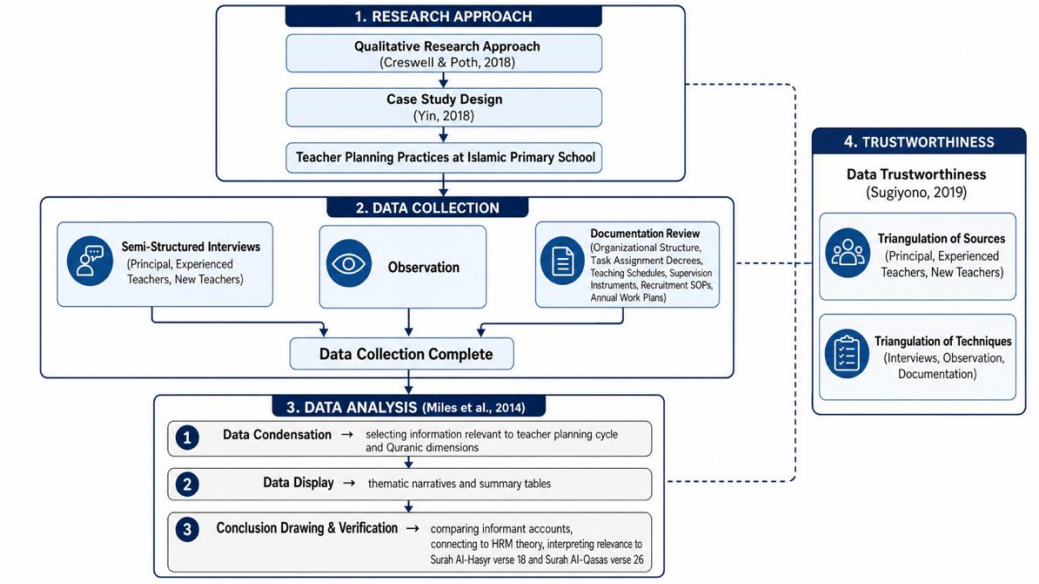


Figure 1.
Research Methodology Framework

Data analysis followed the interactive model proposed by Miles et al. (2014), consisting of three concurrent stages: data condensation, data display, and conclusion drawing and verification. In this study, data condensation was carried out by selecting information relevant to the teacher planning cycle and its Quranic dimensions; data were then presented in thematic narratives and summary tables; and conclusions were drawn by comparing informant accounts, connecting them to HRM theory, and interpreting their relevance to Surah Al-Hasyr verse 18 and Surah Al-Qasas verse 26. Data trustworthiness was established through triangulation of sources, cross-checking information among the school principal, experienced teachers, and newly appointed teachers, and triangulation of

techniques, by comparing data obtained through interviews, observation, and documentation to ensure internal consistency and credibility of findings (Sugiyono, 2019).

RESULTS & DISCUSSION

Results

Implementation of Teacher Planning at the School Across Its Full Management Cycle

The teacher planning process at the school under study is implemented through a comprehensive and cyclical management system that begins well before the start of each new academic year. The planning cycle is initiated every January, when the school conducts a systematic mapping of teacher needs for the following academic year. This needs mapping does not rely solely on headcount, but takes into account multiple indicators including the number of learning groups, teacher workload distribution, institutional budget capacity, existing teacher performance records, and positions that are vacant or likely to become vacant. As the school principal explained during the interview, "*We always start mapping in January because we need enough time to prepare everything before the new school year begins. We look at how many classes we will have, whether any teachers are planning to leave, and whether our budget can support additional hires*". This practice aligns with the principle that effective human resource planning must begin with a thorough analysis of organizational needs before any recruitment action is taken (Dessler, 2017; Rothwell & Kazanas, 2003). By grounding the planning cycle in these multiple indicators, the school demonstrates an awareness that teacher planning is not merely a personnel administration task but a strategic function with direct implications for learning quality and program sustainability (Armstrong & Taylor, 2020).

