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DEVELOPING AN ISLAMIC HUMAN RESOURCE MANAGEMENT MODEL TO ENHANCE TEACHER PERFORMANCE THROUGH SPIRITUAL LEADERSHIP, DIGITAL COMPETENCY, AND ISLAMIC ORGANIZATIONAL CULTURE

Suhardi M Anwar[1]
Universitas Muhammadiyah Palopo, Indonesia (manwarsuhardi@umpalopo.ac.id)

Hadi Pajarianto
Universitas Muhammadiyah Palopo, Indonesia (hadipajarianto@umpalopo.ac.id)

Harun Alrasyid
Universitas Muhammadiyah Palopo, Indonesia (harun@umpalopo.ac.id)

Elva Amrin
Universitas Muhammadiyah Palopo, Indonesia (elvaamrin@umpalopo.ac.id.)

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ABSTRAK

Transformasi digital pendidikan menuntut lembaga pendidikan Islam mengembangkan sistem pengelolaan sumber daya manusia (SDM) yang mengintegrasikan nilai-nilai Islam, kepemimpinan spiritual, dan kompetensi digital. Guru sebagai aset strategis pendidikan tidak hanya membutuhkan kompetensi profesional, tetapi juga kemampuan adaptasi teknologi dan internalisasi nilai organisasi Islam. Penelitian ini bertujuan mengembangkan model Islamic Human Resource Management (IHRM) dalam meningkatkan kinerja guru melalui kepemimpinan spiritual, kompetensi digital, dan budaya organisasi Islam. Penelitian menggunakan pendekatan kuantitatif dengan desain explanatory research. Responden penelitian berjumlah 119 guru dari sekolah Islam, Madrasah Tsanawiyah (MTs), dan Madrasah Aliyah (MA) di Kota Palopo. Data dikumpulkan menggunakan kuesioner skala Likert lima poin dan dianalisis menggunakan Structural Equation Modeling–Partial Least Squares (SEM-PLS) dengan SmartPLS 3. Hasil penelitian menunjukkan bahwa kepemimpinan spiritual dan kompetensi digital berpengaruh positif dan signifikan terhadap IHRM serta kinerja guru. Kinerja guru juga terbukti memediasi pengaruh kepemimpinan spiritual dan kompetensi digital terhadap IHRM. Namun, budaya organisasi Islam belum menunjukkan pengaruh langsung yang signifikan terhadap IHRM dan kinerja guru. Penelitian ini menghasilkan model konseptual IHRM yang mengintegrasikan aspek spiritual, digital, dan nilai-nilai Islam sebagai strategi peningkatan kinerja guru pada lembaga pendidikan Islam.

[1] Correspondence author

Keywords:

Islamic Human Resource Management; Spiritual Leadership; Digital Competency; Islamic Organizational Culture; Teacher Performance; Islamic Education Management.

ABSTRACTS

Digital transformation in education requires Islamic educational institutions to develop human resource management (HRM) systems that integrate Islamic values, spiritual leadership, and digital competency. Teachers as strategic educational assets require not only professional competence but also technological adaptability and internalization of Islamic organizational values. This study aims to develop an Islamic Human Resource Management (IHRM) model to enhance teacher performance through spiritual leadership, digital competency, and Islamic organizational culture. A quantitative approach with an explanatory research design was employed. The respondents consisted of 119 teachers from Islamic schools, Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA) in Palopo City, Indonesia. Data were collected using a five-point Likert-scale questionnaire and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4. The results indicate that spiritual leadership and digital competency have positive and significant effects on IHRM and teacher performance. Teacher performance also significantly mediates the effects of spiritual leadership and digital competency on IHRM. However, Islamic organizational culture does not demonstrate a significant direct effect on IHRM and teacher performance. This study develops an IHRM conceptual model that integrates spiritual, digital, and Islamic value dimensions as strategic approaches to improving teacher performance in Islamic educational institutions.

A. INTRODUCTION

The changing educational landscape in the era of digital transformation has encouraged educational institutions to reform various aspects of organizational management, including human resource management (HRM). The advancement of information technology, digital learning transformation, and increasing demands for educational quality have positioned teachers as strategic assets that determine the success of educational institutions. Teachers are no longer required only to possess pedagogical and professional competencies but must also be able to adapt to technological developments, integrate digital learning practices, and develop students' character based on moral and spiritual values (Falloon, 2020). Therefore, human resource management in Islamic educational institutions requires an approach that integrates professionalism, innovation, and Islamic values in a balanced manner to respond to increasingly complex educational challenges.

