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A Data-Driven Human Resource Development Model Based on Islamic Values: An Embedded Case Study of Islamic Educational Units

Samsuri[1], Muhammad Adhan[2]
[1]Universitas Islam Negeri Kendari, Kendari, Indonesia, samsuri7180@gmail.com
[2]Universitas Islam Negeri Kendari, Kendari, Indonesia, muhammad.adhan.im@gmail.com

Corresponding Author: samsuri7180@gmail.com[1]

Abstract: Human resource development in educational institutions should not stop at performance recording. Performance evidence needs to be interpreted, translated into relevant feedback, and followed by appropriate development actions. In Islamic educational institutions, this process is also guided by moral and spiritual values. This study aims to formulate a human resource development model integrating performance data and Islamic values to strengthen performance at the Wahdah Islamiyah Education Foundation (YPWI) Kendari. The study employed a qualitative single-case embedded design (Baxter & Jack, 2008). The empirical corpus comprised 13 informants: 8 primary informants and 5 additional informants, representing foundation management, data and administrative functions, and four educational sub-units: SD, MTs, SMA Al-Qur'an, and Pondok. Data were collected through semi-structured interviews, direct and digital observations, and organizational records, including digital attendance records, employee journals/activity logs, personnel regulations, policy and evaluation documents, and administrative records. The findings show three empirical foundations: traceable digital evidence, contextual interpretation by unit leaders, and value-based development institutionalized through personnel regulations and Tarbiyah. These elements remain unevenly integrated into a full development cycle. Based on the findings, a six-stage model was reconstructed: performance and value orientation, evidence recording, multi-source verification and interpretation, diagnosis of development needs, differentiated development follow-up, and feedback and evaluation. The model is an empirical-conceptual reconstruction rather than a tested intervention and therefore requires further validation.

Keywords: Human Resource Development, Performance Data, Islamic Values, Performance Improvement, Islamic Institutional Human Resource Management.

INTRODUCTION

At YPWI Kendari, the empirical problem is not the absence of digital data, but the uneven relationship between recording, interpretation, and follow-up. The empirical corpus shows that digital attendance is used more consistently as an administrative record, while journal use varies across employee categories. Unit leaders also combine application records with observations,

administrative information, supervision, and contextual conditions when evaluating employees. This creates differences in how evidence is interpreted across educational units and leaves follow-up development actions less standardized than payroll and other administrative consequences. The study therefore examines how a data-rich environment can be connected to contextual evaluation and Islamic values without treating digital records as a complete representation of employee performance.

Recent studies in Islamic and integrated Islamic school settings show related but distinct emphases. Maigus (2025) reports strategic human resource management challenges in Muhammadiyah junior high schools, including a performance appraisal function that remains largely administrative. Prasiska et al. (2026) describe HRM at SD Muhammadiyah 2 Bojonegoro through planning, implementation, monitoring, periodic evaluation, teacher development, and digital-platform use. In integrated Islamic schools, Abadi et al. (2024) emphasize structured HRM functions, while Saugi et al. (2025) connect digital leadership, data-informed practice, quality culture, and Islamic values. Khamima et al. (2025) further discuss the development and challenges of HRM in Islamic education, while recent madrasah-governance research also highlights the need to align human-resource management with institutional reform (Mawardi et al., 2026). Against this background, the present study contributes a case-grounded reconstruction of one cycle linking performance evidence, contextual verification, Islamic values, needs diagnosis, differentiated follow-up, and progress evaluation within an Islamic educational organization.

Performance is not only related to aspects that are easily measured, but also to integrity, exemplary conduct, trustworthiness, dedication, and behavior consistent with the institution's mission. (Brown et al., 2005; Rini et al., 2025). However, values cannot be used as subjective labels that replace evidence. Values need to provide direction for development goals, the way evidence is examined, relationships among actors, and choices regarding follow-up actions. The literature on values management emphasizes the importance of alignment between individual values and organizational goals, while studies on Islamic education management show that Islamic values can serve as a guiding principle in managerial processes (Beekun & Badawi, 1999; Paarlberg & Perry, 2007; Rini et al., 2025).

