

The Concept of Human Resource Management in Islamic Educational Institutions: Integration of Religious Values and Professionalism

Ehwanudin*Universitas Ma'arif Lampung, Indonesia***Corresponding Author:**  ehwanudin@gmail.com**ABSTRACT**

Islamic educational institutions possess unique characteristics that distinguish them from general educational institutions, particularly in the aspect of transcendental values. This study aims to explore the concept of Human Resource Management in Islamic educational institutions, integrating modern management principles with the values of the Qur'an and Hadith. The research method used is library research. The results of the discussion indicate that Human Resource Management in Islamic educational institutions encompasses planning, recruitment, development, and evaluation, oriented not only toward worldly competence but also toward moral integrity (akhlak) and devotion (lillah), thereby strengthening the sustainability of Islamic educational institutions. This study implies that educators and institutional leaders should view HRM as a value-laden educational endeavor rather than a mere administrative task, because the moral and spiritual quality of human resources directly shapes institutional sustainability. Accordingly, the study contributes a conceptual foundation for value-based HRM in Islamic education and offers practical guidance for educators, policymakers, and future researchers.

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PENDAHULUAN

Islamic educational institutions currently face the challenges of globalization and quality competition. The key to an educational institution's success lies not only in its infrastructure but also in the quality of its human resources (teachers and staff). Through competent human resources, an institution is not only able to provide quality learning but also foster a work environment that upholds the values of trust and discipline (Rozek 2025). Human resources (HR) play a crucial role not only as technical implementers but also as the primary determinant in determining the strategic direction of the organization (Zaki Rahman, Syukri Saleh, and Husein Ritonga 2025). In the education sector, the urgency of HR is increasingly apparent given that service quality and operational sustainability are highly correlated with the competence and integrity of personnel (Na'im et al. 2021). To remain competitive in the digital era, Islamic educational institutions require educational staff who are not only technically proficient but also possess the ability to innovate and adapt to global dynamics (Nadir and Januar 2024). Consequently, human resource management must be viewed as a strategic instrument that determines competitiveness, going beyond mere administrative functions. However, obstacles in human resource management are still frequently encountered, such as ineffective selection processes and minimal synchronization between organizational values and employee competencies. This condition has implications for decreased productivity, loyalty, and cohesion between work units. As a solution, Islamic principles can be implemented as an alternative approach to strengthen these managerial practices (Umdah Izzatil Islam 2024). Human Resources (HR) not only play a role as policy executors but also are the primary determinant in designing the organization's strategic direction. In strategic educational

institutions, service quality and operational sustainability are highly dependent on staff competence and integrity. This phenomenon emphasizes that human resource management must be positioned as a strategic instrument for determining competitive advantage, not merely a routine administrative function. However, the reality is that many organizations still struggle with inefficient selection processes and a lack of synchronization between corporate values and workforce competencies. This results in a decline in productivity, loyalty, and cohesion between work units. As a mitigation measure, the integration of Islamic principles can serve as an alternative paradigm for constructing more ethical, fair, and sustainable HR management practices (Irvan and Sirozi 2024). Although the literature on Human Resource (HRM) management has experienced significant development, studies specifically integrating Islamic principles into managerial practices remain relatively limited. Yet, internalizing values such as sincerity, responsibility, and collectivity holds significant potential for constructing a healthier and more productive work culture. The implementation of Sharia principles in employee selection, training, evaluation, and development can serve as a mechanism to ensure that organizations focus not only on economic efficiency but also on moral and spiritual sustainability. The sustainability of an educational institution in today's global competition is no longer solely determined by financial aspects and work efficiency. When educational institutions provide space for their employees' spiritual values, this will trigger a much more consistent increase in dedication and productivity (Muhammad, Akbar, and Sularno n.d.). The implementation of an Islamic work culture that aligns productivity with morality is crucial in today's organizational dynamics. This effort demands the comprehensive integration of sharia principles into the management system. Through the internalization of values such as sincerity, teamwork (collectivity), and full dedication, organizations can build resilient and superior human resources (Kurniadi et al. 2024). However, HRM in the Islamic context should not merely pursue mechanistic efficiency but must be based on the concepts of amanah (trustworthiness) and itqan (sincerity). Therefore, human resource management is a crucial strategic aspect for Islamic educational institutions. In-depth attention to this aspect is essential to ensure stable growth and enhance the institution's competitiveness (Hidayat et al. 2024).

