

Strategic Human Resource Management in Transforming Multicultural Pedagogical Competence: A Case Study of Islamic International Boarding School

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Abstract

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The increasing cultural, religious, and educational diversity within internationally oriented Islamic educational institutions necessitates the strategic management of human resources to develop multicultural pedagogical competencies that support inclusive, moderate, and globally oriented learning. This study aims to analyse the implementation of Strategic Human Resource Management (SHRM) in transforming multicultural pedagogical competencies at Thursina International Islamic Boarding School (IIBS), Malang, Indonesia, and to examine how the alignment of institutional vision, organisational culture, and human resources contributes to the strengthening of multicultural and transformative pedagogy. This study employed a qualitative approach using a single-case study design. Data were collected through in-depth interviews, participant observation, and document analysis involving school leaders, educators, and students, and were validated through source and method triangulation. The findings reveal that SHRM is systematically implemented through diversity-based recruitment, continuous professional development (CPD), an organisational learning culture, and the integration of RECODING values (*religious, caring, open-minded, and inspiring*) into pedagogical practices and institutional culture. Educators are positioned as multicultural *murabbi* who integrate professionalism, spirituality, and cross-cultural sensitivity through a holistic educational approach, culturally responsive pedagogy, and hidden curriculum strategies to foster students' tolerance and inclusivity. This study proposes the Prophetic Strategic Human Resource Management (P-SHRM) model, which integrates contemporary SHRM with Islamic prophetic values and highlights the role of human resource management as a mechanism for ethical, spiritual, and multicultural transformation in supporting sustainable educational excellence.

Kata Kunci:

SHRM, Kompetensi Pedagogik Multikultural, Pendidikan Islam, Propethic SHRM

Abstrak

Meningkatnya keragaman budaya, agama, dan latar belakang pendidikan di lembaga pendidikan Islam berorientasi internasional menuntut pengelolaan sumber daya manusia secara strategis untuk mengembangkan kompetensi pedagogik multikultural yang mendukung pembelajaran inklusif, moderat, dan berwawasan global. Penelitian ini bertujuan untuk menganalisis implementasi Strategic Human Resource Management (SHRM) dalam mentransformasi kompetensi pedagogik multikultural di Thursina International Islamic Boarding School (IIBS), Malang, Indonesia, serta mengkaji bagaimana penyesuaian visi institusi, budaya organisasi, dan sumber daya manusia berkontribusi terhadap penguatan pedagogi multikultural dan transformatif. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus tunggal. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen yang melibatkan pimpinan sekolah, pendidik, dan peserta didik, serta divalidasi melalui triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa SHRM diimplementasikan secara sistematis melalui rekrutmen berbasis keberagaman, continuous professional development (CPD), budaya belajar organisasi, serta integrasi nilai-nilai RECODING (*religius, peduli, berpikiran terbuka, dan menginspirasi*) ke dalam praktik pedagogik dan budaya kelembagaan. Pendidik diposisikan sebagai *murabbi*

multikultural yang mengintegrasikan profesionalisme, spiritualitas, dan sensitivitas lintas budaya melalui pendekatan pendidikan holistik, pedagogi responsif budaya, serta strategi hidden curriculum untuk menumbuhkan toleransi dan inklusivitas peserta didik. Penelitian ini menghasilkan model Prophetic Strategic Human Resource Management (P-SHRM) yang mengintegrasikan SHRM kontemporer dengan nilai-nilai profetik Islam serta menegaskan peran manajemen sumber daya manusia sebagai mekanisme transformasi etik, spiritual, dan multikultural dalam mendukung keunggulan pendidikan yang berkelanjutan.

INTRODUCTION

The global landscape of Islamic education is currently undergoing a major transformation towards an international education system that integrates academic excellence with spiritual values (Adiyono et al., 2024). An environment that is academically excellent, inclusive, and capable of valuing cultural diversity as an inevitable reality of globalisation. (Sudirman et al., 2025). In this context, educational institutions such as the International Islamic Boarding School (IIBS) have emerged as hybrid institutions that balance a global curriculum (*Cambridge*) with the traditions of the Islamic boarding school. (Deem et al., 2008). The success of this model depends heavily on the educators' multicultural pedagogical competence, namely their ability to manage the diversity of students' cultures, ethnicities, and backgrounds in an inclusive manner (Apelehin et al., 2025). The problem is that the transformation of educators' competencies from a traditional mindset towards a moderate form of multicultural pedagogy. (Sibawaihi & Fernandes, 2023).