YPWI Kendari provides an empirical framework for integrating capacity-building, data utilization, and values reinforcement. The foundation has been using a Digital Attendance App and a Staff Log App to track attendance, punctuality, activities, and workload. The use of journals in practice is more consistent among teachers and caregivers, while some categories of other educational staff have not yet adopted them uniformly. In some units, attendance and journal data have been utilized in employee evaluations and integrated with observations, supervision, administrative information, perception data, and actual conditions in the field as needed. At the same time, YPWI has Personnel Regulations and the PTK *Tarbiyah* Forum as channels for reinforcing values. In other words, the elements of evidence-based and values-based professional development are actually in place, but they are not always integrated into a single, uniform professional development process.

The literature cited in this article indicates that studies on the use of data in education focus primarily on decision-making, accountability, and organizational improvement (Mandinach & Schildkamp, 2021; Setiawan et al., 2025) , whereas value-based studies tend to focus more on the alignment of values, governance, and value-based decision-making (Paarlberg & Perry, 2007; Rini et al., 2025). In this collection of references, there does not yet appear to be a model that specifically links performance evidence, contextual interpretation, Islamic values, needs assessment, follow-up coaching, and progress evaluation within a single human resource development cycle. This article frames this gap as an analytical issue, without treating data and values as two mutually exclusive approaches.

Based on this focus, this study aims to formulate a data-driven human resource development model grounded in Islamic values to enhance performance at YPWI Kendari. The

main research question is: How can performance evidence, contextual information, and Islamic values be integrated into a single development cycle that progresses from evaluation to diagnosis, follow-up, and progress evaluation? (Aguinis, 2014; DeNisi & Murphy, 2017; Kluger & DeNisi, 1996). The term "performance enhancement" is used to describe the model's orientation, not as a causal claim that the model has been proven to improve performance. Since this study was not designed as an intervention trial, the article presents a reconstructive model that still requires validation in practice.

METHODS

Research Design and Approach

This study employs a qualitative approach with a single-case embedded design (Baxter & Jack, 2008), with YPWI Kendari as the main case and four educational sub-units represented in the empirical corpus: SD, MTs, SMA Al-Qur'an, and Pondok. The study focuses on how performance evidence and Islamic values are connected to contextual interpretation, development-needs assessment, follow-up, and evaluation of employee progress. The model does not assume that all stages were already implemented as a complete cycle; it distinguishes established practices, partially implemented practices, and development components reconstructed from empirical gaps and relevant theory.

The model does not assume that all stages have been fully implemented. It distinguishes three categories: practices that have been consistently identified, practices that are still partially in place, and development components derived from empirical gaps and theoretical support. This distinction ensures that the model remains grounded in the YPWI case while clarifying the boundary between field findings and conceptual synthesis.

Data Sources and Informants

The empirical corpus comprised 13 informants selected purposively: 8 primary informants and 5 additional informants. The primary group consisted of the YPWI Chair, Treasurer, foundation operator, MTs/SMA administrative staff, and the heads of SD, MTs, Pondok, and SMA Al-Qur'an. The additional group consisted of four teachers (two SD, one MTs, and one SMA Al-Qur'an) and one security staff member serving MTs/SMA. Informant identities were represented by the codes provided in the field record. Interviews were conducted during the May–July 2026 fieldwork period. Secondary data included digital attendance records, employee journals/activity logs, YPWI personnel regulations, policy and evaluation documents, and relevant administrative records. No numerical total for the document archive was reported in the retained field record; therefore, the document corpus is described by type rather than by an invented count.

Table 1. Informant Profile and Embedded-Unit Coverage

Code	Informant	Role / Unit	Tenure	Interview duration	Category
KET	Syarifuddin La Tiga	Chair, YPWI Kendari	18 years	00:58:28	Primary
BEN	Sabri	Treasurer, YPWI Kendari	14 years	01:42:01	Primary
NUR	Nurdil	Foundation Operator	9 years	00:48:04	Primary
ARD	Ardianto	Administrative Staff, MTs/SMA	2 years	01:08:15	Primary
AND	Andi Wali	Head, SD	6 years	00:30:21	Primary
RAH	Muhammad Rahmad	Head, MTs	16 years	00:45:12	Primary
HAS	Hasrin	Head, Pondok	16 years	00:42:04	Primary
SUP	Suparman	Head, SMA Al-Qur'an	11 years	00:35:05	Primary
AMI	LM Aming Nur	Teacher, SD	3 years	< 10 minutes	Additional

HAR	Harjuni	Teacher, SD	13 years	< 10 minutes	Additional
HES	Hesti Luwiyana	Teacher, MTs	3 years	< 10 minutes	Additional
AIS	Nur Aisa	Teacher, SMA Al-Qur'an	5 years	< 10 minutes	Additional
ABD	Abdul Razak	Security, MTs/SMA	3 years	< 5 minutes	Additional

Note: The table follows the supplied informant record. The source image labels the fifth column "Timestamp Wawancara"; the recorded values are interview-duration entries. The empirical corpus represents four embedded educational sub-units (SD, MTs, SMA Al-Qur'an, and Pondok).

