

Transforming *Ta'dib* into Practice: A Conceptual Human Resource Management Model for Islamic Religious Education Teachers

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Abstract:

This study aims to develop a human resource management model based on *ta'dib* for Islamic Religious Education teachers in the Smart Society 5.0 era. This study is motivated by the tendency in teacher management within Islamic educational institutions to continue emphasising administrative, technical, and performance aspects while giving inadequate attention to the moral, intellectual, and spiritual formation of teachers. This study employs a qualitative library research design, including document analysis, content analysis, and conceptual synthesis. Primary data are sourced from the works of Syed Muhammad Naquib al-Attas on *ta'dib*, *adab*, science, Islamic education, and the Islamic outlook on life. In contrast, secondary data are obtained from relevant studies on Islamic education management, human resource management, teacher competency, artificial intelligence, and Smart Society 5.0. The results of the study indicate that *ta'dib*-based human resource management can be structured around five interrelated dimensions: value-oriented teacher recruitment, *adab*-centred professional development, ethical performance evaluation, knowledge-based organisational culture, and humanistic digital adaptation. The novelty of this study lies in the transformation of *ta'dib* from a philosophical concept in Islamic education into a conceptual framework for the management of Islamic Religious Education teachers. The implications of this research emphasise that Islamic educational institutions need to manage teachers not only as instructional staff, but also as professional, ethical, spiritual, and digital-humanistic *mu'addib* figures.

Keywords: *Human Resource Management, Ta'dib, Smart Society 5.0, Mu'addib*

Abstrak:

Penelitian ini bertujuan merumuskan model manajemen sumber daya manusia berbasis *ta'dib* bagi guru Pendidikan Agama Islam di era Smart Society 5.0. Kajian ini dilatarbelakangi oleh kecenderungan manajemen guru pada lembaga pendidikan Islam yang masih menekankan aspek administratif, teknis, dan kinerja, tetapi belum memberi perhatian memadai pada pembentukan moral, intelektual, dan spiritual guru. Penelitian ini menggunakan desain penelitian kepustakaan kualitatif dengan analisis dokumen, analisis isi, dan sintesis konseptual. Data primer bersumber dari karya-karya Syed Muhammad Naquib al-Attas tentang *ta'dib*, *adab*, ilmu, pendidikan Islam, dan pandangan hidup Islam, sedangkan data sekunder diperoleh dari kajian relevan tentang manajemen pendidikan Islam, manajemen sumber daya manusia, kompetensi guru, kecerdasan

buatan, dan Smart Society 5.0. Hasil penelitian menunjukkan bahwa manajemen sumber daya manusia berbasis *ta'dib* dapat dikonstruksi melalui lima dimensi yang saling terkait, yaitu rekrutmen guru berorientasi nilai, pengembangan profesional berpusat pada *adab*, evaluasi kinerja etis, budaya organisasi berbasis ilmu, dan adaptasi digital humanistik. Kebaruan penelitian ini terletak pada transformasi *ta'dib* dari konsep filosofis pendidikan Islam menjadi kerangka konseptual manajemen guru Pendidikan Agama Islam. Implikasi penelitian ini menegaskan bahwa lembaga pendidikan Islam perlu mengelola guru bukan semata sebagai tenaga instruksional, melainkan sebagai figur *mu'addib* yang profesional, etis, spiritual, dan digital-humanistik.

Kata Kunci: *Manajemen Sumber Daya Manusia, Ta'dib, Smart Society 5.0, Mu'addib*

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INTRODUCTION

The rapid transformation toward the Smart Society 5.0 era has fundamentally reshaped educational management by integrating digital technologies with human-centered values across learning environments. Educational institutions are expected not only to adopt technological innovations but also to cultivate ethical professionalism among teachers who remain the central agents of educational transformation (Chaika, 2025; Duraes et al., 2024; Liu, 2024). For Islamic Religious Education (IRE) teachers, this challenge is more complex because they are responsible for transmitting religious knowledge, moral values, and character while adapting to increasingly sophisticated educational ecosystems. Therefore, managing human resources based solely on administrative efficiency is insufficient (Hidayatullah et al., 2025; Wahyuni et al., 2021). A value-oriented human resource management framework grounded in Islamic educational philosophy has become essential for sustaining educational quality and societal well-being.