In the global context, digital transformation has changed the way educational institutions manage learning processes, human resource development, and organizational governance. The utilization of digital technologies, Learning Management Systems (LMS), Artificial Intelligence (AI), data analytics, and various collaborative platforms has become an essential component in improving educational effectiveness. These developments require teachers to possess adequate digital competencies to design innovative, adaptive, and student-centred learning experiences. The Digital Competence Framework for Educators emphasizes that teachers need competencies in professional technology use, digital resource development, digital communication and collaboration, and the application of technology to enhance learning quality (Redecker & Punie, n.d.). However, various international reports indicate that teacher readiness in responding to digital transformation remains a challenge, particularly in developing countries, due to limitations in digital literacy,

continuous professional development, and the effective utilization of technology in teaching practices.

In Islamic educational institutions, these challenges become more complex because educational success is not solely measured by academic achievement but also by the institution's ability to develop students' character, morality, and spirituality. Therefore, human resource management in Islamic schools should not merely adopt conventional HRM practices but should be developed into Islamic Human Resource Management (IHRM), grounded in Islamic values such as trustworthineadl(amanah), justice ('adl), excellence (ihsan), consultation (shura), and moral responsibility. The integration of spiritual values into human resource practices is essential because religious and ethical orientations influence individuals' motivation, commitment, and responsible behavior within organizations (Junaidi et al., 2025) Furthermore, digital transformation requires educational organizations to strengthen technological capabilities and adaptive competencies to improve organizational effectiveness (Hamid et al., 2023).

The empirical situation in Indonesia shows that digital transformation in the education sector has progressed rapidly through various national policies, including school digitalization, the utilization of digital learning platforms, and teacher competency development programs. However, the implementation of digital transformation still faces several challenges, particularly regarding teachers' digital competency, technological infrastructure, and the ability of educational organizations to develop sustainable innovation cultures. Some teachers have successfully integrated technology into learning processes, while others continue to experience difficulties in utilizing digital technologies, developing technology-based learning materials, and optimizing digital platforms to improve students' learning experiences (Falloon, 2020). This condition indicates that digital transformation has not yet been fully accompanied by transformation in human resource management systems within Islamic educational institutions.

The situation in Palopo City reflects similar phenomena. Islamic schools, including Islamic elementary schools, Islamic junior high schools, Islamic senior high schools, Madrasah TsanTsanawiyah (MTsnd Madrasah Aliyah (MA), have begun adopting digital technologies in learning processes and school administration. However, the level of technology adoption varies among schools. Some teachers have optimally utilized digital learning media, online learning platforms, and collaborative applications, while others still encounter challenges related to technological mastery, digital teaching material development, and the integration of technology into learning practices. Previous studies indicate that successful digital transformation in education is not solely determined by technological infrastructure availEgel, 2021; Leithwoodnds on teachers' digital competence, professional development, and organizational support (Falloon, 2020; *OECD Digital Education Outlook 2023*, 2023). In Islamic educational institutions, integrating spiritual values into human resource management is important to ensure that technological transformation remains aligned with ethical principles, organizational commitment, and sustainable educational quality improvement (Ali & Al-Owaihan, 2008; Hashim, 2009), integrating spiritual values into human resource management is important to ensure that technological transformation remains aligned with ethical principles, organizational ccational quality improvement (Hashim, 2009; Ali & Al-Owaihan, integrating spiritual values into human resource management is

important to ensure that technological transformation remains aligned with ethical principles, organizational commitment, and sustainable educational quality improvement (Hashim, 2009; Ali & Al-Owaihan, 2008).

Previous studies have predominantly examined the effects of spiritual leadership, digital competency, and Islamic organizational culture on teacher performance separately. Research regarding Islamic Human Resource Management in Islamic educational institutions remains limited, particularly studies that position IHRM as a strategic mechanism linking spiritual leadership, digital competency, and Islamic organizational culture with teacher performance improvement. Previous research has shown that spiritual leadership plays an important role in developing meaningful work, organizational commitment, and positive individual behaviour within organizations (Fry, 2003). In addition, strong organizational culture contributes to shaping innovative behaviour, employee engagement, and organizational goal achievement. These limitations indicate a research gap that needs to be addressed through the development of a more comprehensive and contextual model.