This is where Strategic Human Resource Management (SHRM) plays a vital role. SHRM is not merely about staff management but rather about aligning all human resource functions within the education sector with the institution's strategic vision to achieve a competitive advantage (Allui & Sahni, 2016). There is a paradox in that, whilst many educational institutions modelled on the International Islamic Boarding School (IIBS) adopt an international curriculum (*Cambridge*), educators often lack structured management support to manage a learning system that is oriented towards multicultural values. Although there is a wealth of literature on SHRM in the corporate world, its application to transforming pedagogical competencies in international Islamic educational institutions remains very limited (Brooks et al., 2020).

Much of the literature on human resource management (particularly Western SHRM models) remains focused on the administrative aspects of operations, such as payroll and attendance (Al-Jedaiah & Albdareen, 2020). By overlooking how recruitment, training and performance appraisal systems can be strategically designed to encourage and support educators in developing multicultural competencies, there remains a research gap regarding how human resource management systems are strategically designed to develop educators' pedagogical competencies to foster a tolerant ethos within educational institutions modelled on the International Islamic Boarding School (IIBS). The diversity of educators' backgrounds, combined with students from various countries and regions across Indonesia, is synergised through a management system that emphasises core institutional values translated into educators' competencies, namely religiosity, caring, open-mindedness, and inspiring leadership, to nurture a globally minded Muslim generation.

Previous studies have highlighted that educational institutions operating in multicultural environments require strategic human resource practices to effectively manage diversity and enhance organisational performance (Collings et al., 2021; Tarique et al., 2022). In international and multicultural educational settings, the diversity of teachers' cultural backgrounds, professional experiences, and pedagogical traditions can enrich learning environments while simultaneously creating challenges related to communication, collaboration, and instructional consistency (Gay,

2018). Research on SHRM further suggests that strategic recruitment, professional development, performance management, and organisational culture play a critical role in aligning employee competencies with institutional objectives and sustaining competitive advantage (Delery & Roumpi, 2017).

Therefore, SHRM becomes essential not only for recruiting and developing qualified educators but also for harmonising diverse pedagogical perspectives within a shared institutional vision and educational framework. The transformation of pedagogical competencies within this institution is achieved through the application of a holistic and balanced Islamic educational paradigm. This paradigm integrates the Cambridge International Education curriculum with the principles of Islamic moderation and the values of *rahmatan lil alamin* (a blessing for all creation), thereby fostering multicultural pedagogical competencies that support both global engagement and Islamic character development.

This study not only captures pedagogical practices in the classroom but also examines how the institution's strategic policies, through a holistic and balanced curriculum, form the basis for developing educators' multicultural competencies. The results and findings of this study are expected to provide a theoretical contribution to the field of multicultural Islamic educational management and serve as a practical guide for policy-makers and managers of Islamic educational institutions in designing a strategic human resource management system for educators that prioritises values of tolerance, adaptable to the challenges of the times. This article argues that without strong SHRM support, the transformation of teachers' multicultural competencies will remain a philosophical discourse without tangible implementation in the classroom.

METHOD

This study employed a qualitative approach with a single-case study design. The qualitative approach was selected to facilitate an in-depth exploration of strategic human resource management (SHRM) practices in transforming educators' multicultural pedagogical competence within an Islamic educational institution. A single-case study design was adopted because it enables researchers to investigate a contemporary phenomenon within its real-life context, particularly when the boundaries between the phenomenon and context are not clearly evident (Hollweck, 2015). This design provided a comprehensive understanding of the complexity of institutional processes, interactions, and experiences associated with the implementation of SHRM. Furthermore, the case study approach allowed for an intensive and holistic examination of how SHRM strategies were formulated and enacted to support the development of multicultural pedagogical competencies among educators.