Despite significant advances in educational technology, many Islamic educational institutions continue to experience challenges in managing human resources effectively in response to Smart Society 5.0 demands. Teacher recruitment, professional development, performance evaluation, and career advancement frequently emphasize technical competencies while overlooking ethical integrity, spiritual maturity, and moral responsibility (Akhyar et al., 2024; Nuhrodin, 2025). Consequently, Islamic Religious Education teachers often encounter tensions between technological adaptation and the preservation of Islamic educational values in their professional practice. This imbalance reduces organizational effectiveness and weakens teachers' ability to function as role models for students (Tantowi et al., 2025; Zheng et al., 2024). Such conditions demonstrate the urgent need for a comprehensive human resource management model that harmonizes technological competence with Islamic moral principles.

Previous studies have extensively discussed human resource management and Islamic educational leadership from various perspectives. Hosna et al. (2025), Aziz et al. (2025), and Heru et al. (2024) emphasized strategic human resource management as a determinant of organizational performance, while Wahab (2024) highlighted competency-based employee development in educational organizations. Nurbayan et al. (2025) argued that educational leadership

significantly influences institutional effectiveness through professional capacity building, whereas Ismail et al. (2024) and Ikhwan et al. (2025) stressed that Islamic education should prioritize character formation grounded in Islamic values. Nevertheless, these studies primarily focus on managerial efficiency, leadership effectiveness, or teacher professionalism independently. Limited attention has been devoted to integrating the concept of *ta'dib* into human resource management specifically for Islamic Religious Education teachers within the Smart Society 5.0 context, thereby leaving an important theoretical and practical gap.

Addressing this limitation requires an innovative framework that positions *ta'dib* not merely as an educational philosophy but also as the foundation of strategic human resource management in Islamic educational institutions. Unlike conventional competency-based management approaches, a *ta'dib*-based framework emphasizes the integration of knowledge, ethics, spirituality, responsibility, and professional competence throughout the entire human resource management process (Khambali et al., 2021; Nayak et al., 2024). Such an approach enables institutions to cultivate educators who are technologically adaptive while maintaining strong Islamic character and organizational commitment. Consequently, this study introduces a conceptual perspective that connects Islamic educational philosophy with contemporary human resource management practices, providing a more holistic foundation for institutional transformation in the Smart Society 5.0 era (Aberšek et al., 2020; Dehbozorgi et al., 2024).

Based on the preceding discussion, a significant research problem concerns how Islamic educational institutions can design human resource management systems that respond to technological transformation without compromising Islamic educational values. Existing management practices frequently separate professional competence from ethical and spiritual development, resulting in fragmented teacher development programs. This condition raises fundamental questions regarding the integration of *ta'dib* principles into recruitment, professional development, performance appraisal, and career management for Islamic Religious Education teachers. Investigating these issues is essential because effective human resource management should simultaneously strengthen organizational performance, teacher professionalism, and the moral mission of Islamic education within rapidly evolving educational environments.

This study argues that *ta'dib*-based human resource management offers a comprehensive approach for developing Islamic Religious Education teachers who possess technological competence, ethical integrity, spiritual maturity, and professional excellence simultaneously. The originality of this research lies in conceptualizing *ta'dib* as the guiding principle across the entire human resource management cycle rather than limiting it to curriculum or character education. Accordingly, this study contributes theoretically by enriching Islamic educational management literature through integrating Islamic educational philosophy with strategic human resource management. Practically, it provides a value-oriented management framework that supports educational leaders in strengthening teacher quality, organizational effectiveness, and sustainable institutional transformation in the Smart Society 5.0 era.

RESEARCH METHODS

This study employed a qualitative library research design to develop a conceptual framework for *ta'dib*-based human resource management for Islamic Religious Education (IRE) teachers in the Smart Society 5.0 era (Masturin et al., 2022). This design was selected because the study sought to interpret philosophical concepts, synthesize theoretical perspectives, and construct a value-based management model rather than measure empirical variables or test statistical hypotheses. Library research is particularly appropriate for examining educational philosophy and integrating interdisciplinary knowledge to address contemporary educational challenges (Snyder, 2019). Accordingly, the study focused on written scholarly sources discussing Syed Muhammad Naquib al-Attas' concept of *ta'dib*, Islamic educational management, human resource management, teacher professionalism, digital competence, artificial intelligence in education, and Smart Society 5.0. Through this approach, the study generated a conceptual model grounded in Islamic educational philosophy while remaining responsive to the demands of educational transformation in the digital era.

