

Staffing Policy by Educational Leaders: Reflection of The Values of Surah Al-Fatihah in Determining The Quality of Educational Human Resources

Nanda Zahratu Raudah* & Muhammad Thohri

Manajemen Pendidikan Islam, Pascasarjana Universitas Islam Negeri Mataram, Indonesia

*Corresponding Author: 240403014.mhs@uinmataram.ac

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Abstract: Staffing policy by educational leaders plays a crucial role in determining the quality of educational human resources, which directly impacts the learning process and educational success. This study aims to examine how the values contained in Surah Al-Fatihah are reflected in the staffing policies adopted by educational leaders to improve the quality of educational human resources. This research uses a qualitative approach with a case study method in several educational institutions. Data were collected through in-depth interviews with school principals, teachers, and observations of staffing practices in various schools. Data analysis was conducted using a thematic approach to explore the connection between the values of Surah Al-Fatihah, such as guidance towards the straight path, justice, and balance in staffing policies. The results indicate that educational leaders who apply the principles found in Surah Al-Fatihah are able to create an educational environment that is fair, transparent, and focused on the development of high-quality human resources. In conclusion, staffing policies based on the values of Surah Al-Fatihah can enhance the quality of education through the selection and development of competent educators. The implications of this study highlight the importance of integrating spiritual values in educational policy decision-making.

Keywords: Staffing policy, educational leaders, Surah Al-Fatihah, educational human resources, education quality.

INTRODUCTION

Staffing policies implemented by educational leaders play a crucial role in determining the quality of educational human resources (HR) in schools or other educational institutions. The quality of educational HR, which includes teachers and other supporting staff, is one of the key factors in the success of education itself (Bartmess et al., 2021; Zhang, 2021). These policies cover various aspects, including the selection of teachers and educational staff, their professional development, and the management and organization of human resources within an educational organization (Peoples' Friendship University of Russia (RUDN University), Moscow, Russia & Gaurav, 2024). Therefore, educational leaders are required to have appropriate, fair, and wise policies to create an educational environment conducive to the sustainable development of quality education (Bartmess et al., 2021; Giménez Corte, 2023; Yi & Kim, 2022).

In the context of Islamic education, staffing policies are not only seen from a managerial perspective but also from the standpoint of spiritual values that underlie every decision made (Nasri, 2024a, 2024b; Suyadi et al., 2022; Zou'bi, 2015). One of the most important spiritual values in Islamic education is the value contained in Surah Al-Fatihah, the first chapter of the Qur'an. This Surah, in addition to being a daily prayer for Muslims, contains universal values that are relevant to various aspects of life, including the management of education. Surah Al-Fatihah offers guidance on the straight path, balance, justice, and seeking guidance from the Almighty, all of which are foundational principles for making sound policies (Ahadah et al., 2022; Al-Qusyairi, 1977, p. 8; Ghoni & Fauji, 2023).

Surah Al-Fatihah teaches the importance of having a clear purpose and guidance in life. In the context of education, the values contained in this Surah can be applied in the process of making staffing policies. For example, the principle "*Iyyaka na'budu wa iyyaka nasta'in*" (You alone

we worship, and You alone we ask for help) suggests that educational leaders, in making policies, should rely on justice and wisdom that come from God. Similarly, “*Ihdina al-sirat al-mustaqim*” (Guide us to the straight path) emphasizes the importance of policies that align with truth and justice, which can be applied in the selection and placement of the right educators (Al-Andalusi, 2001, p. 2; Ash-shabuny, 1999, p. 11).

Furthermore, educational leaders who adhere to these values are expected to create policies that not only focus on managerial aspects but also uphold high ethical and moral standards (Afandi, 2013; Fauzi, 2018; Hifza et al., 2020). This is highly relevant to the current educational landscape, which is increasingly complex and challenging (Nasihin et al., 2024; Nasri, Muliadi, & Rasyidi, 2024; Nasri & Rahmatullah, 2025; Saefudin et al., 2024; Walad et al., 2025). Many schools or educational institutions are faced with issues related to the quality of teaching, disharmony among staff, and a lack of motivation and professionalism among educators. Therefore, the influence of staffing policies implemented by educational leaders, grounded in the values of Al-Fatihah, is expected to have a positive impact in creating a better quality of educational human resources (Abd. Al- Baqiy, 1992, p. 3; Al-Dzahabi, t.th., p. 4).