Data Collection Techniques

Data were collected through in-depth semi-structured interviews, direct and digital observations, and documentation during the May–July 2026 fieldwork period. Observations included the Digital Attendance App and Employee Journal App, the data compilation process by Foundation Operators and Administrative Staff, evaluations at the unit level, internal communication regarding system usage, and the implementation of Tarbiyah for PTK. Documentation was used to verify consistency between informants' statements, application records, and written rules. The combination of these techniques supported triangulation between what was recorded, what was observed, and what was described by informants (Nowell et al., 2017; Ruslin et al., 2022).

Data Analysis and Model Development

The analysis was conducted iteratively in four steps. First, the portions of the data related to employee evaluation, coaching, and follow-up were re-identified, including data that had originally appeared in discussions regarding payroll or decision-making. Second, the data was coded into six analytical categories: performance and value orientation; sources of performance evidence; multi-source verification and interpretation; diagnosis of development needs; follow-up on development; and feedback and evaluation. Third, patterns were compared across units to distinguish between established practices, practices that are still incomplete, and recurring needs. Fourth, these patterns were synthesized with the DDDM concept and performance management to formulate a coaching model.

During the synthesis stage, attendance records and journals are reviewed in accordance with their scope of representation, then cross-referenced with supervision records, observations, performance outcomes, and relevant contextual information. Islamic values are not operationalized as a single score but are instead treated as normative principles that guide the objectives of coaching, the examination of evidence, the treatment of employees, and the selection of follow-up actions. This approach aligns with the view that data only gains meaning after it has been analyzed and contextualized, while performance evaluations must result in feedback and development actions. (Aguinis, 2014; Mandinach et al., 2006).

Data Validity

Data validity is ensured through source and method triangulation, member checking, peer debriefing, and audit trails (Nowell et al., 2017). The traceability of the interpretation is maintained by linking each model category to relevant interview excerpts, observation notes, and documents. Components not identified as consistent practices are not treated as findings that have been implemented, but are instead classified as the results of conceptual reconstruction. This distinction is important because the article aims to construct a model based on the case, not to claim that the model has been tested as an intervention.

RESULTS AND DISCUSSION

The research findings indicate that YPWI Kendari already possesses a number of key components for data-driven human resource development grounded in Islamic values.

However, these components remain scattered across digital record-keeping, unit leadership evaluations, supervision, *Tarbiyah*, communication, and personnel decisions. The main finding does not lie in the absence of data or the absence of values-based development, but rather in the lack of consistency in the relationship between evidence and interpretation, between interpretation and diagnosis, and between diagnosis and evaluable follow-up actions. On that basis, the results and discussion are organized into three layers: the existing empirical configuration, the gap between evaluation and development, and the reconstruction of the model.

Empirical Configuration of Human Resource Development at YPWI Kendari

The first foundation is a digital record that is increasingly traceable. The Digital Attendance App records attendance, arrival and departure times, location, and participation in specific activities, while the Employee Log App records teaching and non-teaching activities, additional duties, and supervision. Digital recording reduces reliance on memory and verbal reports and provides a more structured trail. However, the two sources have different characteristics. Attendance data is technically recorded and validated based on time and location, whereas the journal is a self-reported account by the employee of activities that have been carried out. Therefore, the completeness of the journal does not in itself prove that the activities were carried out in full or reflect the quality and impact of the work. The use of journals is also not yet uniform across all employee categories; in practice, routine use is more common among teachers and caregivers.

The second foundation is contextual interpretation and the use of various information sources at the classroom level. The MTs principal uses attendance records and journals as material for weekly evaluations, then combines them with information from the administrative office, homeroom teachers, and classroom monitoring results. Leaders of other units also use observations, supervision, perception data from students or other parties, as well as factual information regarding the students' conditions and the performance of tasks according to the aspects to be assessed. These findings indicate that digital data is not always interpreted mechanically. However, this multi-source practice has not been carried out with the same pattern and intensity across all units; therefore, it is more accurately understood as a form of contextual interpretation that has evolved but has not yet been uniformly institutionalized.

