

## Human Resource Management Strategy at the Generasi Rabbani Muara Enim Foundation

Tri Saputra<sup>1</sup>, Syaiful Bahri<sup>2</sup>, Beni Azwar<sup>3</sup>

<sup>1</sup> Institut Agama Islam Negeri Curup, Rejang Lebong, Indonesia

<sup>2</sup> Institut Agama Islam Negeri Curup, Rejang Lebong, Indonesia

<sup>3</sup> Institut Agama Islam Negeri Curup, Rejang Lebong, Indonesia

\*Correspondence: ✉ [trisaputra@iaincurup.ac.id](mailto:trisaputra@iaincurup.ac.id)

### Article Information:

Received : 2025-07-12

Revised : 2025-08-15

Accepted : 2025-09-12

### Keywords:

*Management, Islamic  
Education, Recruitment,  
Human Resources*

### Abstract

Human resource (HR) management in Islamic educational institutions faces unique challenges in balancing idealistic values with professional demands amidst financial constraints. This study aims to analyze HR management strategies at the Rabbani Generation Foundation in Muara Enim, focusing on two main aspects: recruitment management for educators and educational staff, and strategies for fostering commitment to building and growing the foundation. Using a qualitative approach with a case study design, data were collected through in-depth interviews, participant observation, and documentation studies involving leaders, department heads, principals, and staff within the foundation. The results indicate a dualism in the educator recruitment system, which combines a formal, centralized, values-based system with an informal, decentralized, agile system to respond to urgent needs. Meanwhile, educational staff recruitment is dominated by a pragmatic-informal model that prioritizes character and trustworthiness over technical competence, which consciously creates a "professionalism debt." The strategy for building commitment rests on a non-financial compensation ecosystem, where the foundation strategically leverages spiritual and social capital (the meaning of work as worship, a culture of brotherhood, transformational leadership) to compensate for limited financial capital.

## INTRODUCTION

Human resource (HRM) management plays a crucial role in the success of any organization, including the Rabbani Generation Foundation in Muara Enim. As a religious-based educational institution, the foundation strives to provide education that combines academic aspects with the instillation of moral and spiritual values. However, achieving this goal is often hampered by challenges in human resource management (Apiyani, 2024).

Teachers as key elements in educational institutions play a strategic role in carrying out the educational mission (Warsah & Nuzuar, 2018). Their duties include not only teaching but also moral and spiritual guidance, so that competencies are required that are

## **Human Resource Management Strategy at the Generasi Rabbani Muara Enim Foundation**

*Tri Saputra, Syaiful Bahri, Beni Azwar*

not only academic but also have character that is in line with the institution's vision (Azwar, 2024).

In reality, educational institutions face several obstacles, such as budget constraints, a lack of ongoing training, and a lack of clear career paths for teachers and staff. This creates a gap between the competencies of existing educators and the demands of the ever-evolving curriculum, particularly in the digital era (Basri et al., 2024a).

Islamic educational foundations possess a core asset in the form of a harmonious work environment and a strong commitment of staff to religious values. However, these strengths face significant challenges, both internally through budget constraints and unstructured human resource planning, and externally due to intense competition with other institutions and high societal expectations (Suwarno, 2021a).

To address human resource challenges, a well-planned strategy is required, beginning with a needs analysis to identify competencies (pedagogical, technical, and spiritual) that align with the foundation's vision. This strategy is then implemented by developing clear job descriptions for all positions, ensuring that each individual's duties and responsibilities are more structured and focused (Kusumaningrum et al., 2024).

Human Resources (HR) planning must be prioritized, starting from the recruitment process that ensures the competency of prospective teachers is in line with the institution's vision, as well as ongoing training to improve their competency, especially in the field of educational technology (Rugaiyah et al., 2022a). In addition, to motivate performance, regular evaluations, effective task organization, and clear career path development through programs such as certification, promotions, and awards are required (Lestari et al., 2023).

To reduce high teacher turnover and retain qualified educators, human resource welfare is crucial. Foundations need to provide adequate incentive programs, such as allowances and pension benefits, and create a supportive work environment. These measures not only increase motivation but also align with national legal frameworks, such as the Manpower Law, which aims to create a fair and balanced work environment (Indonesia, 2006a).