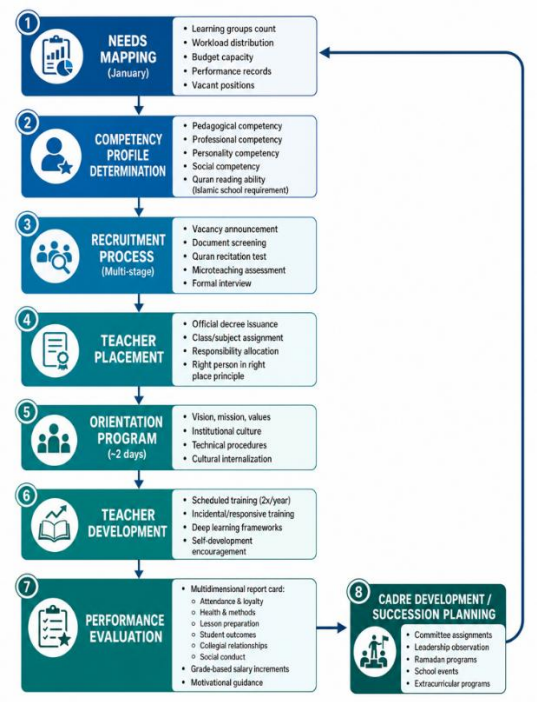


Figure 2.
Implementation of Teacher Planning at the School Across Its Full Management Cycle

Following the needs mapping stage, the school determines the competency profile required for each position. The school applies four standard teacher competency domains, pedagogical, professional, personality, and social, as the baseline for all positions. In the context of an Islamic school, these general competencies are extended to include the ability to read the Quran, which is made mandatory for all teaching candidates regardless of subject. One of the experienced teachers emphasized this point clearly, stating, "*No matter what subject you teach here, you must be able to read the Quran properly. It is not negotiable, because we are an Islamic school and that identity must be reflected in every teacher*". This extension reflects the institution's identity and its responsibility to maintain an Islamic learning culture. The Quranic recitation test therefore functions not merely as a religious formality but as a substantive competency filter that ensures all teachers share the Islamic educational values of the institution. This is consistent with the view that in Islamic schools, teacher competency must encompass both professional capacity and spiritual integrity as inseparable dimensions of teaching quality (Apiyani, 2025; Alexsandy & Nugraha, 2025).

The recruitment process is conducted through a structured multi-stage mechanism. Vacancy information is disseminated through the school's social media channels and teacher networks, after which incoming applications are screened based on submitted documents. Shortlisted candidates proceed to the Quranic recitation test, followed by a microteaching assessment in which candidates teach in an actual classroom setting and are evaluated by designated assessors including experienced senior teachers. Candidates who pass the microteaching stage then proceed to formal interviews involving the school principal, director, and foundation. The school principal described this process as follows: "*We deliberately involve many parties in the selection process so that our assessment is not one-sided. The microteaching stage is very important because we can directly see how the candidate actually teaches in front of students, not just how they talk about teaching*". This layered recruitment mechanism reflects what Noe et al. (2020) describe as a competitive selection process designed to assess candidates from multiple dimensions, technical competence, pedagogical readiness, and organizational fit, rather than relying on any single evaluative instrument. The involvement of multiple evaluators at different stages also strengthens the objectivity and legitimacy of selection decisions, as assessment is not concentrated in a single authority but distributed across institutional levels.

Upon successful completion of the selection process, teacher placement is formalized through official decrees that specify the assigned class, subject, primary responsibilities, and additional duties. Placement decisions are made on the basis of educational background, prior teaching experience, and competency alignment, ensuring that teachers are assigned to roles that match their professional preparation. An experienced teacher confirmed this approach, noting, "When I was first placed as a class teacher, it matched my educational background in primary education. I felt that the school really considered our qualifications before assigning us to a position." This practice reflects the managerial principle of the right person in the right place, which holds that competency-role alignment is a prerequisite for effective performance and job satisfaction (Dessler, 2017). Teachers with a primary education background are placed as class teachers, while those with subject-specific qualifications are placed in corresponding subject positions. This alignment is not incidental but deliberate, indicating that the school treats placement as a substantive management decision rather than an administrative convenience.