The research was conducted at Thursnia Islamic International Boarding School (IIBS) in Malang, Indonesia. The selection of this location was based on the characteristics of the institution, which has a multicultural staff and student body from diverse ethnic, tribal, and cultural backgrounds, and which implements an international curriculum. The research participants consisted of key stakeholders involved in the implementation of Strategic Human Resource Management (SHRM) at Thursina International Islamic Boarding School. To ensure data richness and triangulation, informants were selected purposively and included foundation leaders, school management, teachers, and students. The informants were coded as follows: W-1 (Head of Human Capital Management), W-2 (Principal of Academic Affairs), W-3 and W-4 (Chief Executive Officer), W-5 (Principal of Mahad), W-6 (Head of Education), W-7 (Chief of Education).

These participants were selected based on their direct involvement and experiences in the recruitment, development, implementation, and outcomes of multicultural pedagogical competency transformation within the institution. Informants were selected using purposive sampling, internal sampling, and time sampling techniques to ensure the depth of information relevant to the focus of the study on the transformation of multicultural pedagogical competence. In this qualitative study, the researcher acted as a key instrument (Miles, M.B., & Huberman, 2014). The researchers were directly involved in the field, engaging intensively with informants to build trust and obtain natural, interpretative emic data. Data were collected comprehensively using three main techniques (methodological triangulation): in-depth interviews, participant observation, and documentary analysis.

RESULTS AND DISCUSSION

RESULT

Philosophical Integration and Strategic Alignment in Pedagogical Transformation

The findings of this study indicate that the transformation of pedagogical competencies at Thursina International Islamic Boarding School (IIBS) in Malang, Indonesia, reflects the robust implementation of Strategic Human Resource Management (SHRM), particularly through the alignment of institutional vision, organisational culture and the development of educators' competencies. SHRM is designed through human resource management practices and activities to assist the institution in achieving its strategic objectives.

The observational data indicate a clear strategic alignment in the integration of moderate and inclusive values into pedagogical planning, the development of pedagogical competencies among multicultural educators, and the institutional culture of Islamic education. Pedagogical competencies have subsequently evolved into a strategic tool for fostering a moderate, inclusive, and globally-minded Muslim character. The data was obtained through a combination of interviews, document analysis, and observation. The Head of Human Capital Management stated:

Teacher development at Thursina focuses on how educators understand the institution's vision as a moderate and multicultural international Islamic school. Consequently, teacher training is always geared towards strengthening pedagogical skills, character, and the ability to foster inclusive social interaction (Head of Human Capital Management, W-1)

The Recoding values (Religious, Caring, Open-Minded, Inspiring) are operationalised in lesson planning, classroom interactions, academic culture, and the character development of students. Thus, the pedagogical process at Thursina IIBS, Malang, Indonesia, functions not only as a learning activity but also transforms into a strategic mechanism for transmitting the institution's ideology and a globally-minded Muslim identity. The data was obtained through a triangulation of documents, observations, and interviews to strengthen the interpretation. As one educator stated:

Teaching here is not just about imparting knowledge, but about shaping students to become moderate Muslims who are capable of interacting globally without losing their Islamic identity. (Principal of Academic Affairs, W-2)

Dialogic and inclusive classroom discussions. Students from diverse cultural backgrounds are given the space to express their views openly, while educators serve as moderators who foster respect and cross-cultural understanding. A document review of lesson plans and character-building programs also reveals the integration of learning indicators based on tolerance, social

empathy, and cross-cultural communication. This indicates that pedagogical competencies are shifting from merely technical skills toward value-based, transformative pedagogy.

Research findings confirm that SHRM flourishes when organisations strategically integrate human resources into long-term institutional transformation. Thursina IIBS, Malang, Indonesia, demonstrates that pedagogical competencies are integral to the development of an institution's culture, rather than merely the implementation of a curriculum and the internalisation of values of tolerance. Based on observational data, educators at Thursina IIBS in Malang, Indonesia, consciously design learning experiences grounded in moderate values, open-mindedness, and inclusivity. The research data confirms the existence of Strategic Alignment, where organisational values (*Recoding: Religious, Open-Minded, Inspiring*) are directly translated into lesson plans in classrooms and dormitories. Pedagogical competencies have transformed from mere curriculum standards (national/Cambridge) into ideological activities aimed at cultivating global Muslim scholars.

SHRM Practices Create a Multicultural *Murabbi* Profile

The findings of this study reveal that Thursina IIBS systematically implements SHRM practices to shape the profile of educators as multicultural *murabbi*. The educator recruitment strategy is diversity-based, bringing in educators from the Middle East, Western universities, and major Islamic boarding schools in Indonesia. Educator diversity is an institutional strategy developed to build a natural multicultural educational ecosystem within the Thursina IIBS, Malang, Indonesia environment. Data were obtained through a triangulation of documents, observations, and interviews to support this interpretation.