The data corpus consisted of 38 purposively selected academic sources, including primary texts, scholarly books, peer-reviewed journal articles, institutional reports, and policy documents. The primary sources comprised Al-Attas' principal works, namely *Islam and Secularism*, *The Concept of Education in Islam*, and *Prolegomena to the Metaphysics of Islam*, which were used to identify the philosophical foundations of *ta'dib*, *adab*, Islamic worldview, and the educational 1 educational philosophy, human resource management, Islamic Religious Education teachers, digital competence, artificial intelligence, and Smart Society 5.0. Second, the retrieved publications were screened according to predefined inclusion and exclusion criteria to ensure their academic relevance and conceptual significance. Third, the selected literature was organized into thematic categories, including philosophical foundations of *ta'dib*, human resource management functions, teacher competence, professional development, organizational culture, digital transformation, and ethical technology integration. Finally, the collected documents were carefully reviewed and interpreted to identify conceptual relationships among the themes. This systematic documentation process enabled comprehensive exploration of relevant knowledge while providing a coherent foundation for constructing an integrated conceptual framework for Islamic educational human resource management.

The data were analyzed through an iterative process consisting of content analysis, thematic categorization, conceptual analysis, and conceptual synthesis (Saifuddin & Setiawan, 2025). Content analysis was employed to identify key concepts, patterns, and meanings embedded within the selected literature, particularly concerning *ta'dib*, *adab*, Islamic worldview, teacher professionalism, and strategic human resource management (Krippendorff, 2018). Subsequently, the identified concepts were categorized into interconnected themes and interpreted to examine their relevance to recruitment, professional development, performance evaluation, organizational culture, and digital adaptation of IRE teachers. The final stage involved conceptual synthesis, whereby philosophical principles derived from Al-Attas' educational thought were systematically

integrated with contemporary human resource management theories to formulate the proposed model. To ensure the trustworthiness of the findings, the study applied source triangulation, conceptual coherence, interpretive consistency, and systematic cross-validation across primary and secondary sources, thereby strengthening the credibility and analytical rigor of the resulting conceptual framework.

RESULTS AND DISCUSSION

Results

The conceptual analysis generated three interconnected findings that explain the philosophical, managerial, and operational dimensions of *ta'dib*-based human resource management for Islamic Religious Education teachers. These findings demonstrate how the philosophical principles of *ta'dib* can be transformed into strategic human resource management functions and synthesized into an integrated conceptual framework that addresses the educational challenges of the Smart Society 5.0 era.

Ta'dib Establishes Human Resource Management Foundations

The content analysis of Syed Muhammad Naquib al-Attas' educational philosophy reveals that *ta'dib* constitutes the fundamental philosophical basis for managing Islamic Religious Education (IRE) teachers in the Smart Society 5.0 era. Rather than defining education as the transmission of knowledge or the acquisition of technical competence, al-Attas conceptualizes education as the process of instilling *adab*, namely the recognition and acknowledgment of the proper place of knowledge, human beings, and divine reality. From this perspective, education is directed toward developing individuals who possess intellectual excellence, ethical integrity, and spiritual responsibility. Consequently, teachers are understood not merely as instructional personnel but as *mu'addib* who guide learners through moral example, knowledge, and character formation.

Further analysis identified five interrelated principles that consistently underpin al-Attas' educational thought, namely *adab*, knowledge within the Islamic worldview, moral discipline, proper order in knowledge and action, and spiritual responsibility. These principles represent an integrated philosophical framework rather than isolated educational values. Together, they redefine teacher professionalism by emphasizing the balance between pedagogical competence, moral commitment, intellectual clarity, and accountability before God. This finding indicates that effective teacher management in Islamic educational institutions should be grounded in a holistic understanding of human development rather than relying solely on technical or administrative considerations.