New teachers undergo an orientation program lasting approximately two days, which introduces them not only to technical procedures but more importantly to the school's vision, mission, values, and institutional culture. A newly appointed teacher recalled her orientation experience, saying, "During orientation, we were not just given administrative

information. We were introduced to the school's vision and values in depth, and we were made to understand what it means to be a teacher in an Islamic school. It made me feel more prepared and aligned with what the school expects." The orientation serves as a process of cultural internalization, ensuring that new teachers understand and commit to the direction of the school from the outset of their employment. This is significant because in Islamic educational institutions, teacher commitment to institutional values is as important as professional competency, given that teachers function as moral exemplars for students (Kasmir et al., 2025; Wardhani et al., 2025). Senior teachers who participated in this study confirmed that orientation in earlier years similarly emphasized teamwork, self-development, and collective commitment to institutional progress, suggesting that this practice has been consistently maintained as part of the school's personnel onboarding philosophy.

Teacher development is conducted through a minimum of two scheduled training sessions per year, covering topics such as learning methodology, assessment practices, and professional responsibilities. The school also implements incidental training in response to policy changes or emerging pedagogical approaches, such as the introduction of deep learning frameworks in classroom practice. An experienced teacher commented on this practice, stating, "The training we receive helps us stay updated, especially when there are new curriculum policies. But honestly, the frequency could be increased because sometimes we feel we need more guidance than what is currently provided." This dual approach to training, scheduled and responsive, reflects an understanding that teacher competency is dynamic and requires both planned and adaptive development strategies (Noe et al., 2020). However, the school principal acknowledged that training intensity remains a challenge, particularly because teacher initiative for independent professional development varies considerably among staff: "Some of our teachers are very proactive. They seek out their own training and share what they learn with colleagues. But others are still waiting to be directed, and that is something we continue to work on." Some teachers demonstrate proactive self-improvement, while others rely entirely on institutionally provided programs. This finding is consistent with the broader literature on teacher professional development, which identifies internal motivation as a critical but often underdeveloped factor in sustaining competency growth (Becker, 1993).

Performance evaluation at the school is conducted through a multidimensional teacher performance report card that assesses attendance, institutional loyalty, health, teaching methods, instructional material preparation, lesson plan completeness, student learning outcomes, collegial relationships, and social conduct within the school community. The school principal explained the rationale behind this comprehensive approach: "We do not evaluate teachers only on whether their students pass or not. We look at the whole picture, how they prepare, how they interact with colleagues, how they carry themselves as part of this institution. Teaching is not just about academic results." This multidimensional approach reflects what Dessler (2017) and Noe et al. (2020) identify as a comprehensive performance appraisal system that captures not only outcomes but also behavioural and process dimensions of work performance. The results of the evaluation are directly linked to a reward mechanism in the form of grade-based salary increments, where teachers rated at the highest grade receive proportionally greater salary increases. Teachers rated at lower grades receive motivational guidance and are encouraged to demonstrate improvement in the following evaluation cycle. One of the experienced teachers shared her perspective on this system: "I think the evaluation system here is fair because it is not arbitrary. There are clear criteria, and the results are tied to salary increases, which motivates us to keep improving." This connection between evaluation and reward serves a dual institutional function: it operates as a performance control mechanism and

simultaneously as a motivational instrument, which is consistent with human capital theory's assertion that investment in employee development and fair reward systems enhances organizational productivity and retention (Becker, 1993).

Cadre development is embedded within the school's broader personnel management through the strategic assignment of teachers to different committee roles across various school events, including Ramadan programs, school anniversaries, student educational activities, and extracurricular programs. This approach allows school leadership to observe each teacher's leadership potential, sense of responsibility, capacity to manage tasks, and readiness to accept institutional mandates over time. The school principal identified this practice as a deliberate strategy, remarking, "We intentionally rotate teachers across different committee roles in school events. It is our way of seeing who has leadership potential, who can manage responsibility, and who is ready for a bigger role in the future. We prefer to grow our leaders from within rather than bringing someone in from outside." This aligns with Rothwell and Kazanas's (2003) argument that succession planning and internal talent development constitute an integral component of strategic human resource planning, as they ensure leadership continuity and institutional memory. Taken together, the full management cycle of teacher planning at the school demonstrates that its practices are neither purely administrative nor narrowly operational, but reflect a functioning strategic orientation grounded in the values and needs of an Islamic primary school.

The Relationship Between Surah Al-Hasyr Verse 18 and Surah Al-Qasas Verse 26 and the Teacher Planning Practices

The Quranic principles embedded in Surah Al-Hasyr verse 18 and Surah Al-Qasas verse 26 provide a normative framework through which the teacher planning practices at the school can be interpreted, evaluated, and refined. These two verses are not merely ethical ornaments appended to a managerial discussion, but function as substantive normative lenses that illuminate both the strengths and the developmental gaps in the school's planning system.