Educational institutions operate within two main legal frameworks. As workplaces, they are subject to the Manpower Law, which guarantees basic workers' rights such as a living wage, a safe working environment, social security, and the right to organize. As educational institutions, the National Education Law (Law No. 20 of 2003) specifically integrates religious education into the national system and organizes its resources to

produce individuals who are not only intellectually intelligent but also spiritually and morally strong (Indonesia, 2003).

In the context of Islamic educational foundations, human resource management is rooted in religious values that emphasize justice, trustworthiness, and collaboration. These principles serve as the foundation for creating a balanced and efficient work environment. Successful human resource management is one that aligns these noble values with the implementation of managerial practices relevant to current developments (Pangestuti & Syahfadil, 2024).

The theory of intrinsic and extrinsic motivation is particularly relevant to Islamic educational foundations, as it can explain how educators are motivated by external factors such as salary, as well as internal factors such as commitment to the mission. In this context, intrinsic motivation often proves stronger and more dominant, driven by a spiritual and moral commitment to educating the next generation according to religious teachings (Ambarwati, 2021a).

Previous research has shown a strong link between effective human resource management and educational quality in Islamic foundations. A study by (Kasir, 2024), for example, concluded that ongoing competency-based training and the development of technical and spiritual skills significantly improved teacher productivity, competitiveness, and performance.

A study by Siswoyo highlighted that non-material rewards, such as recognition for dedication to implementing Islamic values, effectively increased the loyalty of educators. This demonstrates that spiritual and moral appreciation can be a powerful motivator in Islamic educational environments (Siswoyo, 2018a). Research by (Aini et al., 2024) showed that transformational leadership in Islamic educational foundations effectively increased morale and team cohesion. Leaders who serve as role models and inspire staff with Islamic values have been shown to successfully create a more harmonious and productive work environment.

This study aims to develop a comprehensive and adaptive HR strategy for the Rabbani Generation Foundation in Muara Enim. The goal is to address real challenges such as the difficulty of retaining competent educators, low motivation, and the lack of alignment between the foundation's goals and staff career development. Unlike previous studies that focused on a single aspect, this study offers a more comprehensive analysis to effectively address these issues.

## **METHOD**

This study uses a qualitative approach (Creswell & Poth, 2016) with a case study design to deeply and holistically understand the human resource management (HRM) strategy in its natural context at the Rabbani Generation Foundation in Muara Enim. The social situation of the study is the environment of an Islamic educational foundation with students and staff from diverse socio-economic backgrounds, who face challenges in HRM management. The research subjects were selected to gain a comprehensive perspective, including the Head of the Foundation, Head of the HRM Department, Principal, Educators, Education Personnel, and the Recruitment Committee.

A total sampling (census) technique was used for small, strategic leadership groups to ensure that all key perspectives at the leadership level were explored. Meanwhile, for larger groups of educators and administrative staff, a purposive sampling technique with a maximum variation sampling strategy was used to capture the diversity of experiences based on length of service, field of expertise, and employment status. The final sample size was determined by the principle of data saturation, where data collection was stopped when no new information or themes emerged (Creswell & Poth, 2016).

Primary and secondary data collection was conducted through three main instruments: (1) participant observation, in which researchers were directly involved in observing the dynamics of work, interactions, and the implementation of daily HR strategies; (2) in-depth interviews with structured and unstructured questions to explore the perceptions and experiences of research subjects; and (3) documentation methods, which analyzed various documents such as decrees, recruitment SOPs, and other supporting data to complement the interview and observation data. Data analysis was conducted qualitatively and interpretively through three simultaneous activity streams consisting of data reduction, data presentation, and drawing conclusions and verification. To ensure data credibility, this study implemented triangulation which included source triangulation (comparing data between informants and with relevant research), technical triangulation (comparing interview data with observations and documents), and time triangulation (collecting data at different times to check consistency) (Creswell & Poth, 2016).

## **FINDINGS AND DISCUSSION**

### **Human Resources Recruitment Management for Educators at the Rabbani Generation Foundation, Muara Enim**

Research findings indicate that teacher recruitment management at the Rabbani Generation Foundation does not operate within a single, rigid system. Instead, it operates within a strategic dualism that reflects the tension between institutional idealism and the realities of practical needs.