The third foundation is the institutionalized cultivation of values. Civil Service Regulations link employment relationships to the requirements of diligence, Islamic ethics and manners, exemplary conduct, and participation in Islamic personal development. Observations of the PTK *Tarbiyah* Forum show that values education takes place regularly, beginning with a Qur'an recitation session and followed by educational material that, among other things, emphasizes exemplary behavior. This indicates that YPWI has established both formal and cultural channels to reinforce values, rather than relying solely on written rules.

These three pillars have not yet formed a unified development cycle. Findings indicate that data utilization remains most structured in the calculation of income components, whereas its use for development, reviewing workload distribution, identifying development needs, and improving performance still varies across units. This gap is the key focus of this article: the potential of data to support development is already evident, but it is not yet supported by procedures that consistently link evaluation, follow-up, and monitoring of progress.

Key Gaps: From Evaluation to Capacity Building

In current practice, attendance data and work logs have led to relatively clear administrative consequences. Attendance is linked to attendance-based pay components and disciplinary measures, while work logs relate to workload, overtime, or activity-based pay in specific categories. The relationship between the data and administrative consequences is therefore clearer than the relationship between the data and disciplinary actions. This situation

creates a risk that the data will be viewed primarily as a tool for control and calculation, rather than as a source for identifying employees' needs.

Conceptually, coaching functions can be developed from the same data if the questions asked go beyond administrative consequences. Records of tardiness, for example, can serve as a starting point for identifying the need for disciplinary coaching; activity patterns in logs can help assess workload distribution; while recurring data entry errors may indicate the need for guidance in using the system. These examples represent directions for utilization derived from findings and theory, not practices that have been uniformly implemented across all units. Essentially, data is used to prompt questions before guidance measures are determined.

This discrepancy in objectives was reflected in the question posed by the MTs principal when discussing the role of journals in evaluation.

> *"Kita mendapatkan informasi itu tidak berbasis data akurat, tidak berbasis data real time, cuma berbasis data ingatan. Ingatan itu kan kita tidak bisa jamin apakah betul dia melakukan ini." ["We obtained information that was not based on accurate, real-time data, but on remembered information. We cannot guarantee from memory whether the person actually did it."] (Sabri, personal communication, July 21, 2026)*

> *"Belum pernah ada, sebenarnya kita mau dapat apa dengan jurnal ini?" ["It's never happened before, actually, what do we hope to achieve with this journal?"] (Muhammad Rahmad, personal communication, May 12, 2026)*

> *"Kita sesama orang tarbiyah, jadi tidak mungkin memanipulasi data." ["Since we are all part of Tarbiyah, we would not manipulate the data."] (Nurdil, personal communication, July 21, 2026)*

> *"Saya tidak pernah tahu berapa gajinya Mas Wahyu, berapa gajinya pengasuh." ["I never knew how much Mas Wahyu earned, or how much the caregiver earned."] (Hasrin, personal communication, May 16, 2026)*

That statement does not imply that the logbook is not being used; in fact, unit heads have been utilizing it for internal evaluations. The issue lies in the relationship between the data, the evaluation objectives, the form of feedback, and the follow-up coaching, which are not yet sufficiently operational or standardized. The same structural gap is evident in the differences between attendance records and the journal: unit leaders possess contextual knowledge, but the results of their evaluations are not always linked through channels as clearly defined as the processes at the foundation level. In the context of coaching, this means that information from those closest to the employees is not always incorporated into the documented development cycle.

These quotations were interpreted together with observation notes and organizational documents rather than treated as stand-alone proof. The range of voices, foundation management, an operator, unit leadership, and supporting educational staff, helps show where digital records, administrative consequences, and value-oriented judgment converge or diverge in practice.

For data to serve as a diagnostic tool, each source must be used in accordance with its strengths and limitations. Attendance records are relevant for assessing presence and punctuality, while work logs document reported activities. Supervision and observation help understand the execution and quality of work. Perceptual information, such as the views of students, colleagues, or other parties familiar with an employee's work, can provide additional perspectives, while contextual information helps explain the factual circumstances behind the

data, such as field conditions, records from the administrative office or homeroom teachers, and supervision findings. This distinction is important because not all qualitative information constitutes contextual information. Using a variety of sources can enrich the interpretation, but it still requires an examination of their relevance, reliability, and interpretive limitations. (Mandinach & Schildkamp, 2021; Schildkamp, 2019).