Based on these conditions, this study aims to develop an Islamic Human Resource Management Model for Enhancing Teacher Performance through Spiritual Leadership, Digital Competency, and Islamic Organizational Culture. The proposed model is expected to provide theoretical contributions to the development of Islamic Human Resource Management studies within the field of Islamic Education Management. Furthermore, it provides practical implications for school leaders and Islamic educational institution managers in designing human resource management strategies that enhance teacher competence, professionalism, and performance sustainably while maintaining Islamic values.

B. METHOD

This study employed a quantitative approach using an explanatory research design to examine the relationships among spiritual leadership, digital competency, Islamic organizational culture, Islamic Human Resource Management (IHRM), and teacher performance. The explanatory research design was selected because this study aims to test the causal relationships among variables and develop an empirical model of Islamic Human Resource Management in Islamic educational institutions.

The research was conducted in Islamic schools located in Palopo City, Indonesia, including Islamic Elementary Schools, Islamic Junior High Schools, Islamic Senior High Schools, Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA). The population consisted of teachers working in Islamic educational institutions. A total of 119 teachers participated as respondents. The sample was selected using a proportionate stratified random sampling technique to ensure representation across different educational levels.

Data were collected using a structured questionnaire developed based on previous theoretical and empirical studies. All measurement items were assessed using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The measurement model consisted of five constructs: Spiritual Leadership (SL), Digital Competency (DC), Islamic Organizational Culture (IOC), Teacher Performance (TP), and Islamic Human Resource Management (IHRM).

Table 1. Measurement Items and Sources

Constructs	Measurement Indicators	Sources
Spiritual Leadership (SL)	Vision, ethical leadership, spiritual motivation, trust, commitment, and value-based leadership	(Fry, 2003); (Fry & Egel, 2021)
Digital Competency (DC)	Digital technology use, digital learning resources, digital collaboration, and technology integration	(Redecker & Punie, n.d.); (Falloon, 2020)
Islamic Organizational Culture (IOC)	Islamic values, work ethics, responsibility, cooperation, justice, and continuous improvement	(Ali & Al-Owaihan, 2008); (Hashim, 2009)
Teacher Performance (TP)	Teaching commitment, learning management, evaluation, and professional improvement	(Boon et al., 2019; *OECD Digital Education Outlook 2023*, 2023)
Islamic Human Resource Management (IHRM)	Islamic-based HR practices, competency development, fairness, ethics, and sustainable performance improvement	(Ali & Al-Owaihan, 2008); (Hashim, 2009)

Data analysis was conducted using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 3 software. SEM-PLS was selected because it is appropriate for predictive research models involving multiple latent constructs and mediation relationships. The analysis consisted of two stages: evaluation of the measurement model (outer model) and evaluation of the structural model (inner model).

The measurement model was assessed through convergent validity and reliability testing using factor loading values, Average Variance Extracted (AVE), Composite Reliability (CR), and Cronbach's Alpha. The structural model was evaluated by examining path coefficients, t-statistics, p-values, coefficient of determination (R^2), and mediation effects through bootstrapping procedures. Hypothesis testing was conducted at a significance level of 5%.

C. RESULT AND DISCUSSION

Result

Respondent Characteristics

The characteristics of respondents provide an overview of the demographic profile and institutional background of participants involved in this study. Understanding respondent characteristics is important to ensure that the collected data represent the research context and provide an appropriate basis for analysing the relationships among the research constructs. This study involved 119 teachers from Islamic educational institutions in Palopo City, Indonesia. The respondent profiles were categorized based on gender, educational level, and school level, as presented in Table 2.

Table 2. Description of respondents

Variable	Cases (%)	Variable	Cases (%)
Gender		**School Level**	
Male	43 (36.13%)	Islamic Elementary School	25 (21.01%)
Female	76 (63.87%)	Islamic Junior High School	31 (26.05%)
Education Level		Islamic Senior High School	24 (20.17%)
Bachelor's Degree (S1)	89 (74.79%)	Madrasah Tsanawiyah (MTs)	21 (17.65%)
Master's Degree (S2)	28 (23.53%)	Madrasah Aliyah (MA)	18 (15.12)
Doctoral Degree (S3)	2 (1.68%)		

Table 2 shows that the majority of respondents were female teachers, accounting for 76 respondents (63.87%), while male teachers represented 43 respondents (36.13%). This distribution indicates that female teachers have a dominant representation within Islamic educational institutions included in this study.