#### ***Recruitment Vision as a Reflection of the Fundamentals of Management Based on Islamic Values and Principles***

The most prominent aspect of the entire recruitment process at the Rabbani Generation Foundation is the dominance of the Values-Based HRM approach. The finding that the recruitment vision explicitly emphasizes "Islamic integrity, morals, and alignment with the mission of da'wah" is clear evidence that the foundation views recruitment not merely as an administrative process to fill vacancies, but rather as a strategic function to maintain and reproduce the organization's core ideology and values.

This aligns with the concept of Values-Based HRM, where organizational values serve as the foundation for all HR policies and practices (Yanna & Danil, 2025). Values-Based HRM is an approach that emphasizes the importance of organizational values in human resource management. These values serve as the foundation for HR policies, practices, and decisions, and influence organizational culture and employee behavior (I. Rahmat & Agusti, 2018).

More deeply, this practice is an implementation of Islamic Management, where the principle of amanah (trust and responsibility) is the primary criterion. The foundation seeks trustworthy cadres to educate the next generation, not simply employees with technical skills. (Prayatna, 2022). Priority criteria such as the ability to read the Quran, understanding the faith, and willingness to be spiritually guided are concrete efforts to ensure this alignment of values. This Islamic value-based selection practice strongly parallels research findings (Afifah, 2024), which also identified strict Islamic selection processes in Islamic boarding school-based educational institutions.

This consistency indicates that for Islamic educational institutions, values-based recruitment is not just an option, but a strategic necessity to maintain identity and achieve holistic educational goals, in line with the mandate of Law No. 20 of 2003 concerning the National Education System (Indonesia, 2003).

An analysis of the recruitment vision at the Rabbani Generation Foundation shows that the process is a strategic function grounded in Islamic Values-Based Human Resource Management and Principles, not simply an administrative task. By emphasizing Islamic integrity and mission alignment, recruitment aims to recruit trustworthy cadres to reproduce the organization's ideology. This practice confirms that values-based selection is a strategic imperative for Islamic educational institutions to maintain their identity and achieve their holistic goals.

***Implementation of Competency-Based Management: Between Procedural Ideals and Organizational Realities***

In addition to its values foundation, the Rabbani Generation Foundation also strives to implement Competency-Based Management. The formal procedures outlined by the Head of the Human Resources Department, which include academic, pedagogical, and microteaching tests, demonstrate an awareness of the importance of technical and teaching competencies. Ideally, this process is designed to select candidates who are not only personally pious but also professional in carrying out their duties as educators.

The high teacher turnover rate is a key indicator of significant challenges in implementing human resource management. This problem is rooted in retention factors, primarily due to budget constraints, the lack of a clear career path, and a lack of ongoing training. As a result, a gap exists between the competencies of existing educators and the demands of the ever-evolving curriculum, particularly in the digital era, ultimately hampering the achievement of the Institution's strategic mission (Basri et al., 2024b).

The implementation of competency-based management at the foundation faces a significant gap between ideal procedures and organizational reality. High teacher turnover, driven by budget constraints and limited career paths, often forces "fast-track" recruitment. This practice sacrifices depth of competency selection for the sake of maintaining operational continuity, creating a cycle where urgent needs consistently trump ideal quality standards and ultimately threatening long-term human resource stability.

Interview results with two senior teachers indicated that although microteaching tests were formally scheduled, in urgent recruitment situations these assessments were often shortened. Observations during one recruitment session also showed that principals tended to prioritize immediate classroom coverage over competency depth. This empirical evidence demonstrates how budget limitations and the absence of structured training create

a practical gap between the ideal model of competency-based recruitment and the realities of organizational needs.

### ***Recruitment System***

The most interesting finding of this study is the dualism of the system between the formal-centralized model implemented by the HR Department and the informal-decentralized model practiced by the Principal. The Principal's self-recruitment practice can be interpreted as a form of Agile Management. (T. Rahmat & Apriliani, 2024). In facing urgent needs ("need teaching staff in the middle of the semester"), the Principal made quick and flexible adaptations, cutting through bureaucratic processes that were considered long to provide effective and efficient solutions at the operational level (Nursalim, 2024).

While demonstrating agility, this fast-track recruitment adaptation creates some significant managerial risks (Munir, 2024). This practice undermines the HR Department's strategic role in maintaining quality standards, reduces transparency in the process due to its network-based nature, and creates a "grey area" in governance. The disconnect between this practice and the foundation's official SOPs is clear evidence of the lack of formalization in the recruitment process.