This study aims to examine the relationship between the values contained in Surah Al-Fatihah and the staffing policies implemented by educational leaders, as well as how these policies influence the quality of educational HR in schools. This research focuses on gaining a deeper understanding of how educational leaders, by referring to the values of Surah Al-Fatihah, can determine policies that are not only effective in managerial terms but also have a positive impact on overall education quality (Apipuddin et al., 2024; Azzahidi & Nasri, 2024; Fahrurrozi et al., 2024; Muliadi, Rasyidi, et al., 2024; Nasri, Mulyohadi, Islam, et al., 2024).

Several previous studies, such as those by Syarifah Nargis et al., (2024) which discussed the managerial competence of school principals in improving the quality of education, highlight the importance of the leader's role in creating policies that support the development of HR. However, most of these studies tend to focus on a managerial approach without considering the spiritual values that can underlie such policies.

This study offers a new perspective by linking the values of Surah Al-Fatihah as a basis for decision-making in staffing policies.

Thus, this study aims not only to contribute to the understanding of how staffing policies influence the quality of educational HR but also to introduce the importance of integrating spiritual values in educational policy. The findings of this study are expected to provide valuable insights into the development of more holistic educational policies, considering both managerial and spiritual aspects simultaneously.

METHOD

This study employs a qualitative approach with a case study type to understand the relationship between staffing policies implemented by educational leaders and the quality of educational human resources in schools (Eftenaru, 2023a; Grenier, 2023). The qualitative approach is chosen because this research focuses on exploring the perspectives, experiences, and practices involved in staffing policy decision-making in schools, as well as understanding how the values embedded in Surah Al-Fatihah influence these policies. This case study aims to deeply examine specific contexts and their relevance in improving educational quality (Deschênes et al., 2024; Nasri, 72–85; Spinuzzi, 2023).

The selection of research locations was conducted in several schools with the consideration that these schools have different staffing policies and are considered representative in depicting the variety of policies implemented by educational leaders. The schools chosen were expected to provide a broad understanding of the application of staffing policies in educational settings.

The data collection techniques used in this research are in-depth interviews, participatory observation, and document analysis. In-depth interviews were conducted with school principals, teachers, and other educational staff to explore their views on the staffing policies implemented and how these policies are related to the quality of education (Dursun, 2023; Kahlke et al., 2024; Yamineva, 2023). Participatory observation was conducted to directly observe the situation and dynamics in the school, including the interactions between educational leaders and staff and teachers (Farid, 2022; Koketsu, 2021; Olsen, 2024). Additionally,

relevant policy documents, such as policies on teacher professional development, staff appointments, and performance assessments, were analyzed to gain a deeper understanding of the implementation of staffing policies (All-Russian Scientific and Research Institute for Records and Archives management & Kyung, 2024; Tănase, 2017; White, 2006).

The collected data was then analyzed using thematic analysis techniques. This analysis process begins with data reduction, which involves filtering and categorizing relevant information related to the research focus (Mihas, 2023; Schwandt, 2021). Afterward, the reduced data is presented thematically to identify patterns and relationships between the staffing policies implemented and the quality of education produced. The final stage involves drawing conclusions, which is done after analyzing the data to link the findings with relevant theories and to answer the research questions (Eftenaru, 2023b).

Through this approach, this study aims not only to provide an overview of the staffing policies implemented by educational leaders but also to show how the values in Surah Al-Fatihah can provide a strong foundation for policies that influence the quality of educational human resources.

RESULT AND DISCUSSION

Results

The findings of this study provide significant insights into how staffing policies, when influenced by the values of Surah Al-Fatihah, can impact the quality of educational human resources (HR). The analysis of the interviews, observations, and policy documents reveals several key themes regarding the relationship between staffing policies and the quality of educational staff. These findings are discussed in the following sub-sections.