Regarding educational qualifications, most respondents held a Bachelor's Degree (S1), with 89 teachers (74.79%), followed by those with a Master's Degree (S2) amounting to 28 teachers (23.53%), and only 2 respondents (1.68%) holding a Doctoral Degree (S3). These findings indicate that the majority of teachers have met the minimum academic qualification requirements for professional teaching practice, while a smaller proportion have advanced academic qualifications.

Based on school level, respondents were distributed across various Islamic educational institutions in Palopo City. The largest proportion came from Islamic Junior High Schools, with 31 teachers (26.05%), followed by Islamic Elementary Schools with 25 teachers (21.01%), Islamic Senior High Schools with 24 teachers (20.17%), Madrasah Tsanawiyah (MTs) with 21 teachers (17.65%), and Madrasah Aliyah (MA) with 18 teachers (15.12%). The distribution across different school levels demonstrates that the study captures diverse perspectives from teachers working in various Islamic education settings.

Overall, the respondent profile indicates that the sample represents teachers from different educational backgrounds and Islamic school levels. Therefore, the data obtained provide an adequate representation for examining the influence of spiritual leadership, digital competency, Islamic organizational culture, and Islamic Human Resource Management on teacher performance.

Measurement Model Evaluation

The measurement model was evaluated by assessing convergent validity to ensure that each construct adequately represents its observed indicators. In Partial Least Squares Structural Equation Modeling (PLS-SEM), convergent validity is commonly assessed based on factor loading values, Average Variance Extracted (AVE), Composite Reliability (CR), and Cronbach's Alpha (α). A construct is considered to have satisfactory convergent validity when the factor loading of each indicator exceeds the recommended threshold of 0.70, the AVE value is greater than 0.50, and the reliability values (CR and Cronbach's Alpha) exceed 0.70 (TomassMHultt, n.d.). The results of the convergent validity assessment are presented in Table 3.

Table 3. Convergent Validity

Constructs	Items	Factor loading	Average variance extracted (AVE)	Composit Reliability (CR)	Cronbach's alpha (α)
Spritual Leadership	SL1	0.879	0.757	0.949	0.866
	SL2	0.865			
	SL3	0.907			
	SL4	0.861			
	SL5	0.863			
	SL6	0.845			
Digital Competency	DC1	0.882	0.718	0.938	0.882
	DC2	0.902			
	DC3	0.827			
	DC4	0.885			
	DC5	0.825			
	DC6	0.858			
Islamic Oranizational Culture	IOC1	0.868	0.780	0.914	0.866
	IOC2	0.913			
	IOC3	0.867			
Teacher Permomance	TP1	0.892	0.818	0.931	0.888
	TP2	0.932			
	TP3	0.888			
Islamic Education Management	IEM1	0.809	0.768	0.952	0.939
	IEM2	0.879			
	IEM3	0.892			
	IEM4	0.908			
	IEM5	0.895			
	IEM6	0.872			

The results presented in Table 3 demonstrate that all constructs meet the required criteria for convergent validity. The factor loading values for all indicators range from 0.809 to 0.932, exceeding the recommended minimum value of 0.70. This indicates that each indicator has a strong contribution in explaining its respective latent construct.

Furthermore, the Average Variance Extracted (AVE) values for all constructs are above the threshold of 0.50, ranging from 0.718 to 0.818. The highest AVE value is found in the Teacher Performance construct (0.818), while the lowest value is observed in the Digital Competency construct (0.718). These findings indicate that each construct is able to explain more than 50% of the variance of its indicators, confirming adequate convergent validity.

The reliability assessment also shows satisfactory results. The Composite Reliability (CR) values range from 0.914 to 0.952, while Cronbach's Alpha values range from 0.866 to 0.939. These values exceed the recommended minimum criterion of 0.70, indicating that all constructs demonstrate high internal consistency reliability. Therefore, the measurement model can be considered reliable and valid for further structural model analysis.

Overall, the results confirm that the constructs of Spiritual Leadership, Digital Competency, Islamic Organizational Culture, Teacher Performance, and Islamic

Education Management possess adequate measurement quality. Consequently, the structural model testing can proceed to evaluate the hypothesized relationships among constructs.