There is a dualism in the recruitment system, between the formal, centralized model maintained by the Human Resources Department and the informal, decentralized practice carried out by school principals. While this autonomous practice demonstrates agility in responding to emergency needs, it creates significant managerial risks such as weakened quality standards, decreased transparency, and the existence of "grey areas" in governance due to a lack of alignment with official SOPs.

Documentation analysis of recruitment SOPs confirmed that official procedures required multi-stage testing and approval from the HR department. However, interviews with school principals revealed that in mid-semester emergencies, they directly recruited teachers based on trust and personal networks. This duality illustrates what Rahmat & Apriliani (2024) describe as "Agile Management," where flexibility is used to solve urgent operational problems, but at the cost of undermining transparency and accountability.

### **Human Resources Recruitment Management for Educational Personnel at the Rabbani Generation Foundation, Muara Enim**

Research findings indicate that recruitment management for educational staff at the Rabbani Generation Foundation operates with a fundamentally different model than that

for teacher recruitment. This model is pragmatic, reactive, and relies heavily on social capital, revealing a strategy with significant advantages and trade-offs.

### ***Recruitment Strategy***

The finding that the educational staffing needs planning process is "reactive" suggests a human resource management model that is more oriented toward solving short-term operational problems than long-term strategic planning. Unlike educators, whose needs can be projected, the fluctuating needs for support staff encourage the foundation to adopt a more flexible approach. The primary focus of this approach is the implementation of a strong Value-Based Human Resources Management (VRM). The Foundation Chairman's vision of seeking "trustworthy" staff who can be "the right hand man for operational matters" is at the heart of this strategy (Ulrich et al., 2001).

For administrative and asset management positions, the foundation prioritizes recruitment through internal recommendations. This policy serves as a practical mechanism to mitigate integrity risks by ensuring candidates possess the most crucial non-technical competency, namely trustworthiness, as their character is known or accountable by the existing network.

In line with the principles of Islamic Management, Islamic Management is based on sharia principles derived from the Qur'an and Hadith. These principles include monotheism, justice, honesty, trustworthiness, and responsibility (Prasetyo, 2021). These principles not only regulate the relationship between humans and Allah SWT, but also become the basis for ethics and morals in interacting with fellow humans, including in the context of management and business. Islamic management emphasizes a balance between worldly and spiritual interests, as well as the importance of seeking Allah SWT's approval in all actions (Sugarto et al., 2025).

Thus, the foundation's recruitment strategy for educational staff demonstrates a reactive process and a strong focus on Islamic Values-Based Human Resource Management to meet short-term operational needs. The primary priority is not technical competence, but rather trustworthiness, a crucial qualification for staff involved in administration and assets. The use of recommendations from internal networks serves as a primary and practical mechanism for pre-selection of this value, serving as a risk mitigation strategy to ensure the integrity and alignment of candidates' character with the foundation's values.

***Minimizing Competency-Based Management and Its Impact on Performance***

One of the most significant findings was the minimal emphasis on Competency-Based Management for recruitment of educational staff, where the foundation explicitly prioritizes the candidate's character ("who the person is") over their academic qualifications and technical competencies ("what they can do"). This policy, reflected in a simple selection process, has direct implications for performance, as evidenced by complaints about "unprofessional" staff and observations of staff appearing overwhelmed during high workloads. This lack of emphasis on competency is further compounded by the absence of a robust framework, such as specific SOPs and detailed job descriptions, to objectively define and measure professional standards.

Competence is an integrated combination of knowledge, skills, abilities, and other characteristics (such as motives, values, and attitudes) that are related to effective performance in a particular job or role (Nuraini, 2023). Competence refers to what a person can do, not just what they know or possess. This definition emphasizes two important aspects: Integration: Competence is not a collection of separate attributes, but rather an integrated and interrelated combination. And Effective Performance: Competence is results-oriented and contributes to effective performance in a given context (Mulang, 2023).

Competence also encompasses the personal characteristics, motives, and values that underlie superior performance. Thus, competence relates not only to observable abilities but also to the internal factors that drive and influence a person's behavior (Sunatar, 2023).

Thus, the analysis of educational staff recruitment indicates that the foundation consciously minimizes the competency-based approach, prioritizing character over professional qualifications and experience. This strategic choice to simplify the technical selection process has direct and tangible implications for performance, as evidenced by complaints about staff being "less professional" and overwhelmed during high workloads. The lack of formal frameworks such as SOPs and specific job descriptions further confirms that this sacrifice of competency standards for character integrity has created measurable performance gaps at the operational level.