Based on these findings, *ta'dib* provides a comprehensive philosophical foundation for reconstructing human resource management in Islamic education. The identified principles establish normative values that guide the development of recruitment policies, professional development, performance evaluation, organizational culture, and digital adaptation. Therefore, human resource management is positioned not only as an administrative function for improving organizational performance but also as a strategic mechanism for cultivating

teachers who embody Islamic values while responding effectively to educational transformation in the Smart Society 5.0 era. This philosophical foundation serves as the basis for translating *ta'dib* into practical human resource management dimensions presented in the following section.

Ta'dib Shapes Strategic Human Resource Management Dimensions

The conceptual analysis revealed that the five philosophical principles of *ta'dib* can be systematically translated into strategic human resource management dimensions for Islamic Religious Education teachers. Rather than functioning as isolated ethical concepts, each principle corresponds to a specific managerial function, thereby transforming philosophical values into practical management strategies. The mapping process generated five mutually reinforcing dimensions: value-oriented teacher recruitment, *adab*-centered professional development, ethical performance evaluation, knowledge-based organizational culture, and humanistic digital adaptation. These dimensions represent an integrated management cycle that aligns institutional effectiveness with Islamic educational objectives.

Table 1. Translation of Ta'dib Principles into Human Resource Management Dimensions

Ta'dib Principle	Managerial Implication	HRM Dimension
<i>Aadab</i>	Selecting teachers based on integrity, commitment, and exemplary conduct	Value-oriented recruitment
Knowledge within the Islamic worldview	Strengthening pedagogical, epistemological, and spiritual competence	<i>adab</i> -centered professional development
Moral discipline	Assessing ethical responsibility alongside technical performance	Ethical performance evaluation
Proper order	Establishing a collaborative, knowledge-oriented institutional culture	Knowledge-based organizational culture
Spiritual responsibility	Guiding ethical and human-centered technology utilization	Humanistic digital adaptation

The operationalization of these dimensions indicates that teacher management should not prioritize institutional productivity alone but also promote the formation of teachers capable of integrating professional competence, ethical leadership, spiritual awareness, and responsible digital engagement. Consequently, human resource management becomes an educational mechanism for developing teachers as professional *mu'addib* who contribute to both organizational excellence and moral formation.

Table 2. Operational Framework of Ta'dib-Based Human Resource Management

HRM Dimension	Managerial Focus	Expected Outcome
Recruitment	Integrity, commitment, communication, ethics	Morally qualified teachers
Professional Development	Pedagogy, Islamic worldview, digital competence	Reflective professional teachers
Performance Evaluation	Technical, ethical, and spiritual indicators	Accountable educators
Organizational Culture	Learning culture, collegiality, <i>adab</i>	Ethical learning community
Digital Adaptation	Ethical AI use and digital responsibility	Humanistic digital educators

The operational framework presented in Table 2 demonstrates that the philosophical principles of *ta'dib* can be systematically operationalized across the entire human resource management cycle for Islamic Religious Education teachers. Each managerial dimension extends beyond conventional administrative functions by integrating ethical, spiritual, and professional considerations into teacher management practices. Recruitment emphasizes integrity and religious commitment to ensure the selection of morally qualified educators, while professional development combines pedagogical competence with Islamic worldview and digital literacy to cultivate reflective professionals. Performance evaluation incorporates ethical and spiritual accountability alongside technical performance; organizational culture promotes collegiality; the internalization of *adab*; and digital adaptation encourages the ethical and responsible use of artificial intelligence and digital technologies. Collectively, these dimensions establish a coherent operational framework that aligns institutional management with the holistic formation of teachers as professional, ethical, spiritually grounded, and digitally competent *mu'addib* in the Smart Society 5.0 era.

Integrated *Ta'dib*-Based Human Resource Management Model Emerged

The final stage of conceptual synthesis produced an integrated model of *ta'dib*-based human resource management for Islamic Religious Education teachers in the Smart Society 5.0 era. The model positions *ta'dib* as the philosophical foundation, human resource management as the managerial mechanism, and teacher professionalism as the desired institutional outcome. Unlike conventional human resource management models that primarily emphasize organizational efficiency and competency development, the proposed framework integrates ethical formation, spiritual responsibility, and digital competence into every managerial function.