Structural Model and Hypotheses Testing

After confirming that the measurement model met the requirements of validity and reliability, the next step was to evaluate the structural model by testing the proposed hypotheses. Hypothesis testing was conducted using the bootstrapping procedure in SmartPLS 3 to examine the significance and direction of the relationships among constructs. The evaluation was based on path coefficients, t-statistics, and p-values. A hypothesis is considered supported when the t-statistic value exceeds 1.96 and the p-value is below 0.05 at a 5% significance level (TomassMHultt, n.d. 2022.). The results of hypothesis testing are presented in Table 4.

Table 4. Hypothesis testing

Hypotheses	Relationships	Path Coefficients	T statistics	P values	Decision
H1	SL → IEM	0.324	4.069**	0.000**	Supported
H2	SL → TP	0.495	5.763**	0.000**	Supported
H3	DC→ IEM	0.384	4.920**	0.000**	Supported
H4	DC → TP	0.464	5.352**	0.000**	Supported
H5	IOC → IEM	0.001	0.021^{ns}	0.983^{ns}	Not Supported
H6	IOC →TP	0.026	0.685^{ns}	0.494^{ns}	Not Supported
H7	TP → IEM	0.269	3.569**	0.000**	Supported
H8	SL → TP → IEM	0.133	3.100**	0.002**	Supported
H9	DC → TP → IEM	0.125	2.930**	0.004**	Supported
H10	IOC → TP → IEM	0.007	0.637^{ns}	0.524^{ns}	Not Supported

Note: ** is statistically significant at the 5%; ^{ns} is not significant.

The results of hypothesis testing presented in Table 4 indicate that several proposed relationships in the structural model are statistically supported. First, spiritual leadership (SL) has a positive and significant effect on Islamic Education Management (IEM), with a path coefficient of 0.324 ($t = 4.069$; $p < 0.001$). This finding supports H1, indicating that stronger spiritual leadership practices contribute to the improvement of Islamic-based human resource management practices within educational institutions. Spiritual leadership provides vision, meaning, and ethical direction that encourage effective management practices aligned with Islamic values.

Furthermore, spiritual leadership also has a positive and significant effect on teacher performance (TP), with a path coefficient of 0.495 ($t = 5.763$; $p < 0.001$), supporting H2. This result demonstrates that spiritual leadership is an important determinant of teacher performance. Leaders who develop trust, provide meaningful motivation, and promote spiritual values are able to encourage teachers to improve their commitment, responsibility, and professional performance.

The findings also show that digital competency (DC) has a positive and significant effect on Islamic Education Management, with a path coefficient of 0.384 ($t = 4.920$; $p < 0.001$), supporting H3. This indicates that teachers' ability to utilize digital technologies contributes to strengthening educational management practices, particularly in planning, implementing, and evaluating educational activities. Digital competency also has a significant positive effect on teacher performance ($\beta = 0.464$; $t = 5.352$; $p < 0.001$),

supporting H4. This finding confirms that teachers with stronger digital competencies are better able to design innovative learning processes, improve administrative efficiency, and adapt to digital transformation in education.

However, Islamic organizational culture (IOC) does not significantly influence Islamic Education Management ($\beta = 0.001$; $t = 0.021$; $p = 0.983$), resulting in H5 being rejected. Similarly, IOC does not have a significant effect on teacher performance ($\beta = 0.026$; $t = 0.685$; $p = 0.494$), leading to the rejection of H6. These findings indicate that the current implementation of Islamic organizational culture may not yet be sufficiently internalized or operationalized to directly influence management effectiveness and teacher performance. This suggests that Islamic values need to be strengthened through concrete organizational practices, leadership modelling, and continuous institutional development.

The relationship between teacher performance and Islamic Education Management is positive and significant ($\beta = 0.269$; $t = 3.569$; $p < 0.001$), supporting H7. This finding indicates that improved teacher performance contributes significantly to strengthening Islamic education management practices. Teachers who demonstrate higher levels of professionalism, responsibility, and technological adaptability support the achievement of effective educational management.

The mediation analysis reveals that teacher performance significantly mediates the relationship between spiritual leadership and Islamic Education Management ($\beta = 0.133$; $t = 3.100$; $p = 0.002$), supporting H8. This finding indicates that spiritual leadership influences Islamic Education Management not only directly but also indirectly through improved teacher performance. Similarly, teacher performance significantly mediates the relationship between digital competency and Islamic Education Management ($\beta = 0.125$; $t = 2.930$; $p = 0.004$), supporting H9. This demonstrates that digital competency enhances educational management effectiveness through improvements in teacher performance.