Surah Al-Hasyr verse 18 instructs believers to be mindful of what they have prepared for tomorrow, carrying within it the imperative of anticipatory preparation, continuous self-evaluation, and forward-oriented planning (Kementerian Agama RI, 2019). In the context of teacher planning, this verse provides a normative foundation for understanding why planning must extend beyond the present moment and why institutional self-evaluation must be ongoing rather than episodic. The school's annual planning cycle, which begins in January with systematic needs mapping, reflects the spirit of this verse in that it represents a deliberate preparation for the future rather than a reactive response to immediate vacancies. The school does not wait for problems to emerge before acting; it anticipates needs and prepares accordingly. This forward-looking disposition is consistent with what Surah Al-Hasyr verse 18 calls for, a conscious, structured attention to what lies ahead (Polem et al., 2024; Putra et al., 2024).

However, the full normative demand of Surah Al-Hasyr verse 18 also encompasses a longer horizon of preparation that the school has not yet fully realized. Allah Almighty commands in Surah Al-Hasyr verse 18:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ ۖ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

"O you who have believed, fear Allah. And let every soul look to what it has put forth for tomorrow, and fear Allah. Indeed, Allah is acquainted with what you do." (QS. Al-Hasyr: 18)

This verse underscores the imperative of forward-looking preparation grounded in consciousness of divine accountability, calling upon believers not only to act in the present but to deliberate carefully about what is being prepared for the future. In the context of institutional teacher planning, this Quranic injunction implies that planning must extend beyond the immediate academic year and encompass a sustained, long-term vision for human resource development. The school's current planning cycle, while systematic and well-structured within its annual scope, has not yet fully realized this longer horizon of preparation as envisioned by the normative demands of the verse. The absence of a medium-term workforce projection covering the next three years represents a meaningful gap between the current planning practice and the ideal of comprehensive future preparation implied by the verse. This gap is particularly significant given that teacher contracts at the school may extend up to three years, creating a structural misalignment between contractual commitments and planning foresight. In management terms, strategic human resource planning requires that workforce projections extend beyond the immediate annual cycle to account for projected student enrollment growth, planned program expansions, potential teacher attrition, and succession pipelines (Rothwell & Kazanas, 2003; Armstrong & Taylor, 2020). The principle of preparing for tomorrow articulated in Surah Al-Hasyr verse 18 thus reinforces the managerial imperative for the school to develop a rolling three-year teacher projection document that maps anticipated needs by class, program, and competency domain. Without such a document, the school's preparation remains structurally incomplete relative to both managerial best practice and the Quranic standard of thorough anticipatory readiness.