The model illustrates that teacher recruitment initiates the formation of morally qualified educators, professional development strengthens pedagogical and spiritual capacities, performance evaluation reinforces ethical accountability, organizational culture sustains institutional values, and digital adaptation ensures that technological innovation remains aligned with Islamic educational ethics. Together, these interconnected dimensions produce Islamic Religious Education teachers who are professionally competent, ethically grounded, spiritually responsible, and digitally adaptive. The conceptual framework therefore demonstrates that *ta'dib* is not merely an educational philosophy but also a comprehensive foundation for strategic human resource management capable of addressing contemporary educational challenges in the Smart Society 5.0 era, as shown in Figure 1.

Figure 1 illustrates the conceptual framework developed through the synthesis of *ta'dib* philosophy and strategic human resource management for Islamic Religious Education teachers in the Smart Society 5.0 era. The framework demonstrates that the demands of Smart Society 5.0, characterized by artificial intelligence, big data, and digital transformation, require educational management that remains firmly grounded in Islamic values. Accordingly, *ta'dib* serves as the philosophical foundation through its five core principles: *adab*, *Islamic worldview*,

moral discipline, proper order, and spiritual responsibility, which are translated into five interconnected human resource management functions: recruitment, professional development, performance evaluation, organizational culture, and digital adaptation. Ultimately, this integrated framework contributes to the realization of sustainable Islamic education by developing Islamic Religious Education teachers who are professionally competent, ethically grounded, spiritually responsible, and capable of responding constructively to contemporary technological transformation.

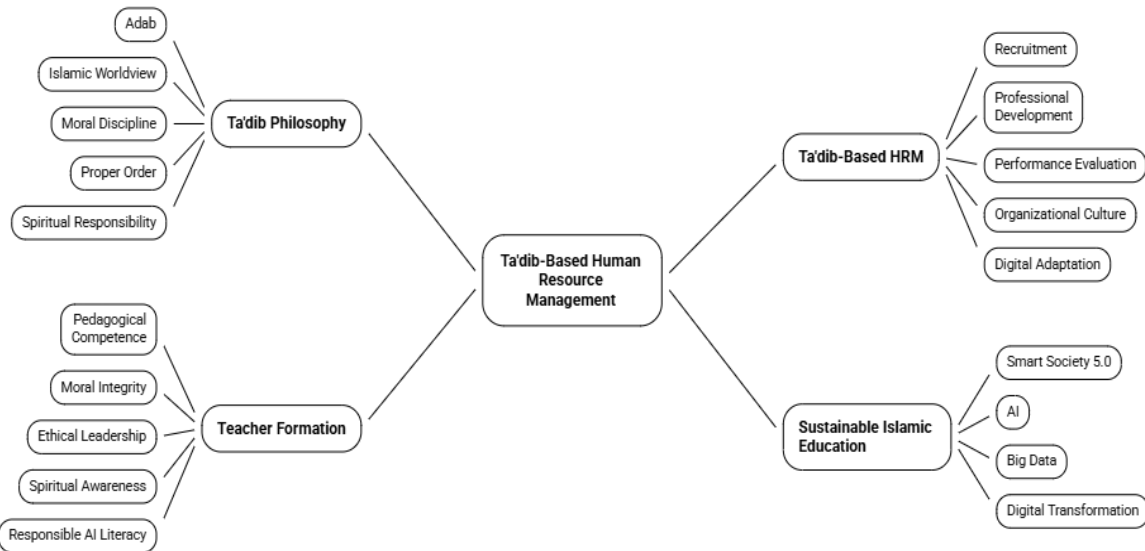


Figure 1. Conceptual Model of *Ta'dib*-Based Human Resource Management for Islamic Religious Education Teachers

Discussion

The first finding confirms that *ta'dib* provides the philosophical foundation for human resource management by positioning teachers as *mu'addib* who embody intellectual, moral, and spiritual responsibilities. This finding is consistent with Al-Attas' educational philosophy, which defines education as the process of instilling *adab* rather than merely transmitting knowledge. It also supports previous studies emphasizing the centrality of *ta'dib* in shaping Islamic educational objectives (Fakhrurrozi et al., 2023; Muqit et al., 2022). However, earlier research generally examined *ta'dib* within philosophical or curricular contexts, whereas the present study extends its application to strategic human resource management. Theoretically, this broadens the discourse on Islamic educational management by positioning *ta'dib* as a managerial paradigm (Kozhevnikova et al., 2022; Shokhnekh et al., 2023). Practically, it provides educational leaders with a value-based foundation for managing teacher quality in contemporary Islamic educational institutions.