Conversely, the mediation effect of teacher performance on the relationship between Islamic organizational culture and Islamic Education Management is not significant ($\beta = 0.007$; $t = 0.637$; $p = 0.524$), leading to the rejection of H10. This result suggests that Islamic organizational culture alone is insufficient to improve educational management outcomes unless it is supported by effective leadership practices, digital capabilities, and mechanisms that translate organizational values into daily professional behaviours.

Overall, the structural model findings demonstrate that spiritual leadership and digital competency are key predictors of teacher performance and Islamic Education Management. Meanwhile, Islamic organizational culture requires further strengthening to function as an effective strategic resource in improving educational management outcomes.

Discussion

The findings of this study provide important insights into the development of an Islamic Human Resource Management (IHRM) model for improving teacher performance through spiritual leadership, digital competency, and Islamic organizational culture in Islamic schools in Palopo City, Indonesia. The structural model results demonstrate that spiritual leadership and digital competency are significant determinants of IHRM and teacher performance, while Islamic

organizational culture does not show a direct significant effect. These findings highlight the importance of integrating spiritual values and digital capabilities into human resource management practices within Islamic educational institutions.

First, the results indicate that spiritual leadership has a positive and significant effect on Islamic Human Resource Management. This finding confirms that leaders who demonstrate spiritual values, provide meaningful vision, and promote ethical behaviour are able to strengthen human resource management practices based on Islamic principles. Spiritual leadership emphasizes the development of intrinsic motivation, shared values, trust, and a sense of meaningful work among organizational members (Fry, 2003). In Islamic educational institutions, school leaders play a crucial role not only as administrative managers but also as moral and spiritual role models who influence teachers' attitudes, commitment, and professional behaviour. This finding is consistent with previous studies showing that spiritual leadership contributes to organizational effectiveness by strengthening employee commitment, engagement, and value-based behaviour (Fry & Egel, 2021).

Second, spiritual leadership was found to have a significant positive effect on teacher performance. The strongest direct effect in the model was observed between spiritual leadership and teacher performance ($\beta = 0.495$). This finding suggests that teachers' performance is strongly influenced by the quality of leadership practiced by school leaders. Leaders who provide spiritual motivation, demonstrate integrity, and create a supportive work environment can encourage teachers to improve their professionalism, responsibility, and commitment to educational goals. In the context of Islamic education, spiritual leadership provides a foundation for developing teachers who perceive their profession not merely as employment but also as a form of service and moral responsibility.

Third, digital competency was found to significantly influence Islamic Human Resource Management and teacher performance. The results indicate that digital competency is an essential capability in supporting effective human resource management in the digital era. Teachers with higher digital competency are more capable of utilizing educational technologies, managing digital learning resources, implementing innovative teaching strategies, and improving administrative effectiveness. This finding supports the argument that digital transformation in education requires not only technological infrastructure but also human capacity development (Falloon, 2020; Redecker & Punie, n.d.) . Therefore, strengthening teacher digital competency should become an integral part of human resource development strategies in Islamic educational institutions.

The significant relationship between digital competency and teacher performance also confirms that technological capability has become a critical component of teacher professionalism. Digital competence enables teachers to design more interactive learning experiences, access diverse learning resources, and adapt teaching practices to students' changing needs. This finding aligns with previous research indicating that teachers' digital competence positively contributes to teaching innovation, learning effectiveness, and professional development (Falloon, 2020). Thus, schools need to provide continuous digital training and institutional support to ensure that teachers can maximize the benefits of educational technology.

However, the findings reveal that Islamic organizational culture does not have a significant direct effect on Islamic Human Resource Management or teacher

performance. This result differs from previous studies that emphasize the importance of organizational culture in shaping employee behaviour and organizational outcomes. One possible explanation is that Islamic values within schools may exist primarily as normative principles rather than being fully integrated into daily management practices. This result differs from previous studies that emphasize the importance of organizational culture in shaping employee behaviour and organizational outcomes. Recent studies indicate that organizational culture influences performance when organizational values are consistently implemented through management systems, leadership practices, and employee behaviours rather than merely existing as formal organizational principles(Chupradit et al., 2022; Linando, 2022). Islamic organizational culture will have a stronger impact when values such as amanah, ihsan, justice, cooperation (ta'awun), and responsibility are translated into concrete organizational systems, leadership practices, performance evaluation mechanisms, and professional development programs.