The results of the observations indicate active collaboration among educators in pedagogical workshops and curriculum development forums. Teachers exchange perspectives on learning and cultural experiences, thereby fostering an organisational learning culture. In addition to recruitment, Thursina IIBS, Malang, Indonesia, also implements a continuous professional development program.

Based on a document review of the teacher training program, the content of teachers' human resource development includes Islamic educational psychology, cross-cultural communication, inclusive pedagogy, and character education. Data from interviews, document reviews, and observations indicate that the development of pedagogical competencies is carried out continuously; the training program focuses not only on teaching methodologies but also on Islamic educational psychology and inclusive classroom management.

After the recruitment process, we always provide training and workshops to teachers on teaching religious moderation, and we always follow up with ongoing practice” (Chief Executive Officer-W4)

We do indeed recruit educators from diverse educational and cultural backgrounds. We have alumni from the Middle East, Western universities, and major Islamic boarding schools in Indonesia. The goal is for students to become accustomed to viewing differences as a strength in learning” (Chief Executive Officer-W3)

Teachers are positioned as *Murabbi*, figures who carry out *tarbiyah*, *ta'dib*, and *tazkiyah*—processes that require a balance between intellectual intelligence and cultural sensitivity. This indicates that pedagogical competencies at Thursina IIBS, Malang, Indonesia, are developed through the integration of intellectual intelligence, cultural sensitivity, and the spirituality of teachers. This finding expands the SHRM discourse by demonstrating that human resource

management in Islamic education is not only oriented toward professionalism but also toward the continuous development of educators' moral and spiritual identities.

Holistic and Balanced Education as a Manifestation of Multicultural Competence

The results of this study reveal that the pedagogical competencies of teachers at the Thursina IIBS, Malang, Indonesia, educational institution are realised through a holistic and balanced education approach that views education as a process of developing the whole person. Pedagogical implementation is not only oriented toward academic achievement but also toward the development of students' affective, social, spiritual, and multicultural dimensions. Culturally responsive pedagogical practices are evident in teachers' ability to understand the diverse backgrounds of students, who come from various regions in Indonesia as well as abroad (from Java and Papua to countries such as Thailand and Saudi Arabia).

Teachers demonstrate a high level of sensitivity to differences in culture, language, traditions, and the social characteristics of students when designing learning strategies. This situation demonstrates that diversity is positioned as a source of learning and a medium for fostering a tolerant character. Furthermore, the management of the learning environment forms a key part of the pedagogical transformation strategy. Data obtained through the triangulation of documents and observations indicate that the heterogeneous grouping of students in both classrooms and dormitories reflects a systematically designed 'hidden curriculum' intended to encourage cross-cultural interaction and eliminate exclusivity. Data from interviews reveal that teachers stated:

The placement of students is deliberately mixed so that they learn to live together, understand one another, and do not merely socialise with their own regional groups. (Principal of Mahad, W-5)

This strategy enables students to directly experience processes of dialogue, social adaptation, and cooperation with individuals from different backgrounds. The learning environment at Thursina IIBS, Malang, Indonesia, functions as a social laboratory where students learn to value differences and build an inclusive collective identity. Analysis of the boarding house rules and character-building programme documents also reveals a strong emphasis on the values of tolerance, social empathy, and respect for diversity.

This approach demonstrates that educators' pedagogical competence has evolved towards a transformative pedagogy that not only manages learning in the classroom but also shapes the social environment of education as a means of character development. Teachers act not only as academic facilitators but also as social architects who create spaces for interaction within the everyday school environment.

Supporting Facilities and Accountability for Sustainable Pedagogical Transformation

Pedagogical transformation at Thursina International Islamic Boarding School (IIBS), Malang, Indonesia, is sustained through an integrated support system consisting of learning facilities, institutional policies, and quality assurance mechanisms. Classroom observations revealed that teachers consistently utilised learning facilities such as the Smart Library, Observation Deck, and Quranic Garden to facilitate contextual learning, reflective discussions, project-based activities, and the integration of Islamic values into authentic learning experiences. These observations indicate that the school's physical environment functions not merely as educational

infrastructure but as a strategic pedagogical resource that supports multicultural and student-centred learning.