Islamic Values as a Guide for Development and a Framework for Evaluation

The analysis indicates the need to distinguish between normative principles, the qualities of the employees being developed, and the evidence used to understand them. The principles of *ʿadl, amānah, ṣidq*, and *syūrā* guide the process: evaluations are conducted fairly and proportionally; record-keeping and audits are carried out responsibly; the integrity of information is maintained; and opportunities for deliberation are provided when decisions are complex. As for the qualities to be strengthened in employees, these include integrity, loyalty, dedication, and exemplary conduct. Attendance, activity records, daily behavior, observations, reports from others, and *Tarbiyah* development serve as evidence or information for understanding these qualities. *Maṣlaḥah* and *raḥmah* can be used as interpretive lenses to analyze the orientation toward benefit and compassion in guidance; both need to be understood through analytical interpretation because these terms are not always explicitly stated by informants.

> *"Kita masukkan dia karena nilai, kita keluarkan juga dia karena nilai." ["We bring someone in because of values, and we also let someone go because of values."] (BEN, personal communication, 21 July 2026)*

> *"Data itu menggambarkan nilai yang dimiliki. Interpretasi langsung dari nilai itu sendiri. Ketika kebiasaan menjadi karakter, dan salah satu untuk melihatnya adalah data." ["Data reflects the values a person has. It is a direct interpretation of those values themselves. When habits become character, data is one way to see it."] (KET, personal communication, 17 July 2026)*

This distinction prevents values from becoming vague labels of judgment. Participation in and progress with *Tarbiyah*, for example, provides information about an employee's involvement in the development process, not automatic proof of integrity, loyalty, or exemplary conduct. Similarly, a single form of contribution cannot represent an employee's overall quality. Therefore, evaluations of value dimensions must be based on track records, relevant behavioral examples, multi-source confirmation, opportunities for clarification, and documented rationale.

At the institutional level, values are reinforced through personnel regulations, recruitment, *Tarbiyah*, guidance, daily interactions, and deliberation. This institutionalization demonstrates that the consideration of values does not depend solely on the personal preferences of leaders. However, loyalty, integrity, exemplary conduct, and dedication do not yet have uniformly defined behavioral standards, evidence criteria, or assessment procedures. The implication for the development model is not to convert all values into scores, but rather to clarify the relationship between the values to be fostered, relevant behaviors, acceptable evidence, the parties conducting the assessment, opportunities for clarification, and forms of follow-up.

> The PTK *Tarbiyah* Forum plays a vital role as a space for collective values education. Observations indicate that the forum includes educational content, while discussion topics can be proposed as needed. In institutional practice, *Tarbiyah* can also serve as a channel for addressing emerging development issues. However,

participation in or the progress of *Tarbiyah* must still be viewed proportionally: both provide information regarding employees' involvement in the development process, but they are not automatic evidence of integrity, loyalty, or exemplary behavior.

Another important distinction is maintaining the separation between development and personnel consequences. Rewards, punishments, promotions, or decisions regarding permanent status are part of employee management, but they are not synonymous with development. This article positions development measures, such as feedback, mentoring, coaching, competency building, workload adjustments, disciplinary guidance, and *Tarbiyah*, as the core of the model. Meanwhile, administrative consequences are positioned as managerial decisions that may accompany this process as needed.

Thus, the relationship between data and values in education cannot be simplified into a division where data addresses technical aspects, while values address moral aspects. Data still requires interpretation, while assessments of values also require evidence. Data helps maintain consistency and traceability; contextual information helps understand factual circumstances; and Islamic values provide direction for the goals and methods of guidance. All three become meaningful when brought together at the right stage.

Reconstructing a Data-Driven Human Resource Development Model Based on Islamic Values

Based on a synthesis of the findings, this article formulates a six-stage model that constitutes a single coaching cycle. This model is not intended to introduce an entirely new system, but rather to organize the relationships among existing components, digital data, data management, unit leadership evaluation, supervision, *Tarbiyah*, communication, and deliberation, so that they move from mere record-keeping toward coaching. The strongest empirical support lies in the stages of data recording and the use of data for administrative actions. Elements of goal orientation and multi-source interpretation have also been identified, but they have not yet been implemented uniformly across levels and units. Meanwhile, needs assessment, documented follow-up on development, and progress evaluation as a single cycle remain largely partial and constitute the main focus of the model's reconstruction.