The insignificant effect of Islamic organizational culture also indicates that the existence of religious values alone is insufficient to improve teacher performance. Islamic organizational culture requires strong leadership commitment and effective management mechanisms to transform values into observable behaviours. In other words, Islamic values must be institutionalized through strategic human resource practices rather than functioning only as organizational ideals. This finding provides an important theoretical contribution by suggesting that cultural values may require mediating mechanisms, such as leadership behaviour and competency development, to generate measurable performance outcomes.

Furthermore, the findings demonstrate that teacher performance has a positive and significant effect on Islamic Human Resource Management. This relationship indicates that teachers represent a strategic component in achieving effective Islamic educational management. High-performing teachers contribute not only through instructional quality but also through participation in institutional improvement, innovation, and the achievement of educational objectives. Therefore, improving teacher performance should become a central focus of IHRM implementation.

The mediation analysis provides further evidence regarding the mechanism through which spiritual leadership and digital competency influence Islamic Human Resource Management. Teacher performance significantly mediates the relationship between spiritual leadership and IHRM, indicating that spiritual leadership improves management effectiveness through enhanced teacher behaviour and performance. Similarly, teacher performance mediates the relationship between digital competency and IHRM, demonstrating that technological capability contributes to institutional effectiveness when it is translated into improved professional performance (Tzafilkou et al., 2023)

However, teacher performance does not mediate the relationship between Islamic organizational culture and Islamic Human Resource Management. This finding reinforces the argument that organizational culture requires stronger implementation mechanisms to produce tangible outcomes. Without effective leadership, competency development, and structured management practices, Islamic organizational culture may not directly contribute to measurable improvements in teacher performance and institutional management.

Overall, this study contributes to the literature by proposing an integrated IHRM model that combines spiritual leadership, digital competency, and Islamic organizational culture as factors influencing teacher performance in Islamic educational institutions. The findings extend previous research by demonstrating that spiritual leadership and digital competency are more dominant drivers of teacher performance and Islamic human resource management compared with organizational culture alone. Practically, the findings suggest that Islamic schools should prioritize leadership development, digital competency enhancement, and the institutionalization of Islamic values within human resource management systems to achieve sustainable educational quality improvement.

D. CONCLUSION

This study aimed to develop an Islamic Human Resource Management (IHRM) model for enhancing teacher performance through spiritual leadership, digital competency, and Islamic organizational culture in Islamic schools in Palopo City, Indonesia. The findings provide empirical evidence that spiritual leadership and digital competency are important determinants in strengthening IHRM and improving teacher performance. Spiritual leadership significantly contributes to the development of value-based human resource management by encouraging teachers' commitment, responsibility, and professional behaviour. Likewise, digital competency plays a critical role in supporting teachers' ability to adapt to digital transformation, implement innovative learning practices, and improve educational effectiveness.

The study also reveals that teacher performance serves as an important mechanism in strengthening the relationship between spiritual leadership, digital competency, and Islamic Human Resource Management. The mediation results indicate that improvements in leadership practices and digital capabilities can enhance institutional management effectiveness through increased teacher performance. These findings emphasize that successful digital transformation in Islamic educational institutions depends not only on technological adoption but also on the development of human capabilities and value-based leadership.

However, Islamic organizational culture was found to have no significant direct effect on IHRM and teacher performance. This finding suggests that Islamic values within educational institutions need to be further institutionalized through concrete management practices, leadership modelling, professional development programs, and performance management systems. Islamic organizational culture should not only exist as a set of normative values but must be translated into daily organizational behaviours and strategic human resource practices.

Theoretically, this study contributes to the development of Islamic Human Resource Management literature by proposing an integrated model that combines spiritual leadership, digital competency, and Islamic organizational culture in explaining teacher performance improvement. Practically, the findings provide implications for school leaders and educational policymakers to prioritize spiritual leadership development, strengthen teachers' digital competencies, and design human resource management strategies based on Islamic values to achieve sustainable educational quality.

Overall, the proposed IHRM model provides a comprehensive framework for understanding how spiritual and digital dimensions can be integrated into the management of Islamic educational institutions. Future research may expand this model by incorporating additional variables, such as digital leadership, organizational innovation, teacher engagement, and institutional resilience, using longitudinal or mixed-method approaches to obtain deeper insights into the dynamics of Islamic human resource management.

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