Although various HRM instruments have been implemented in Islamic educational institutions, their implementation remains partial and not yet systemically integrated. As a result, key elements such as recruitment, competency development, and performance evaluation often operate independently without strategic synchronization with the institution's grand vision (Acep Samsudin n.d.). Often, competency development programs are only incidental, making them less effective in strengthening human resource capacity on an ongoing basis. (Amerta, Management, and 2025). Another weakness lies in the absence of a comprehensive framework that integrates human resource management practices with Islamic principles. This results in institutional operations often running without a clear direction and lacking consistency (Hamid n.d. 2024). Human resource management in Islamic educational institutions requires the integration of contemporary management methodologies with religious values. This synergy aims to create an educational process that is not only effective but also character-based. In this context, modern management principles serve as a foundation for creating strategic planning, operational efficiency, and organizational professionalism (Fitria et al. 2024). Islamic principles such as ihsan, justice, and amanah serve as ethical foundations that ensure that all human resource policies are always aligned with moral and spiritual values. The integration of these values ensures that management is not only results-oriented, but also a dignified process (Saputra, Reza, Kaswadi, and Fitriani 2025). Strengthening human resource management in Islamic educational institutions can draw on various contemporary motivational theories. For example, Douglas McGregor's Theory X and Y offers an important perspective on the differences in employee characteristics. This theory explains that leadership styles must be adaptive; some staff may require intensive supervision, while those with high intrinsic motivation are more appropriately given the freedom to actualize their potential (Sari et al. 2025). Based on Herzberg's motivational theory, meeting basic needs such as wages, a work environment, and security are essential prerequisites. However, aspects such as

appreciation, professional recognition, and opportunities for self-development are key determinants in driving maximum work productivity (Samira Alrawahi, 2020 n.d.).

Hersey and Blanchard's Situational Leadership Theory underscores the importance of managerial flexibility in adapting leadership approaches to the maturity and competency levels of human resources. In the educational context, this adjustment is crucial for optimal development of teachers and educational staff (Hidayat et al. 2024).

The Career Development concept developed by Edgar Schein emphasizes the urgency of providing a structured competency development trajectory for the workforce. By facilitating continuous skills development, organizations can ensure that each individual is able to make more significant and high-quality contributions (Nouri and Mousavi 2020). Based on the above background, this research is directed at three main objectives. First, to evaluate the contribution of Islamic values in optimizing the effectiveness of human resource management. Second, to map the fundamental principles that can harmonize managerial practices with Islamic principles. Third, to formulate applicable recommendations for Islamic educational institutions to build an Islamic work culture based on professionalism, justice, and the fulfillment of spiritual well-being within the institution.

METHOD

This research is a qualitative study using a systematic literature review approach. Data were collected through a systematic literature review of various sources, including books, national and international journal articles, and relevant previous research reports related to the concept of Human Resource Management in Islamic educational institutions. The data collection was carried out through the following steps: (a) identifying and selecting relevant literature using keywords such as "Human Resource Management," "Islamic educational institutions," "Qur'an and Hadith values," and "akhlak and lillah orientation"; (b) retrieving full texts of selected sources from academic databases, digital libraries, and reputable journal portals; and (c) documenting and organizing the collected information into a structured summary based on the research focus.

The collected data were analyzed using content analysis with a descriptive-qualitative approach. The analysis was conducted through the following stages: (a) data reduction, namely selecting and simplifying relevant information according to the research focus; (b) data presentation, namely organizing the findings into thematic categories, including planning, recruitment, development, and evaluation of human resources; (c) interpretation, namely connecting the findings with modern management theories and Islamic values derived from the Qur'an and Hadith; and (d) drawing conclusions to formulate a comprehensive concept of Human Resource Management in Islamic educational institutions.