The interview findings further reinforce these observations. The Head of Education explained that the school's commitment to moderate Islamic education is operationalised through every aspect of the educational process rather than remaining a normative statement:

The vision of moderate Islamic education must be applied in practice. Therefore, the entire system, from lesson planning to teacher evaluation, must support this vision." (Head of Education, W-6)

We want to ensure that the vision of moderate education does not remain merely a slogan. Therefore, the entire system from SOPs and teacher evaluations to facility design must support this process." (Chief of Education, W-7)

This statement demonstrates that pedagogical transformation is institutionally designed through systematic planning, implementation, and evaluation. Documentary evidence strengthens this finding. A review of the school's academic Standard Operating Procedures (SOPs) showed that teachers are required to prepare teaching modules before instruction, while regular classroom supervision, performance evaluation, and learning quality assurance are conducted to ensure that multicultural pedagogical principles are consistently implemented. These documented procedures align with the observations of classroom practices and support the interview data, demonstrating clear triangulation across multiple sources.

The institutional commitment was further confirmed by the Chief of Education, who emphasised that organisational accountability extends beyond teacher performance to include the design of learning facilities and institutional governance. Taken together, the interview, observation, and documentary evidence indicate that sustainable pedagogical transformation at Thursina IIBS is achieved through institutional coherence between educational vision, learning environments, governance systems, and accountability mechanisms. The authors interpret these findings as demonstrating that multicultural pedagogical competence is not solely the result of individual teacher capability but is reinforced by an integrated institutional ecosystem in which facilities, policies, quality assurance, and leadership collectively sustain pedagogical transformation over time.

A Synthesis of a Values-Based Strategic Human Resource Management Model (P-SHRM)

Based on the overall research findings, this study synthesises a new conceptual model known as Prophetic Strategic Human Resource Management (P-SHRM). This model expands upon SHRM theory by integrating strategic human resource management with Islamic prophetic values such as ikhlas, amanah, ghirah, and rahmatan lil 'alamin. Unlike conventional SHRM, which is more oriented towards organisational effectiveness and work performance, the P-SHRM model places professionalism, spirituality, multiculturalism, and moral responsibility as an integrated whole. Human resource management is not only directed at enhancing professional competence but also at fostering ethical awareness and a commitment to civilisation.

The novelty of this research lies in integrating modern management systems with universal Islamic values in the context of international education. These findings make a new contribution to the development of SHRM literature, particularly within the context of multicultural Islamic education and the discovery of the "Prophetic SHRM" model at Thursina IIBS, Malang, Indonesia. Human resource management does not merely pursue efficiency but also dedication (ikhlas and ghirah), bridging teachers' spirituality with modern management systems. The success of pedagogical transformation at IIBS Malang lies in the institution's ability to integrate its pesantren

identity with global demands through professional, transparent, and accountable human resource management.

Table 1. Summary of Research Findings

Focus	Findings	Source
Strategic Alignment and Pedagogical Transformation	The transformation of pedagogical competencies at Thursina IIBS demonstrates the implementation of SHRM through the alignment of the institutional vision, the RECODING values, and multicultural pedagogy. Pedagogical competencies have evolved into a transformative pedagogy that instils the values of moderation, inclusivity, and a global Muslim identity.	Teacher interviews; classroom observations; curriculum documents and lesson plans
SHRM Practices in the Formation of Multicultural Murabbi	Hursina IIBS implements diversity-based recruitment, a culture of organisational learning, and continuous professional development to train educators to become multicultural mentors who integrate professionalism, spirituality, and cultural sensitivity.	HR documents, workshop observations, and interviews with teachers and school leaders
Holistic and Balanced Education Based on Multiculturalism	Pedagogical practices emphasise holistic education through culturally responsive pedagogy, the hidden curriculum, and the grouping of students into mixed-ability classes. The learning environment serves as a social laboratory for fostering a tolerant character and an inclusive identity.	Classroom and boarding house observations; interviews with pupils and teachers; school policy documents
Prophetic Strategic Human Resource Management (P-SHRM)	The research has yielded a new conceptual model of P-SHRM that integrates modern SHRM with Islamic prophetic values such as ikhlas, amanah, ghirah, and rahmatan lil ‘alamin. This model emphasises the integration of professionalism, spirituality, multiculturalism, and moral responsibility in the governance of human resources within Islamic education.	A synthesis of interviews, observations, academic SOP documents, and theoretical analysis