1. Alignment of Staffing Policies with Spiritual Values

One of the primary results of the study is that educational leaders who incorporate the values of Surah Al-Fatihah into their staffing policies tend to create an environment that emphasizes justice, guidance, and support for their staff. The value of “*Iyyaka na'budu wa iyyaka nasta'in*” (You alone we worship, and

You alone we ask for help) was seen to influence how leaders approached the development and empowerment of their staff (Armashevskaya & Menshikova, 2022; Kim et al., 2021; Kozak et al., 2020). They actively supported the professional growth of teachers, offering training and resources to help them improve their skills. The idea of seeking divine guidance and help in making staffing decisions was also reflected in the leaders' efforts to involve both teachers and staff in decision-making processes, creating a more inclusive and supportive work environment.

2. Development of Quality Educational Human Resources

Another major result from the study is that educational leaders who implement policies based on the values of Surah Al-Fatihah positively influence the development of high-quality educational HR. Policies aimed at fostering professional development, such as continuous training, peer mentorship, and performance reviews, were found to be more successful in schools led by principals who adhered to these values (Bray, 2023; Garnier, 2023; Gauttam et al., 2023). Teachers in these schools reported feeling more motivated and engaged, as the leadership focused not only on the administrative aspects of their work but also on their moral and spiritual well-being, aligning with the values of “*Ihdina al-sirat al-mustaqim*” (Guide us to the straight path), which calls for fairness, clarity, and ethical standards in decision-making (Maslekhan, 2024; Rohman et al., 2023).

3. Improved Teacher Performance and Job Satisfaction

The study also found a direct correlation between the spiritual grounding of staffing policies and improved teacher performance. Teachers in schools where principals practiced values aligned with Surah Al-Fatihah demonstrated higher levels of job satisfaction, collaboration, and commitment to their work (Nasution, 2023; Yahya et al., 2022). These teachers expressed a greater sense of purpose and fulfillment, as they felt that their roles were not only valued in terms of their professional duties but also in terms of their personal growth and well-being.

4. Impact on School Culture

Schools led by principals who incorporated these spiritual values into their staffing policies reported a more positive school culture. There was a noticeable increase in trust and mutual respect between educational leaders and staff. The emphasis on fairness, respect, and guidance encouraged teachers to perform at their best, contributing to a harmonious and productive work environment (Arif, 2020; Hu, 2023; Silkyanti, 2019). This was particularly evident in schools where the leadership emphasized the importance of mutual collaboration, consistency in policy application, and a shared vision for educational excellence.

Discussion

The results of this study show that staffing policies based on the values of Surah Al-Fatihah can improve the quality of educational human resources in schools. These findings indicate that school leaders who integrate spiritual values into their policies are more likely to create a conducive work environment that supports teachers' professional development. For example, the value of "*Iyyaka na'budu wa iyyaka nasta'in*" (You alone we worship, and You alone we ask for help) is reflected in the principal's approach, which focuses not only on administrative management but also on providing support and empowerment to teachers. This aligns with transformational leadership theory developed by Bass and Avolio, which posits that leaders who inspire and motivate their staff by connecting organizational goals with individual values can achieve significant improvements in performance (Dacholfany et al., 2024; Faizin, 2024; Indrawati, 2014).

Furthermore, in the context of the value "*Ihdina al-sirat al-mustaqim*" (Guide us to the straight path), it was found that school leaders who practice these values in their staffing policies strive to make decisions that are fair and transparent, based on strong moral principles. This results in the creation of a trustful relationship between the leaders and the teachers (Astani et al., 2024; Nasri, 2024a; Nasri, Muliadi, Nuha, et al., 2024; Nasri & Astani, 2024; Nasri & Rahmatullah, 2023). Leaders who are fair in decision-making and transparent in the policies they implement foster a more inclusive environment and reduce tension among staff, ultimately contributing to better teacher

performance. This finding supports the ethical leadership theory proposed by Brown and Treviño, which suggests that leadership based on moral principles can strengthen organizational relationships and enhance employee satisfaction and commitment (Nasri, 2016b, 2016a, 2017, 2019b, 2019a, 2023; Nasri, Gufran, et al., 2024; Nasri, Wahid, et al., 2024).