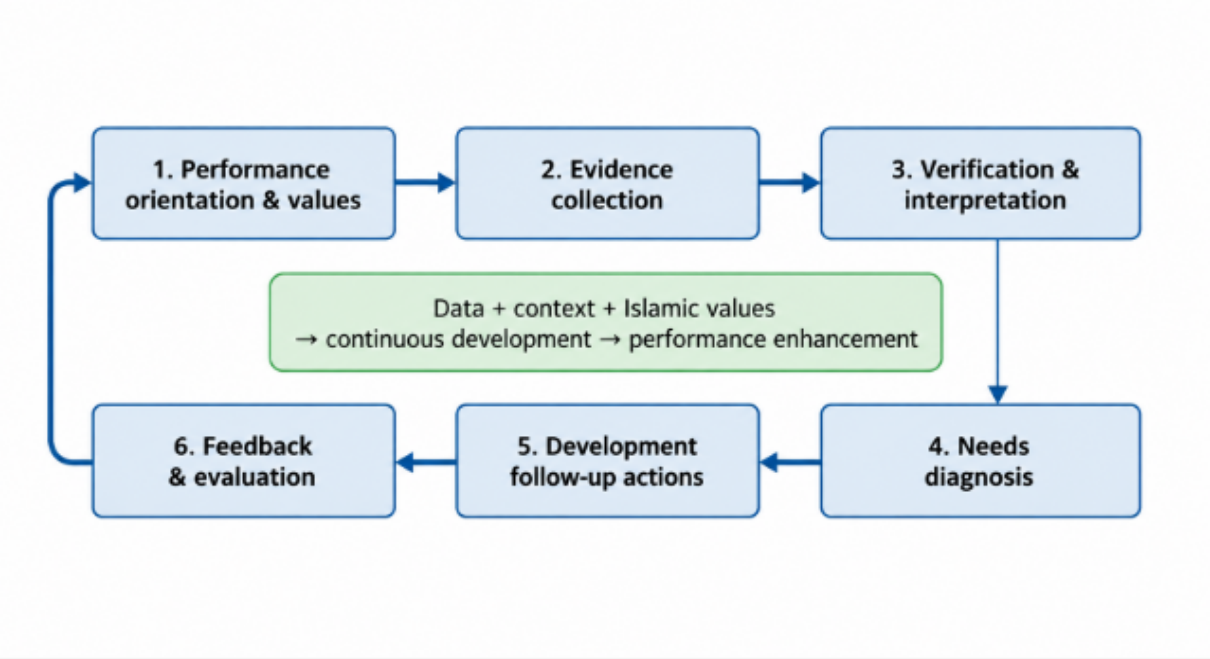
Table 2. A Data-Driven Human Resource Development Model Based on Islamic Values.

Steps	Key processes and key actors	Construction output
1. Performance and Values Orientation	The foundation and unit leaders clarify task expectations, relevant indicators, and the values that guide behavior and the development process.	Performance goals and shared values.
2. Recording of evidence	Employees generate attendance records/logs; unit leaders supplement the evidence base as needed through observation, supervision, performance outcomes, perception data, and relevant contextual information.	Profile of relevant performance evidence.
3. Verification and interpretation from multiple sources	Operators/administrative staff check administrative quality; unit leaders compare the data with actual conditions and other relevant sources. In current practice, multi-source verification is not yet fully standardized.	More credible and balanced information.
4. Assessment of Development Needs	Unit leaders synthesize the evidence, seek clarification when necessary, and then identify the source of the gap: discipline, competence,	Priorities for capacity-building needs.

	workload, procedures, context, or behavior/values.	
5. Construction follow-up	Unit leaders and relevant departments determine feedback, mentoring, coaching, competency development, workload adjustments, disciplinary guidance, or *Tarbiyah*; administrative decisions are kept separate from factual records.	Specific and documented follow-up plans.
6. Feedback and Evaluation	Unit and foundation leaders assess changes based on new data, observations, dialogue, and periodic reviews; the results serve as input for the next cycle.	Evidence of organizational development and learning.

Note: The model is an empirical-conceptual reconstruction. The descriptions of the actors reflect a division of roles derived from YPWI's data management and evaluation practices; they do not represent a new structure that has been formally tested.

Source: Authors' own elaboration based on the empirical findings and conceptual reconstruction.



Source: Authors' own elaboration based on the six-stage development model.

Figure 1. The Cycle of the Data-Driven Human Resource Development Model Based on Islamic Values

The first stage is performance and values orientation. The use of data should be guided by development objectives, not by data that happens to be available. Employees need to understand what is expected of them in their roles, what insights can be gleaned from the data, and what values guide their work behavior. This stage helps prevent data entry from being viewed solely as an administrative obligation.