The second finding demonstrates that the philosophical principles of *ta'dib* can be systematically translated into strategic human resource management dimensions, including recruitment, professional development, performance evaluation, organizational culture, and digital adaptation. This finding aligns with previous studies highlighting the importance of strategic human resource

management in improving teacher professionalism and institutional effectiveness (Eneis et al., 2022; Usman et al., 2024). Nevertheless, most earlier studies primarily emphasized managerial efficiency and competency development without explicitly integrating Islamic educational philosophy. The present study addresses this gap by linking each managerial function to the ethical and spiritual principles of *ta'dib*. Consequently, it contributes theoretically by integrating Islamic philosophy with contemporary management theory while practically offering operational guidance for designing holistic teacher management systems (Braga et al., 2021; Jaakkola & Terho, 2021).

Another important contribution of this study is the operationalization of *ta'dib* principles into concrete managerial practices. Previous literature has discussed teacher recruitment, professional development, and performance evaluation as independent management activities. In contrast, the present study demonstrates that these functions become more coherent when guided by a unified philosophical foundation (Fawaid et al., 2025; Zamroni et al., 2025). The integration of moral integrity, Islamic worldview, and spiritual responsibility into every managerial dimension distinguishes this framework from conventional human resource management models. Theoretically, this finding reinforces the argument that educational management in Islamic institutions should combine organizational effectiveness with ethical formation (Jali, 2025; Sain, 2025; Widiyasari et al., 2024). Practically, it enables schools, madrasahs, and pesantren to implement management policies that simultaneously strengthen professionalism and Islamic character.

The conceptual model developed in this study also extends previous discussions concerning teacher competence in the Smart Society 5.0 era. Existing studies generally emphasize digital competence, artificial intelligence literacy, and technological readiness as essential teacher capabilities. While these competencies remain important, the proposed model argues that technological adaptation should always be guided by *adab*, ethical awareness, and spiritual responsibility. This perspective complements rather than replaces existing competency frameworks by incorporating Islamic educational values into digital transformation. Accordingly, the model contributes theoretically by expanding human resource management discourse toward value-oriented digital leadership and provides practical guidance for integrating artificial intelligence responsibly within Islamic educational environments.

Overall, this study offers a conceptual contribution by integrating *ta'dib*, strategic human resource management, and Smart Society 5.0 into a unified framework for developing Islamic Religious Education teachers. Unlike previous studies that addressed these themes separately, the proposed framework establishes a coherent relationship between philosophical foundations, managerial functions, and expected teacher competencies. This integration enriches Islamic educational management theory by demonstrating that effective teacher management should balance professional competence, ethical integrity, spiritual maturity, and responsible digital engagement. Practically, the framework serves as a strategic reference for policymakers and educational leaders seeking to strengthen teacher management systems while preserving the moral and

educational mission of Islamic institutions amid rapid technological transformation.

CONCLUSION

This study concludes that *ta'dib* provides a comprehensive philosophical foundation for reconstructing human resource management for Islamic Religious Education teachers in the Smart Society 5.0 era. The proposed framework demonstrates that the principles of *adab*, Islamic worldview, moral discipline, proper order, and spiritual responsibility can be systematically translated into strategic human resource management functions, thereby integrating professional competence with ethical and spiritual formation. This study contributes theoretically by bridging Islamic educational philosophy and strategic human resource management into a unified conceptual model. Nevertheless, as a conceptual library-based study, its framework has not yet been empirically validated. Future research is therefore recommended to examine the applicability and effectiveness of the proposed model across diverse Islamic educational institutions through qualitative, quantitative, or mixed-method approaches.

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