Field observations showed that administrative staff often required guidance from senior colleagues even for routine reporting tasks. Interviewees admitted that they had no prior professional experience in school administration, but were recruited because of their reputation for honesty. This supports the finding that prioritizing character over

professional competence has created measurable performance challenges, especially during peak workloads such as new student admissions.

***Implications of Informal Recruitment Models for Fairness and Transparency***

The dominance of informal, recommendation-based recruitment channels creates a conflict between two perspectives of fairness. Internally, this process is subjectively perceived as "fair" by staff hired because it comes from a family culture. However, from the perspective of modern HR management and laws that demand equal opportunity, the same practice is seen as lacking transparency and potentially exclusionary.

Human Resource Management in educational institutions is based on various national regulations, such as Law Number 13 of 2003. Law Number 13 of 2003 concerning Manpower is the main foundation of the legal system governing the world of work in Indonesia. Its primary goal is to create a balanced work environment, where the rights and obligations of workers and employers are regulated fairly. This law emphasizes efforts to improve the quality of the workforce through training and ensures broad and equal employment opportunities (Indonesia, 2006b).

The informal, closed, and internally recommended recruitment model within foundations creates a conflict between subjective perceptions of fairness stemming from a family culture and objective principles of transparency and equal opportunity. This practice of not publicly announcing vacancies is inherently exclusionary and runs counter to modern labor law and HR management standards. As a result, foundations not only miss opportunities to attract a broader and more competent pool of external talent, but also raise internal concerns about the transparency and fairness of the process.

**Human Resource Management Strategy to Generate Commitment to Building and Growing the Foundation**

Research findings indicate that the Rabbani Generation Foundation implements a comprehensive strategy to build and maintain human resource commitment. This strategy does not rely on a single pillar, but rather represents a complex ecosystem in which strengths in one aspect are consciously leveraged to offset weaknesses in others. A thorough analysis of this strategy can be outlined as follows.

***Compensation and Welfare Strategy***

The findings regarding the foundation's compensation system are the most crucial point of analysis. It clearly reveals that the financial compensation offered is very limited. This clearly demonstrates one of the key challenges identified in the theory: "budget

constraints." When analyzed using the Intrinsic and Extrinsic Motivation Theory, the foundation's strategy consciously minimizes reliance on extrinsic motivators (salary and benefits) and massively maximizes intrinsic motivators.

The Intrinsic and Extrinsic Motivation Theory is highly relevant for explaining how educators can be motivated by internal factors such as satisfaction, personal achievement, and commitment to the foundation's mission, as well as by external factors such as salary, incentives, and supportive working conditions. In the context of Islamic education, intrinsic motivation is often stronger due to the spiritual drive and moral commitment to educating the younger generation in accordance with Islamic teachings (Ambarwati, 2021b).

The foundation's strategy of consciously prioritizing "blessings and a work environment" over salary has proven successful in fostering strong commitment, even though staff must seek additional income. This loyalty is sustained by powerful intrinsic motivators, such as the call to preach and the fulfillment of spiritual needs, which are valued beyond financial fulfillment. These findings confirm that non-material rewards and spiritual appreciation are key factors in maintaining educator motivation in Islamic educational institutions. These findings directly confirm the conclusions of (Siswoyo, 2018b) research, which highlighted the importance of non-material rewards and spiritual appreciation in maintaining the motivation and loyalty of educators in Islamic educational institutions.

Thus, the analysis of the compensation strategy shows that the foundation consciously implements a model that minimizes extrinsic motivators (salary) and maximizes intrinsic motivators based on spiritual and Islamic values. Although limited financial compensation poses a challenge for teachers, their loyalty and commitment remain strong due to the fulfillment of deeper psychological and spiritual needs. Factors such as pride in the mission of da'wah and a work environment conducive to worship have proven to be far more powerful non-material incentives than mere financial fulfillment in maintaining the motivation and loyalty of educators at the institution.

### ***Human Resources Development***

The foundation's human resource development strategy reveals a significant gap between the dominant and structured spiritual development and the weak development of professional competencies, particularly in technical areas. Despite successfully instilling values and commitment, the lack of relevant training, acknowledged due to budget

constraints, creates a paradox: the foundation has ideologically loyal staff but is not equipped with adequate skills to face the challenges of the digital age. If not addressed, this gap risks hindering the institution's adaptation and ultimately reducing the overall quality of educational services.