The second stage is the recording of evidence. Attendance records and journals remain important sources because they provide a more organized record. However, the two do not have the same representational power. Attendance records primarily document the time and location of presence, whereas journals are self-reported accounts of activities performed. The use of journals is also not yet uniform across all employee categories and, in practice, is more prevalent among teachers and caregivers. Therefore, the evidence base for professional development needs to be selectively expanded through supervision, observation, achievements, perception data, and relevant contextual information. The principle is not that more data is better, but rather to use sources that are appropriate for the professional development questions and to understand the limitations of each source.

The third stage is multi-source verification and interpretation. In current practice, Foundation Operators and Administrative Staff focus on administrative checks, while unit leaders compare system records with actual conditions and other relevant sources of information. The current process is more accurately described as a multi-source review because the sources, procedures, and instruments are not yet fully standardized. In the proposed model, this stage is strengthened into a more structured verification and interpretation process to ensure that digital data is not accepted mechanically, while also ensuring that contextual assessments do not replace the need for evidence.

The fourth stage is the diagnosis of training needs. This stage serves as the most critical link that needs to be strengthened, as the same data can have different interpretations. The causes of any gaps must therefore be examined before actions are selected. Delays may be related to discipline or specific circumstances; a lack of journal entries may be due to negligence, limitations in the application's structure, or the distribution of work. The diagnosis requires clarification to ensure that the chosen actions truly align with the needs.

The fifth stage involves differentiated follow-up guidance. Actions are determined based on the results of the assessment and may include individual feedback, guidance on system use, coaching, competency development, adjustments to workload distribution, discipline training, or reinforcement of values through *Tarbiyah*. The principle of ʿadl guides the provision of measures in a proportional manner; amānah and ṣidq demand accountability and transparency; while *syūrā* is necessary when follow-up involves complex considerations. *Raḥmah* and *Maṣlaḥah* can serve as analytical frameworks to ensure that guidance remains attentive to human conditions and the institution's best interests.

The sixth stage is feedback and evaluation. After follow-up measures have been implemented, the organization needs to verify whether the expected changes have actually occurred. New data, leadership observations, supervision results, evaluative conversations, and follow-up notes serve as the basis for this review. If no improvement has occurred, the diagnosis and actions need to be reevaluated; if progress is evident, effective practices can be maintained. This stage transforms coaching into a learning cycle, rather than an incidental activity.

Role Architecture, Performance Enhancement Pathways, and Model Innovation

The model positions mentoring as a cross-functional process. Staff generate evidence through honest record-keeping; Foundation and Administrative Officers ensure the administrative quality of data; unit leaders serve as contextual evaluators as well as key actors in diagnosis, feedback, and follow-up; the Foundation provides policy direction, resources, and strategic decisions; while *Tarbiyah* serves as one of the channels for reinforcing values. This division of roles addresses the structural gap identified, namely the lack of consistency between evaluations at the unit level and processes at the foundation level.

Conceptually, the model focuses on improving performance through three avenues. First, clarity: employees understand what is expected of them, why data is collected, and how the data is used. Second, targeted follow-up: the integration of data and contextual information helps distinguish between symptoms, context, and needs so that coaching is not applied uniformly to all issues. Third, alignment of values: performance improvement is not reduced to attendance figures or activity volume, but continues to uphold integrity, trustworthiness, exemplary conduct, and dedication as the qualities being cultivated.

These three pathways have not yet been tested as causal mechanisms in this study. Therefore, the article does not claim that the model has improved YPWI employees' performance. The new research data reveal the foundations, gaps, and development logic that enable the data to be further utilized for coaching. The impact on performance improvement can only be assessed after the model is implemented and employee development is monitored in the next cycle.

The novelty of this article lies in the reconstruction of the function of data: from a recording tool and the basis for administrative consequences to a component of a development cycle framed by Islamic values. Data goes beyond simply determining whether an employee is present or how many activities are recorded; rather, it is used to prompt interpretation and diagnosis. Conversely, values are not merely invoked when data is deemed insufficient; they frame the objectives, the examination of evidence, the treatment of employees, the selection of follow-up actions, and the evaluation. Thus, data, context, and values serve distinct yet complementary functions in the development process.