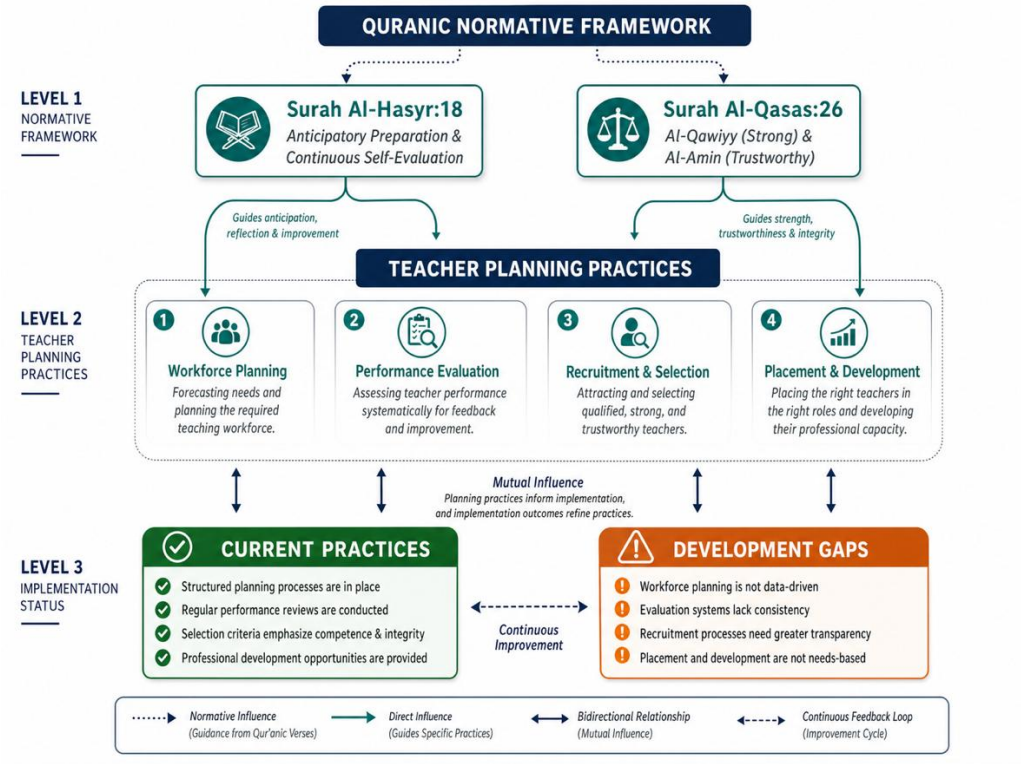


Figure 3.
The Relationship Between Surah Al-Hasyr Verse 18 and Surah Al-Qasas Verse 26 and the Teacher Planning Practices

The performance evaluation system also finds its normative grounding in Surah Al-Hasyr verse 18 through the dimension of muhasabah, or institutional self-reckoning. The school's multidimensional performance report card represents an institutionalized form of organizational muhasabah in that it requires systematic reflection on teacher performance across multiple dimensions rather than relying on subjective impressions. The linking of evaluation results to reward mechanisms further strengthens the accountability function of this self-evaluation process. Nevertheless, the normative ideal of muhasabah implied by the verse goes beyond measurement toward transformation. An evaluation system fully aligned with the spirit of Surah Al-Hasyr verse 18 should not only assign grades but generate individual teacher development plans that specify targeted improvements, relevant training, coaching support, and timelines for reassessment. Currently, the school's follow-through after evaluation is primarily motivational rather than developmental, which limits the transformative potential of the evaluation cycle. Strengthening the post-evaluation development plan would bring the school's practice closer to the verse's call for deliberate and continuous preparation for a better future (Sari et al., 2025; Asep Reiki Paibi et al., 2025).

Surah Al-Qasas verse 26 articulates the principle that the best person to employ is one who is strong and trustworthy, al-qawiyy and al-amin (Kementerian Agama RI, 2019). In the context of teacher planning, al-qawiyy refers to professional strength, encompassing pedagogical competence, subject mastery, instructional skill, classroom management capacity, and the ability to design and assess learning. Al-amin refers to integrity, encompassing honesty, moral accountability, loyalty to the institution, reliability in fulfilling responsibilities, and alignment with the school's Islamic values. This dual criterion establishes that in Islamic educational settings, personnel selection must never reduce to technical qualification alone, but must equally prioritize moral character and institutional trustworthiness (Polem et al., 2024; Huda, 2022).

The school's multi-stage recruitment and selection process reflects a practical implementation of this dual Quranic criterion. The microteaching assessment directly evaluates al-qawiyy by requiring candidates to demonstrate actual teaching competence in a live classroom context, where pedagogical skill, student engagement, material delivery, and classroom presence are observable and assessable. The Quranic recitation test evaluates a dimension of al-qawiyy specific to the Islamic school context, the capacity to uphold and transmit the school's Quranic program, while simultaneously signaling al-amin through the candidate's willingness to align with the school's religious identity. The interview process, involving the principal, director, and foundation, evaluates motivations, values, commitments, and fit with the institutional culture, addressing the al-amin dimension directly. The involvement of multiple evaluators ensures that the assessment of both strength and trustworthiness is not filtered through a single perspective, thereby reducing selection bias and strengthening the legitimacy of appointment decisions (Wardhani et al., 2025; Haruna & Sesmiarni, 2026).

Placement decisions based on educational background and competency alignment further operationalize the principle of al-qawiyy. Assigning a teacher to a role that matches their professional preparation is not merely a managerial efficiency measure; in Islamic ethical terms, it constitutes an act of amanah because it ensures that institutional responsibilities are entrusted to those genuinely capable of fulfilling them. Misplacement, assigning a teacher to a role for which they are not prepared, would represent a violation of amanah because it prioritizes convenience over competence, ultimately at the expense of student learning outcomes. The school's consistent practice of competency-aligned placement therefore embodies the Quranic standard that appointments must reflect genuine

capacity rather than administrative expediency (Alexsandy & Nugraha, 2025; Aprianty et al., 2023).