Source: Data Collection, 2026

DISCUSSION

Strategic Alignment and the Transformation of Multicultural Pedagogical Competence

The research findings indicate that the transformation of pedagogical competencies at Thursina International Islamic Boarding School (IIBS) reflects the implementation of a long-term approach to managing teaching staff. The paradigm and vision of the boarding school model were identified in the research by Susanto and Ritonga, and have subsequently evolved in this study into a Strategic Human Resource Management (SHRM) process that aligns institutional vision, organisational culture, and human resource development (Susanto et al., 2023).

These findings support the SHRM theory, which asserts that organisational effectiveness is largely determined by the strategic alignment between an organisation’s objectives and its human

resource management practices (Chourasia & Bahuguna, 2024). In the context of Thursina IIBS, pedagogical competence is no longer viewed merely as a technical teaching skill, but has evolved into a strategic tool for shaping a global Muslim identity that is moderate, inclusive, and internationally minded. (Adiyono et al., 2024).

The integration of the RECODING values (Religious, Caring, Open-Minded, Inspiring) into lesson plans, classroom interactions, and academic culture demonstrates that pedagogical practices have become part of the system for transmitting institutional ideology. This finding is consistent with studies on multicultural education, which emphasise that multicultural education requires the integration of the values of inclusivity (Gay, 2018), dialogue, and respect for diversity into the education system as a whole (Chan, 2020).

This finding is further supported by a study by Jiang and Messersmith, which confirms that the effectiveness of educational organisations is largely determined by the alignment between institutional strategy and human resource management practices (Jiang & Messersmith, 2018). In the context of this study, pedagogical competence is not merely a technical ability to teach, but forms part of an institutional identity aimed at fostering a culture of tolerance, inclusivity and diversity within the Islamic education process (Ferraioli et al., 2026)

Findings from observations of dialogic and inclusive learning also indicate a shift from traditional pedagogy towards transformative pedagogy based on multiculturalism (Brown, 2007). Teachers act as facilitators of cross-cultural dialogue that promotes respect for social, cultural and religious differences. These findings support James A. Banks' theory of multicultural education, which emphasises the importance of (Opfer & Pedder, 2011). culturally responsive teaching in creating democratic and inclusive learning communities (Banks, 1993). Furthermore, recent research indicates that culturally responsive pedagogy is closely linked to the enhancement of teachers' pedagogical competence and the development of learners' affective skills within a multicultural society (Basman & Bayram, 2024).

Furthermore, this study shows that strategic alignment at Thursina IIBS is operationalised down to the micro-pedagogical level through instructional design, classroom management and character building. Consequently, pedagogical competence within Islamic educational institutions has evolved into part of a civilisational development project that integrates pedagogical competence in line with the institution's vision and values, rather than merely implementing national and international curricula (Flamand et al., 2024).

The Application of SHRM in the Development of Multicultural *Murabbi*

The research findings also show that Thursina IIBS systematically implements SHRM practices through diversity-based recruitment strategies, an organisational learning culture, and continuous professional development (CPD) (Ferraioli et al., 2026). The recruitment of teachers from the Middle East, Western universities and major Islamic boarding schools in Indonesia demonstrates that diversity is viewed as a strategic asset for building a multicultural educational ecosystem. This finding is consistent with contemporary SHRM research, which identifies diversity and inclusivity as strategic organisational assets in enhancing the adaptive capacity of educational institutions (Forster & Fenwick, 2015). Diversity among teaching staff not only enhances the quality of teaching and learning but also strengthens the institution's ability to respond to the dynamics of global education (Dennis Haruna & Zulfani Sesmiarni, 2026).

This finding reinforces the SHRM perspective that diversity in the workforce can enhance adaptability (Ferraioli et al., 2026). organisations, pedagogical innovation, and cross-cultural

competence. Recent research on Islamic boarding schools in Indonesia, which has produced a model of multicultural teachers' competence, also confirms that teachers' multicultural competence is a key factor in creating a learning environment that is inclusive and responsive to the socio-cultural diversity of learners (Susanto et al., 2023).