RESULT AND DISCUSSION

1. Competency-Based & Spiritual Planning and Recruitment

An organization's effectiveness relies heavily on human resource planning as its primary foundation. The primary focus of this planning is to ensure the availability of appropriate personnel, both in terms of quantity, quality, and placement. According to Hasnadi (2019), this strategic step serves to anticipate workforce imbalances and optimize synchronization between work units within the organization (Zaki Rahman, Syukri Saleh, and Husein Ritonga 2025). The planning stage begins with a comprehensive evaluation of the existing situation, including organizational structure, strategic orientation, and current personnel availability. The next step is to project future needs and formulate strategic interventions, such as recruitment programs or competency development through training. According to Kusuma, the output of this planning will result in three possible conditions: balance, surplus, or deficit of staff, with each scenario requiring a specific managerial policy response (Kusuma and Rindaningsih 2023). Human resource management is defined as a systematic procedure that integrates the functions of planning, implementation, monitoring, and evaluation. The primary goal is to create synchronization between organizational goals and the aspirations of its members (Deni Pandu Putra Kusuma and Ahmad Nasrulloh 2022).

Kusuma and Nasrulloh emphasize that HR management encompasses the comprehensive governance of workforce elements, including recruitment processes, competency development, compensation systems, and retention, as well as industrial relations. These activities are not merely administrative routines, but rather strategic maneuvers designed to support the organization's long-term vision. Operationally, HR management is implemented through several fundamental functions. Human resource planning is implemented through comprehensive job analysis to ensure alignment between job specifications and individual competencies. This phase plays a vital role in ensuring the organization's operational effectiveness is maintained on an ongoing basis (Zakiatul and Hasan 2019).

Competency-based recruitment is a key foundation for the success of Islamic educational institutions. This process ensures that selected educators not only excel professionally but also serve as moral and spiritual role models for their students. By balancing technical competency and moral values in selection, institutions can ensure higher standards of educational quality (Wibowo and Noor 2024). The integration of religion and professionalism emphasizes that the effectiveness of educational organizations depends on the accurate selection of human resources (HR) aligned with the institution's strategic vision. Therefore, the implementation of competency-based recruitment is a key pillar in strengthening the quality of human resources in Islamic educational institutions.

Traditional recruitment approaches are now considered inadequate to the demands of modern Islamic education due to the high degree of subjectivity in the process. Selection mechanisms that ignore objective indicators tend to produce less competent educators, ultimately hindering significant improvements in learning quality (Mahardika 2024). In line with this, the national standard criteria established by BAN-S/M and BAN-PT require every institution to implement transparent, competency-based recruitment procedures to ensure accountability in education governance (Musllih 2021). Therefore, Islamic educational institutions must immediately shift from traditional recruitment patterns to more objective selection processes to meet national standard criteria.

The use of digital technology is now a crucial element in strengthening competency-based selection. In addition to expanding access for applicants, technology also increases transparency and speed of assessment. With digital instruments, institutions are not only able to reach more candidates, but can also conduct more accurate qualification analysis (Kholida et al. 2025). In addition, the use of technology is considered effective in increasing the validity of competency measurement instruments that are relevant to the demands of the Industrial Revolution 4.0. This is crucial to ensure that the quality of the human resources (HR) recruited truly meets expected standards.

Human resources (HR) play a crucial role as the foundation for an organization's sustainability and operational efficiency. Amidst intense global competition, HR has transformed from a mere asset into a strategic asset that dictates institutional success. This is based on the fact that people are the primary driving force in innovation, decision-making, and the preservation of organizational culture, transcending the role of technology or financial aspects (Halisa 2020). An institution's competitiveness does not solely depend on technological aspects, but rather on the capacity and integrity of its human resources. Therefore, improving HR quality must be a top priority. The success of this development depends heavily on the balanced fulfillment of human hierarchical needs, from basic needs to self-actualization (Umdah Izzatil Islam 2024). Holistic human resource management requires a deep understanding of each individual's values and potential to create synchronization between personal aspirations and the organization's strategic goals. Subsequent recruitment stages are carried out selectively, based on a merit system, which prioritizes alignment between candidate competencies and job requirements. Furthermore, employee retention is a key concern, encompassing compensation schemes, legal protection, and the creation of a conducive work environment (Husaini and Sutama 2021).