Human resources are considered the most dynamic element in an organization, capable of being renewed and enhanced through appropriate training, development, and management. This construct encompasses various dimensions such as competence, motivation, and job satisfaction (Usvita et al., 2023).

Human resources are not only seen as static assets but also as components that require continuous management to adapt to changes in the work environment. Effective human resource development enables organizations to remain competitive and responsive to market challenges (Rugaiyah et al., 2022b).

Human Resource Management (HRM) strategy is an integrated cycle of stages designed to align human resources with organizational goals (Dini, 2022). A crucial stage is tailored training and development; training focuses on improving current technical skills, while development focuses on long-term career and leadership development (Dini, 2022). By implementing this cycle systematically, organizations can create a productive and efficient work environment to optimally achieve their long-term goals (Syafuruddin et al., 2022).

Thus, the foundation's human resource development strategy reveals a significant gap between value reinforcement and competency development. On the one hand, spiritual and character development are highly dominant and structured to maintain intrinsic motivation, but on the other hand, professional and technical competency development is largely neglected, primarily due to budget constraints. This gap creates a paradox where the foundation successfully develops staff loyal to its values but fails to equip them with relevant skills to meet the challenges of the times, ultimately risking hampering adaptability and reducing the overall quality of educational services.

Several teachers interviewed emphasized that they valued the spiritual development programs, such as weekly pengajian and leadership meetings, because they strengthened their sense of mission. However, they also expressed frustration at the lack of formal ICT training, which left them unprepared to integrate digital tools into learning. This gap reflects what Rugaiyah et al. (2022) describe as the “digital disruption challenge” in Islamic schools, where ideological loyalty is strong but technical adaptation lags behind.

### ***Synthesis of Commitment Strategy***

The foundation's HR management strategy effectively builds staff commitment by exchanging spiritual and social capital, such as a calming and meaningful work environment, to compensate for financial limitations. While this model successfully creates deep loyalty, it has significant vulnerabilities because its success depends on the personal financial security of staff, which is not a sustainable institutional strategy. Furthermore, the gaps in professional development it creates risk leading to competency stagnation, which could seriously challenge the foundation's future competitiveness and growth.

A competency model is a framework that outlines the key competencies required for success in a role or job. This framework serves as a fundamental tool in various Human Resources (HR) functions, from the recruitment and selection process to identify suitable candidates, to the design of effective development and training programs, to serving as a benchmark for performance appraisals, and to assisting employees in planning their career paths. The development of the competency model itself involves a job analysis process to identify tasks, responsibilities, and the competencies required to carry them out effectively.

Thus, the synthesis of commitment strategies at the Rabbani Generation Foundation demonstrates that the foundation effectively utilizes spiritual and social capital to compensate for financial and structural capital limitations. This model successfully creates a non-material "exchange value," where a soul-soothing and meaningful work environment is exchanged for lower financial compensation, thus successfully generating deep loyalty. However, this model has a fundamental vulnerability because it relies on each individual's personal financial security and neglects professional development, which in the long term risks creating competency stagnation and threatening the institution's competitiveness and growth.

These findings imply that while spiritual and social capital are effective in maintaining loyalty, they cannot fully substitute for structured professional development and fair compensation. Without systemic investment in training and welfare, the foundation risks over-reliance on intrinsic motivation, which may not be sustainable in the long term. Thus, institutional strategies must evolve to combine values-based loyalty with standardized competency frameworks.

## **CONCLUSION**

Human resource management at the Rabbani Generation Foundation operates within a unique strategic ecosystem, characterized by three key phenomena. First, teacher recruitment operates within a dual system of values-based, centralized formal procedures and agile, decentralized informal practices to respond to pressing needs. Second, teacher recruitment is dominated by a pragmatic-informal model that consciously prioritizes character and loyalty over technical competence, creating a "professional debt." Third, staff commitment is built on a foundation of non-financial compensation, where spiritual and social capital, such as the meaning of work as worship and a culture of brotherhood, underpin loyalty amidst financial constraints. This research is significant because it theoretically confirms that intrinsic motivation can be an effective compensation in a values-based organization, while also introducing the concept of "professional debt" as a managerial risk that needs to be considered when selection processes excessively prioritize character over expertise. The implication is that foundations cannot forever rely on the strength of a family culture as their sole strategic asset. To ensure long-term growth and sustainability, these findings underscore the imperative for foundations to evolve from simply recruiting "good people" to building "good professional teams," by consciously prioritizing welfare enhancement and competency standardization as the next strategic steps.