Nevertheless, the full scope of Surah Al-Qasas verse 26 extends beyond the moment of recruitment. Al-qawiyy is not a fixed attribute but a dynamic capacity that must be sustained and developed over time as educational contexts, curricula, technologies, and student needs evolve. Similarly, al-amin is not guaranteed by initial selection but must be continuously cultivated through institutional culture, supervisory support, role modeling by leadership, and a reward system that recognizes and reinforces ethical conduct. The school's training program, supervision mechanism, and reward system represent institutional efforts to sustain both dimensions beyond the recruitment stage. However, the acknowledged gap in training intensity and the absence of a competency matrix that tracks individual teacher development needs suggest that the ongoing cultivation of al-qawiyy and al-amin remains incomplete. Developing a teacher competency matrix that documents each teacher's pedagogical, professional, social, personality, and Quranic capacities, alongside their identified development needs, would enable the school to provide targeted, evidence-based development support rather than generalized training programs, thereby more fully realizing the Quranic standard that personnel management must continuously invest in sustaining the strength and trustworthiness of those entrusted with institutional responsibilities (Saputra et al., 2025; Rahmawati et al., 2022; Kasmir et al., 2025).

CONCLUSION

The findings of this study demonstrate that teacher planning at the Islamic primary school under investigation has been implemented through a systematic and integrative management cycle encompassing needs mapping, recruitment, selection, placement, orientation, development, performance evaluation, and cadre preparation. The process reflects a hybrid orientation that is simultaneously administrative and strategic, grounded in both contemporary human resource management principles and the Quranic values of anticipatory preparation derived from Surah Al-Hasyr verse 18 and competence-integrity integration derived from Surah Al-Qasas verse 26. The school's multi-stage selection mechanism, competency-aligned placement, and multidimensional performance evaluation collectively demonstrate that teacher planning in an Islamic school context can serve as a meaningful site where managerial rigor and Islamic ethical imperatives converge. However, the absence of a medium-term workforce projection and a formalized teacher competency matrix indicates that the school's planning system, while functionally sound, has not yet reached its full strategic potential and requires structured development toward a more anticipatory and individually responsive personnel management framework.

The conduct of this study was not without challenges. Several obstacles were encountered throughout the research process that required careful navigation. First, scheduling interviews with the school principal and senior teachers proved difficult due to their demanding institutional responsibilities, particularly during peak periods of the academic calendar such as examination weeks and school events, which required the researcher to exercise considerable flexibility in arranging meeting times. Second, some participants demonstrated initial reluctance to share detailed information regarding internal institutional processes, particularly those related to personnel decisions and performance evaluation, as these were perceived as sensitive matters. Building sufficient trust and rapport with participants required additional time and sustained engagement beyond what was initially anticipated. Third, access to certain institutional documents, including detailed performance evaluation records and internal recruitment SOPs, was limited due to

confidentiality considerations, which necessitated greater reliance on interview data and indirect observation to corroborate findings. These obstacles were addressed through prolonged engagement, the application of source and method triangulation, and repeated member-checking with key informants to ensure the accuracy and credibility of the data collected.

The implications of this study extend beyond institutional management and connect directly to the global agenda of sustainable development. Strengthening teacher planning in Islamic primary schools contributes concretely to SDG 4, which calls for inclusive and equitable quality education, by ensuring that competent, well-developed, and value-aligned teachers are consistently available to support meaningful learning for all students. It also aligns with SDG 8, which promotes decent work and economic growth, by advancing fair, transparent, and merit-based employment practices that respect teacher professionalism and reward performance equitably. Furthermore, the integration of Islamic values into personnel governance reflects SDG 16's emphasis on accountable and inclusive institutions, as decisions are made through multi-stakeholder processes guided by ethical principles. Ultimately, this study affirms that when Islamic educational institutions invest seriously in teacher planning grounded in both professional standards and Quranic guidance, they do not merely improve internal management, they contribute to the formation of a generation of learners whose quality of education is sustainable, equitable, and morally purposeful.

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