Moreover, the development of human resources conducted by school leaders who apply the values of Surah Al-Fatihah proves to be more effective in improving teacher performance quality. Leaders who focus on both the spiritual and professional development of teachers show an increase in motivation and commitment. This is related to Herzberg's motivation theory, which states that factors such as recognition, self-development, and job satisfaction are key drivers in improving performance (Gould, 2024; Gupta & Singh, 2024; The Korean Society of Private Security & Kim, 2024). In this study, it was found that teachers who felt supported morally and professionally by their leaders demonstrated better performance in planning, implementing, and evaluating lessons (Haris & Nasri, 2024; Indinabila et al., 2024; Nasri et al., 2023; Nasri, Indinabila, & Rasyidi, 2024; Nasri & Adiba, 2023).

Additionally, the findings also indicate that applying spiritual values in staffing policies contributes to the formation of a positive school culture. Schools led by principals who integrate the values of Al-Fatihah show an increase in collaboration among teachers and between teachers and leaders. This is in line with the organizational culture theory proposed by Schein, which asserts that a strong and healthy organizational culture can create a unified purpose and improve efficiency and effectiveness in work (Iljins et al., 2015; Ramezan, 2011). In this case, staffing policies based on spiritual values serve as a foundation that strengthens the positive work culture in schools, which in turn enhances the quality of education (Fahrurozi et al., 2024; Muliadi, Abd. Karim, et al., 2024; Nasri & Adiba, 2023).

Thus, the results of this study not only reinforce the importance of leadership in developing the quality of educational human resources, but also emphasize the significance of the spiritual dimension in educational leadership. School leaders who can integrate spiritual values into their staffing policies create an environment that supports professional development,

improves teacher performance, and fosters a positive and productive school culture.

CONCLUSION

This study demonstrates that educational leaders who integrate spiritual values, specifically those derived from Surah Al-Fatihah, into their staffing policies can significantly enhance the quality of educational human resources. By incorporating these values, school leaders are able to create a supportive and conducive work environment that fosters professional development, strengthens teacher performance, and cultivates a positive school culture. The integration of spiritual principles such as fairness, transparency, and support not only improves the leadership effectiveness but also inspires motivation and commitment among teachers, leading to better educational outcomes. These findings suggest that spiritual leadership, when combined with sound managerial practices, plays a crucial role in shaping the educational environment and improving the quality of education in schools.

Recommendations

Based on the findings, the following recommendations are proposed for educational leaders and policymakers:

1. Integration of Spiritual Values in Leadership Development: School leaders should be encouraged to integrate spiritual values, particularly those from Surah Al-Fatihah, into their leadership development programs. This approach can promote ethical decision-making, fairness, and moral integrity, which are essential for creating a positive and supportive school environment.
2. Capacity Building for Educational Leaders: Ongoing training programs for school principals should include modules that emphasize the importance of spiritual leadership alongside managerial skills. This holistic approach will help principals develop both their leadership and managerial competencies, enabling them to better support their teachers and staff.
3. Promoting Collaboration and Trust: Schools should foster a culture of collaboration and trust between principals and teachers. Leaders who integrate spiritual values in their decision-making processes can create an environment where teachers feel valued,

supported, and motivated to perform at their best.

4. Further Research: Future research could explore the long-term impact of spiritual leadership on various educational outcomes, including student achievement, school culture, and teacher retention. Additionally, research could focus on how different cultural and religious contexts influence the effectiveness of spiritual values in leadership practices.
5. Policy Recommendations: Educational policymakers should consider promoting policies that encourage the integration of spiritual values in leadership practices. This could involve establishing frameworks for ethical leadership development that include spiritual dimensions, which may enhance the overall quality of education at various levels.

By implementing these recommendations, educational institutions can improve the effectiveness of their leadership practices, ultimately benefiting both teachers and students.

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