## **REFERENCES**

- Afifah, F. (2024). Pengaruh Kepemimpinan Islami Yayasan Pendidikan dan Sosial Ma'arif Sidoarjo terhadap Intelektualitas Siswa. *Symfonia: Jurnal Pendidikan Agama Islam*, 4(2), 155–165.
- Aini, I., Hariri, H., & Rini, R. (2024). Pengaruh kepemimpinan transformasional dan budaya organisasi terhadap kinerja guru. *Paramurobi: Jurnal Pendidikan Agama Islam*, 7(1), 164–177.
- Ambarwati, A. (2021a). *Perilaku dan teori organisasi*. Media Nusa Creative (MNC Publishing).
- Apiyani, A. (2024). Optimalisasi manajemen sumber daya manusia dalam pendidikan Islam. *Jurnal Tahsinia*, 5(4), 499–511.
- Azwar, B. (2024). Collaborative Efforts of Counseling Teachers in Enhancing Self-Happiness Among Qur'an-Memorizing Students: A Case Study. *AL-ISHLAH: Jurnal Pendidikan*, 16(4), 5243–5253.

- Basri, M. H., Suherman, I., & Ramdhani, M. R. (2024a). Analisis Peran Kepala Sekolah sebagai Leader dalam Pengembangan Profesionalisme Guru pada Lembaga Pendidikan Berbasis Pesantren. *Karimah Taubid*, 3(8), 9187–9208.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Dini, J. (2022). Upaya pengembangan sdm guru paud berbasis kompetensi profesional. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(6), 6478–6491.
- Indonesia, P. R. (2003). Undang-Undang Republik Indonesia Nomor 20 Tahun 2003. *Pemerintah Republik Indoensia*.  
[https://pics.unipma.ac.id/content/pengumuman/03103\\_30\\_05\\_2022\\_09\\_16\\_55TAHUN%202007%20UU%20KUP%20NO%2028.pdf](https://pics.unipma.ac.id/content/pengumuman/03103_30_05_2022_09_16_55TAHUN%202007%20UU%20KUP%20NO%2028.pdf)
- Indonesia, P. R. (2006a). *Undang-Undang Republik Indonesia Nomor 13 Tahun 2003 tentang Ketenagakerjaan*. <https://www.cekindo.com/wp-content/uploads/2019/02/Undang-Undang-No-13-Tahun-2003-tentang-Ketenagakerjaan.pdf>
- Iswahyudi, M. S., Tahir, R., Samsuddin, H., Hadiyat, Y., Herman, H., Hamdani, D., & Ramadoan, S. (2023). *Strategi perencanaan sumber daya manusia: Mengelola dan menetapkan SDM yang berkualitas*. PT. Sonpedia Publishing Indonesia.
- Kasir, I. (2024). Pengelolaan Sumber Daya Manusia di Pesantren: Tantangan Dan Strategi Dalam Kontek Manajemen Pendidikan di Dayah Jamiah Al Aziziyah Bate iliek Samalanga. *Jurnal At-Tarbiyyah: Jurnal Ilmu Pendidikan Islam*, 10(1), 1–9.
- Kusumaningrum, H., Azzahra, S., & Rifqiya, A. A. (2024). Peran strategis sumber daya manusia dalam menggerakkan inovasi kewirausahaan perusahaan. *Aslamiah: Jurnal Pendidikan, Ekonomi, Sosial Dan Budaya*, 2(2), 200–216.
- Lestari, A., Sumual, T., & Usuh, E. (2023). Literatur review: Analisis manajemen sumber daya manusia di sekolah untuk meningkatkan kualitas pendidikan. *Jurnal Binagogik*, 10(1), 184–198.
- Mulang, H. (2023). Pengaruh Kompetensi dan Motivasi Terhadap Kinerja Pegawai. *Jesya (Jurnal Ekonomi Dan Ekonomi Syariah)*, 6(1), 38–51.
- Munir, M. (2024). *Manajemen Sumber Daya Manusia di Madrasah*. PT Publica Indonesia Utama.
- Nuraini, B. (2023). *Strategi Meningkatkan Kinerja Pegawai: Pendekatan Terpadu Kompetensi, Motivasi, dan Budaya Organisasi*. Asadel Liamsindo Teknologi.