In Islam, placement must be based on expertise. This aligns with the hadith of the Prophet Muhammad (peace be upon him): "If a matter is entrusted to someone who is not an expert, expect destruction." Furthermore, in addition to pedagogical and professional

competencies, selection criteria in Islamic educational institutions emphasize personality and religiosity, encompassing Islamic values: First, human values. The human principle affirms that every individual possesses a noble dignity that demands fair, respectful, and equal treatment. In the context of Human Resource Management (HRM), this concept mandates that all employee management activities respect human rights, avoid all forms of exploitation, and foster concern for the mental and spiritual well-being of the workforce (QS. Al-Isra: 70). Second, the value of tawhid (monotheism). The tawhid perspective positions all managerial activities as manifestations of worship to Allah SWT. Within this framework, HR managers who carry out the role of caliph have a moral responsibility to manage the workforce with high integrity, avoid authoritarian practices, and adhere to the principle of divine accountability (QS. Al-Baqarah: 30). Thus, the ultimate orientation of HR management is not limited to profit alone, but rather to achieving *maslahah* for the benefit of the wider community. Third, the value of trust and justice; The principle of trust in human resource management is manifested through transparency in the recruitment process, integrity in performance assessment, and objectivity in the wage system. In line with that, the value of justice is realized by granting rights to each individual based on their contribution and appropriate proportion, without discrimination on the basis of ethnicity, religion, gender, or certain affiliations (QS. An-Nisa: 58). Fourth, the value of *shura* and *ihsan*; Workforce participation in the decision-making process is a representation of the value of *shura* (deliberation), which is in line with the participatory leadership model in contemporary management theory. Furthermore, the principle of *ihsan*, a dedication to delivering the best results without requiring strict supervision, serves as the foundation of an Islamic work ethic that prioritizes quality and spiritual integrity. The integration of these sharia values not only provides a transcendental dimension to the organization but also creates sustainable ethical excellence. Comprehensive human resource management, which combines scientific theory with noble values, is the primary foundation for building productive, ethical, and future-oriented institutions. Islamic-based human resource management significantly helps organizations become more effective and maintain integrity. By implementing sharia values such as justice, *syura*, *itqan*, and *istiqamah* at every stage, organizations can develop further. This finding is supported by Idris's previous study, which emphasized the importance of human values and monotheism in constructing an Islamic work ethic. However, this study expands on this perspective by arguing that the effectiveness of Islamic HR management relies not only on technical dimensions, such as planning and training. Moreover, its success is largely determined by the development of a consistent, sustainable, and collectively beneficial Islamic organizational culture (Soetjipto and Supriyanto 2020).

2. Human Resources Development: Ta'dib and Tarqiyah

Human resources (HR) are a key element in the effectiveness of Islamic educational institutions, given that the quality of management directly impacts pedagogical processes, services, and organizational culture. Implementing a HR Grand Design enables institutions to create a consistent and directed workflow, which in turn increases student and staff satisfaction through a clear framework. Conversely, a partial HR approach tends to result in unstable services and a less harmonious work culture because policies are not integrated with the institution's vision (Muqopie and Zohriah 2023). As a broad framework, the Integration of Religious and Professional Values unites various aspects of HR management for a more planned process, from the initial recruitment stage to the final evaluation. This model ensures that every staff member and teacher recruited is not only technically competent but also aligned with the institution's values. This aims to provide existing HR with a strong foundation for continued growth in their professional careers (Rosanti and Samiyah 2025). Through ongoing training, institutions strive to hone their staff's teaching competencies, technical skills, and Islamic ethical values. This process is designed in such a way that improving the quality of human resources does not occur instantly, but rather through planned and systematic stages (Indayat 2021). The success of improving the quality of human resources in Islamic educational institutions depends on the consistent implementation of the Integration of Religious Values and Professionalism. With the support of a clear work structure from this model, human resources have greater room for innovation, especially in developing a curriculum that is

responsive and in accordance with the needs of the times. (Hikmah, Arivatu Ni'mati Rahmatika, and Bakti Widyaningsih 2025). Through explicit competency standards, the recruitment process can be controlled to ensure that every selected teaching and education staff is aligned with the needs of the institution. In addition, performance evaluation can be carried out using objective indicators that integrate Islamic values. Thus, the performance improvement sought does not only focus on aspects of professionalism alone, but also on strengthening moral quality (Lisnandari 2018 n.d.). Through the implementation of the Integration of Religious Values and Professionalism, human resource management transforms from a reactive approach to a structured strategy to ensure the long-term sustainability of the institution. Field research indicates a gap in research regarding a comprehensive model of Integration of Religious Values and Human Resource Professionalism as an operational guideline in Islamic educational institutions. The lack of structured work guidelines results in each unit operating according to its own standards without solid coordination. Furthermore, human resource development remains partial and sporadic due to the lack of an integrated model capable of consistently integrating recruitment, training, and evaluation processes (Kusumaningrum et al. 2024). Therefore, the urgency of the Religious Values and Human Resource Professionalism model lies in its role as an instrument for synchronizing all human resource management processes to align with organizational policy guidelines.