The pedagogical workshops and collaboration among teachers identified in this study indicate the emergence of an organisational learning culture. (D'Acunto et al., 2025). Teachers exchanged pedagogical perspectives, cultural experiences and inclusive learning approaches. These findings are consistent with organisational learning theory, which emphasises the importance of knowledge sharing and collaborative learning in supporting the sustainability of educational organisational transformation (Dursun et al., 2021).

Furthermore, the CPD programme at Thursina IIBS is not only focused on improving teaching methodologies, but also on strengthening Islamic educational psychology, cross-cultural communication and inclusive pedagogy. This demonstrates that human resource development in Islamic educational institutions emphasises not only professionalism, but also the cultivation of teachers' moral and spiritual identity (Katıtaş et al., 2024). Teachers are positioned as murabbi who carry out the functions of tarbiyah, ta'dib and tazkiyah in an integrated manner. This study expands the discourse on SHRM by demonstrating that human resource management in Islamic education is not only focused on organisational effectiveness and work performance, but also on the development of teachers' ethical, spiritual and multicultural identities.

Holistic and Balanced Education as a Multicultural Pedagogical Transformation

Research findings indicate that multicultural pedagogical competence at Thursina IIBS is realised through a holistic and balanced educational approach (Sibawaihi & Fernandes, 2023). Education is understood as a process of holistic human development that encompasses intellectual, social, emotional, spiritual and multicultural aspects. This approach reflects the philosophy of Islamic education, which views human development as an integration of cognitive, affective and moral dimensions (S.A.C. & M.N., 2022). The teachers' sensitivity to the cultural diversity of their pupils, including students from Papua, Thailand and Saudi Arabia, demonstrates the implementation of culturally responsive pedagogy in teaching practice (Sibawaihi & Fernandes, 2023).

Diversity is seen as a learning resource for fostering tolerance and an inclusive collective identity. Recent research also indicates that cultural intelligence and intercultural sensitivity have a significant impact on the effectiveness of multicultural education and teachers' attitudes towards diversity (Katıtaş et al., 2024). There is close collaboration between teachers from diverse backgrounds in curriculum development forums and pedagogical workshops (Wilkinson et al., 2010). Teachers exchange teaching strategies, cultural perspectives and classroom management approaches. These interactions foster an organisational learning culture, as described in strategic human capital theory (Sibawaihi & Fernandes, 2023; Wilkinson et al., 2010)

Furthermore, the hidden curriculum through the heterogeneous grouping of pupils in classrooms and boarding houses demonstrates that the educational environment is designed as a multicultural social laboratory. Pupils learn tolerance, cooperation and social adaptation through direct experience in their daily lives (Ang et al., 2007). These findings reinforce the view that effective multicultural education occurs not only through formal learning but also through the social engineering of the educational environment. This study also found that teachers have transformed their role, moving from being mere academic facilitators to becoming social architects

who consciously design inclusive spaces for social interaction. Consequently, pedagogical competence is evolving towards a transformative pedagogy that serves to foster a tolerant character and a multicultural educational culture.

Prophetic Strategic Human Resource Management (P-SHRM): A New Conceptual Model

The main contribution of this research is the synthesis of a new conceptual model known as Prophetic Strategic Human Resource Management (P-SHRM). This model expands upon conventional SHRM theory by integrating strategic human resource management with prophetic Islamic values such as ikhlas, amanah, ghirah, and rahmatan lil ‘alamin. Unlike modern SHRM, which is more oriented towards organisational effectiveness and institutional competitiveness, the P-SHRM model places professionalism, spirituality, multiculturalism, and moral responsibility as an integrated whole.

These findings suggest that the success of the pedagogical transformation at Thursina IIBS lies in the institution’s ability to integrate its pesantren identity with global demands through professional, transparent and accountable human resource management. Consequently, human resource management is not only geared towards enhancing the professional competence of teaching staff, but also towards fostering ethical awareness and a commitment to global Islamic civilisation.

In theory, the P-SHRM model makes a new contribution to the development of SHRM literature, particularly in the context of multicultural Islamic education. Most SHRM studies to date have focused on business organisations and performance orientation, whilst the dimensions of spirituality, morality, and civilisational development have been relatively under-explored. Therefore, this research offers a new perspective that SHRM in Islamic education can serve as a strategic mechanism for building an educational community that is religious, multicultural, inclusive, and globally oriented (Dursun et al., 2021).