- Nursalim, P. (2024). AGILE LEADERSHIP DI SEKOLAH ISLAM: Literatur Review. *Perspektif*, 3(2). <https://jurnal.jkp-bali.com/perspektif/article/view/678>
- Pangestuti, A. D., & Syahfadil, I. (2024). Sinegi Struktur dan Budaya Organisasi Dalam Mencapai Visi Misi Pendidikan Islam. *Tarbany: Jurnal Pendidikan Islam*, 11(2), 86–92.
- Prasetyo, A. (2021). *Pengantar Manajemen Islami*. Airlangga University Press.
- Prayatna, Y. A. (2022). *Implementasi sistem manajemen mutu pendidikan islam di Yayasan Nurul Islam Sekarbela* [PhD Thesis, UIN Mataram].
- Rahmat, I., & Agusti, N. (2018). Manajemen Sumber Daya Manusia Islam: Sejarah, Nilai Dan Benturan. *Jurnal Ilmiah Syi'ar*, 18(1), 23.
- Rahmat, T., & Apriliani, D. (2024). The Effectiveness of Islamic Human Capital Management Strategies in Building Agile and Well-being-Oriented Organizations. *KarismaPro*, 15(02), 66–76.
- Rugaiyah, M., Rahmah, M. S. N., & Anam, M. P. K. (2022a). *Manajemen Sumber Daya Manusia dalam Pendidikan: Peningkatan Profesionalisme Guru di Era Disrupsi Pendidikan*. CV Jejak (Jejak Publisher).
- Rugaiyah, M., Rahmah, M. S. N., & Anam, M. P. K. (2022b). *Manajemen Sumber Daya Manusia dalam Pendidikan: Peningkatan Profesionalisme Guru di Era Disrupsi Pendidikan*. CV Jejak (Jejak Publisher).
- Siswoyo, S. (2018a). PENGARUH REWARD INTRINSIK DAN EKTRINSIK TERHADAP KINERJA GURU MELALUI KOMITMEN PADA LEMBAGA PENDIDIKAN MA<sup>â€™</sup> ARIF NU TUBAN. *Jurnal Ilmu Manajemen (JIMMU)*, 3(1), 31–43.
- Sugarto, S., Nur, M. D. M., Ermawati, E., & Ismail, M. J. (2025). Implementasi Prinsip-Prinsip Manajemen Islami Dalam Pengelolaan Lembaga Pendidikan: Studi Pada Madrasah Aliyah di Indonesia. *Jurnal Integrasi Manajemen Pendidikan*, 4(1), 39–42.
- Sunatar, B. (2023). *Meningkatkan motivasi dan kinerja dosen pada perguruan tinggi*. Feniks Muda Sejahtera.
- Suwarno, S. A., & Pd, M. (2021). *Manajemen Pendidikan Islam: Teori, Konsep dan Aplikasinya Dalam Lembaga Pendidikan Islam*. Penerbit Adab.
- Syafruddin, S. E., Periansya, S. E., Elis Anita Farida, S. K., Nanang Tawaf, S. T., Fitria Hayu Palupi, S., Dicky Jhon Anderson Butarbutar, S. E., & Satriadi, S. (2022). *Manajemen Sumber Daya Manusia*. CV Rey Media Grafika.

**Human Resource Management Strategy at the Generasi Rabbani Muara Enim Foundation**  
*Tri Saputra, Syaiful Bahri, Beni Azwar*

- Ulrich, D., Becker, B. E., & Huselid, M. A. (2001). *The HR scorecard: Linking people, strategy, and performance*. Harvard Business School Press Boston, MA.
- Usvita, M., Desda, M. M., Saununu, S. J., Indrawan, M. G., Herlina, H., Raymond, R., Seseli, E. M. I., Lubis, L. N., Masliardi, A., & Wulan, E. R. (2023). *Manajemen pemasaran e-commerce*. CV. Gita Lentera.
- Warsah, I., & Nuzuar, N. (2018). Analisis Inovasi Administrasi Guru dalam Meningkatkan Mutu Pembelajaran (Studi Man Rejang Lebong). *Edukasi*, 16(3), 294572.
- Yanna, S., & Danil, M. (2025). *Manajemen sumber daya manusia*. Serasi Media Teknologi.