3. Compensation and Welfare

Islamic educational institutions must view compensation as a form of respect for human dignity. The principles are justice and sufficiency, as in the maxim "pay the worker his wages before his sweat dries." Unlike the conventional view that reduces HR planning strategies to mere administrative instruments, this study positions HR management as a fundamental process in building an organizational civilization grounded in ethics and spirituality. This approach presents a solution to contemporary challenges for Muslim organizations to remain competitive on the global stage without sacrificing their Islamic identity and values (Kurnia, Kholik, and Khaeruman 2023). Improving workforce quality is carried out through integrated training and development programs. In this regard, performance evaluation results are used as the primary parameter for determining the most targeted training programs and delivering tangible impact. Furthermore, efforts to foster harmonious industrial relations are crucial in strengthening mutual trust and collaboration across all levels of the organization (Deni Pandu Putra Kusuma and Ahmad Nasrulloh 2022). Teacher development is not only through formal training (workshops/seminars), but also through spiritual guidance (regular religious study or collective dhikr) to maintain a sincere intention in teaching. The fundamental goal of HR management is to create human resources with high productivity, strong loyalty, and flexibility in facing organizational transformation. Through strategic synergy between line leaders and HR managers, organizations are expected to be able to establish a robust and adaptive system to the dynamics of the times (Sandi et al., 2019). Specifically, HR management also plays a role in:

1. Contributing ideas to the formulation of institutional policies.
 2. Ensuring the implementation of procedures that uphold fairness and transparency.
 3. Acting as a strategic partner in establishing the institution's long-term vision.
 4. Creating a conducive work environment for realizing organizational goals.
 5. Effectively managing and preventing internal conflict and building
4. Evaluation of Organizational Culture Performance Based on Self-Reflection
- Evaluation is not conducted to find fault, but rather as a form of self-reflection (self-reflection) to improve the quality of educational services in the future. The principles of itqan (professionalism) and istiqamah (consistency) are recognized as fundamental foundations for a substantive Islamic work ethic.

The normative foundation of human resource management, through the concept of religious integration and professionalism, is firmly rooted in Islamic values, particularly regarding the urgency of strategic planning in carrying out institutional mandates. This aligns with the principles contained in QS. Al-Anfal [8]: 60, which emphasizes the importance of optimally preparing strengths and resources to effectively achieve organizational goals. "And

prepare against them whatever force you can, and horses yoked for battle (with which) you will terrify the enemy of Allah and your enemy and others besides them whom you do not know; and Allah knows. Whatever you spend in the way of Allah will be repaid to you in full, and you will not be wronged."

M. Quraish Shihab emphasized that the instruction to "prepare strength" has a broad scope, extending beyond the physical aspect to include intellectual, strategic, moral, and human capability dimensions as assets in responding to the challenges of the times. This strength is interpreted multidimensionally, encompassing all competencies relevant to the needs of the people in every era. Thus, this verse serves as a foundation for the urgency of comprehensive planning, continuous system strengthening, and the development of human resources with a clear orientation (M. Quraish Shihab 2002 n.d.).

The results of this study indicate that the implementation of training and evaluation programs based on *itqan* values can produce a workforce with superior and stable performance, encompassing both technical competence and spiritual commitment. This finding reinforces arguments regarding the urgency of job analysis based on an Islamic perspective in creating competitive organizational competitiveness. (Kurniadi et al. 2024) and (Farzad Fesharaki 2018).

RESULTS AND DISCUSSION

The research findings indicate that the management of human resources in Islamic educational institutions effectively harmonizes modern professionalism with core religious principles to create a superior organizational culture. This integration is manifested through an ethical framework where discipline and efficiency are elevated by the concept of *Itqan* (excellence as a form of worship), ensuring that work is not only completed but perfected. Furthermore, the leadership model transcends traditional visionary traits by incorporating the prophetic qualities of *Siddiq*, *Amanah*, *Tabligh*, and *Fathonah*, fostering an environment of trust and transparency. Ultimately, this synergy transforms a purely competitive work culture into a collaborative ecosystem based on *Ta'awun* (mutual assistance), where professional growth and spiritual devotion coexist to drive the institution's success.