. **Table 2.** Synthesis of Discussion Analysis and Research Contributions

Findings Aspect	Theory	Analysis and Synthesis	Practical Contributions
Strategic Alignment in Pedagogical Transformation	SHRM Theory: Strategic Alignment Theory	Pedagogical competence is developed through the alignment of the institution’s vision, Recording’s values, and multicultural pedagogy. Pedagogy evolves from technical competence to a transformative approach grounded in moderation and inclusivity.	A model for the development of human resources in Islamic education based on institutional vision and multicultural pedagogy.
Integrating Recoding Values into Pedagogy	Multicultural Education Theory; Culturally Responsive Pedagogy	The values of religiousness, open-mindedness, inspiration, caring, excellence and nobility are integrated into dialogue-based learning and an	A framework for the implementation of multicultural education based on moderate Islamic values.

			inclusive academic culture to foster tolerance.	
The Application of SHRM in the Development of Multicultural Murabbi	SHRM Theory; Organisational Learning Theory	Diversity-based recruitment, pedagogical workshops and CPD help to foster an organisational culture of learning and shape teachers' identities as professional and spiritually grounded multicultural mentors.		A model for teacher development based on professionalism, spirituality and cultural sensitivity.
Continuous Professional Development (CPD)	Human Capital Theory; Professional Development Theory	Teacher development encompasses inclusive pedagogy, Islamic educational psychology and cross-cultural communication holistically and sustainably.		A guide to teacher training based on multiculturalism and transformative pedagogy.
Holistic and Balanced Education	Holistic Education Theory; Islamic Education Philosophy	Pendidikan dilaksanakan secara holistik, meliputi aspek intelektual, sosial, spiritual, dan multikultural untuk membentuk karakter toleran dan inklusif.		Model pendidikan Islam holistik yang relevan dengan masyarakat global multikultural.
Culturally Responsive Pedagogy and the Hidden Curriculum.	Multicultural Pedagogy Theory; Social Learning Theory	Heterogeneous grouping of pupils fosters cross-cultural interaction and reduces social exclusivity through the hidden curriculum.		Strategies for creating an inclusive and tolerant educational environment.
Prophetic Strategic Human Resource Management (P-SHRM)	SHRM Theory; Prophetic Leadership Theory; Islamic Management Theory	P-SHRM integrates modern SHRM with Islamic prophetic values such as sincerity, trustworthiness, zeal, and mercy to all creation.		An alternative model for human resource management in Islamic education based on professionalism and spirituality.

Source: Data Collection, 2026

CONCLUSION

This study demonstrates that Strategic Human Resource Management (SHRM) plays a more significant role in transforming multicultural pedagogical competencies within the International Islamic Boarding School (IIBS) context than has been commonly discussed in previous studies. The findings reveal that the alignment of institutional vision, organisational culture, and SHRM

practices through the integration of RECODING values (Religious, Caring, Open-Minded, and Inspiring) has successfully transformed pedagogical competence from a purely technical teaching capacity into a multicultural pedagogy that promotes moderation, inclusivity, and the development of a global Muslim identity. Furthermore, diversity-based recruitment strategies, Continuous Professional Development (CPD) programmes, organisational learning culture, and a holistic educational approach were found to have a substantial impact on shaping teachers as multicultural murabbi who combine professionalism, spirituality, and cultural sensitivity. These findings challenge the conventional assumption that pedagogical competence development is achieved primarily through instructional training, highlighting the strategic role of SHRM in fostering multicultural educational transformation instead.

The scientific contribution of this study lies in its extension of the SHRM literature within the context of Islamic education. Despite these contributions, this study has several limitations. First, it employed a single-case study design conducted in one International Islamic Boarding School, which limits the generalisability of the findings to other Islamic educational institutions with different organisational, social, and cultural characteristics. Second, the study involved a limited number of participants representing specific stakeholder groups, thereby restricting broader representation and comparative analysis. Third, variations related to demographic characteristics, such as age, gender, educational background, and cultural diversity among participants, were not explored in depth. Future research is therefore recommended to conduct comparative, multi-site studies involving larger, more diverse samples across national and international Islamic educational institutions. Such studies would provide a more comprehensive understanding of the implementation and effectiveness of the P-SHRM model in various multicultural educational contexts.

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