Aspect	Modern Professionalism	Islamic Values	Integration Results
Work Ethics	Discipline & Efficiency	<i>Itqan</i> (Perfection/Excellence)	Completing tasks with high quality as a form of gratitude (<i>Shukur</i>).
Leadership	Visionary & Firm	<i>Siddiq</i> , <i>Amanah</i> , <i>Tabligh</i> , <i>Fathonah</i>	Leaders who are truthful, trustworthy, communicative, and intelligent.
Work Culture	Competitive	<i>Ta'awun</i> (Mutual Assistance)	A work environment that is competitive yet remains collaborative.

DISCUSSION

This study offers novelty by integrating modern management principles into the management of human resources (HR) in Islamic educational institutions, particularly by positioning the transcendental values of the Qur'an and Hadith as the primary foundation rather than a mere complement. Unlike general HRM studies that emphasize competency and work productivity (Armstrong & Taylor, 2020), this study highlights the dimensions of moral integrity (*akhlaq*) and devotion (*lillah*) as orientations embedded within the functions of HR planning, recruitment, development, and evaluation. Such an integrative approach has rarely

been discussed systematically in the literature on Islamic educational management, thus offering a new, more holistic, and hereafter-oriented perspective.

The results of the study indicate that HRM in Islamic educational institutions encompasses four main functions, namely planning, recruitment, development, and evaluation, all of which are directed not only toward worldly competence but also toward the formation of moral integrity (akhlak) and devotion to Allah (lillah). These findings affirm that HR management based on Islamic values serves as a strategic instrument in strengthening the sustainability of Islamic educational institutions, both institutionally and spiritually. Thus, HRM is not merely an administrative practice but part of an educational endeavor that carries

The findings of this study align with the studies of Fathoni and Rohim (2019) and Nizar and Syaifudin (2020), which emphasize that religious values serve as the main distinguishing factor in the management of Islamic educational institutions. Similarities are also found with the research of Retnowati (2018) and Nurgiyantoro and Efendi (2017), which state that value-based HR development is capable of enhancing teacher loyalty and commitment. However, this study differs from the studies of Janssen et al. (2010) and Chen and Huang (2021), which place greater emphasis on measurable performance indicators and managerial efficiency without linking them to transcendental values. This difference indicates that the context of Islamic institutions possesses its own characteristics that cannot be fully explained through conventional HRM frameworks. The similarities with previous studies may be attributed to shared institutional contexts, namely Islamic-based educational institutions that adopt the Qur'an and Hadith as their primary references, as well as shared qualitative approaches that emphasize the interpretation of values. Meanwhile, the differences from the studies of Janssen et al. (2010) and Chen and Huang (2021) are more influenced by differences in research context (Islamic educational institutions versus business organizations), population (teachers and educational staff versus corporate employees), and the theoretical frameworks employed (religious values versus performance indicators).

This study contributes to enriching the body of knowledge on HRM in Islamic education by offering a conceptual model that combines modern management principles with the transcendental values of the Qur'an and Hadith. This study also fills a gap in the literature, which has thus far discussed HRM in Islamic education more normatively without systematically linking it to managerial functions. Accordingly, this study offers a new perspective that the sustainability of Islamic educational institutions is determined not only by managerial aspects but also by the strength of the moral and spiritual dimensions of their human resources.

Practically, the findings of this study can serve as a reference for administrators of Islamic educational institutions in designing recruitment, development, and evaluation systems that integrate both competence and akhlak. Academically, this study opens space for the development of HRM theory based on Islamic values. In terms of policy, these findings encourage the need for regulations that support the strengthening of religious values in the management of educational human resources. For future research, it is recommended to conduct empirical studies using quantitative or mixed methods approaches in Islamic educational institutions across various regions to test the conceptual model offered in this study.

CONCLUSION

The concept of human resources management in Islamic educational institutions is a blend of professional (Western) management with monotheistic values. The success of Islamic educational institutions depends heavily on the extent to which their leaders are able to manage their human resources as individuals with both intellectual and spiritual potential.

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