In practical terms, YPWI does not need to start from scratch with a completely new system. Strengthening efforts can begin by clarifying the purpose of using data for capacity building, presenting summaries that are easier for unit leaders to analyze, standardizing verification procedures, documenting evaluation results and follow-up actions, and reviewing progress in subsequent periods. The *Tarbiyah* program can incorporate feedback based on emerging needs, while activity data is maintained as factual records separate from any form of recognition or administrative consequences.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

This study shows that YPWI Kendari has established three empirical foundations for data-driven human resource development grounded in Islamic values: digital records of attendance and activities through attendance logs and journals; contextual and multi-source interpretation by unit leaders; and the institutionalization of values through Personnel and *Tarbiyah* Regulations. However, these three foundations have not yet been consistently integrated into a single development cycle. Data utilization remains more structured around payroll functions and administrative consequences, while the use of data for development and performance improvement has not been implemented with the same pattern and intensity across all units. The use of journals is also not yet uniform across all employee categories.

Based on these findings, a six-stage model was formulated, encompassing performance and value orientation, evidence collection, multi-source verification and interpretation, diagnosis of development needs, differentiated follow-up development, and feedback and evaluation. In this model, data serves as empirical evidence, contextual information helps explain factual conditions, and Islamic values provide normative guidance for the goals and methods of coaching. Values do not replace evidence, and data is not treated as a complete picture of an employee's quality.

The contribution of this article lies in shifting the focus of analysis from the use of data to assess the consequences of decisions to the use of data as part of the employee learning and development process. However, the model formulated here is an empirical-conceptual reconstruction of a single case, not a tested intervention. Therefore, the term "performance enhancement" reflects the model's orientation; evidence of its effectiveness can only be obtained through implementation, longitudinal monitoring, and evaluation of changes in performance.

At the policy level, the case suggests a broader implication for Islamic educational governance, including private madrasas. Management information systems such as EMIS and SIMPATIKA can be complemented by governance protocols that connect administrative records with work-culture indicators, professional development, contextual verification, and documented follow-up. Such standardization would not require treating digital attendance or activity data as complete measures of performance; rather, the YPWI case indicates that system records are more useful when combined with contextual review, opportunities for clarification, and values-informed development processes. Because this study did not evaluate EMIS or SIMPATIKA directly, this paragraph should be read as a policy implication derived from the case rather than as an empirical assessment of those systems.

Limitations

This study has several limitations. First, the model was reconstructed from a single case study, and not all stages of coaching were observed as a complete cycle. Second, the study did not use an intervention, longitudinal, or pre-post design; therefore, it did not measure changes in performance following the implementation of the model. Third, the digital system analyzed was better at tracking attendance, punctuality, and reported activities than it was at capturing work quality, outcomes, or impact. Fourth, the use of the Employee Journal App is not yet uniform across all employee categories. Fifth, the practices of interpretation and multi-source verification have not been carried out using uniform procedures, while qualities such as loyalty, integrity, exemplary behavior, and dedication still require more consistent behavioral definitions and standards of evidence. Therefore, the model should be understood as a contextual framework that still requires further validation.

The informant corpus includes four additional teacher informants (AMI, HAR, HES, and AIS), but the retained source used for this article preserves paraphrased rather than verbatim statements for those interviews; therefore, teacher evidence is presented as corroborative narrative rather than reconstructed quotation.

Recommendations

YPWI Kendari can test the model in phases at one or two educational institutions. The initial phase could involve developing a brief guideline that links the objectives of guidance, types of evidence, the parties conducting the review, diagnostic questions, follow-up options, and evaluation indicators. Attendance records and journals used for evaluation or guidance must undergo administrative review and scrutiny by the institution's leadership so that the system's records can be compared with actual conditions. The summaries also need to be presented in a format that helps administrators identify patterns, rather than simply listing activities. Evaluation results should yield follow-up notes that can be reviewed later. The *Tarbiyah* program can incorporate feedback based on recurring needs, while records of actual activities remain separate from awards and administrative decisions to ensure data integrity.

Future research should validate the model through multi-case studies, action research, or pilot implementations that allow all six stages to be observed as a single cycle. Testing can focus on the feasibility of role distribution, the quality of diagnosis, the consistency of follow-up, acceptance by employees and leaders, and changes in performance indicators after several coaching cycles. A longitudinal approach is essential to assess whether the integration of data, context, and values truly fosters organizational learning and supports performance improvement, rather than merely adding to evaluation procedures.

Author Contributions

The authors contributed to the conceptualization and design of the study, data collection and analysis, interpretation of findings, manuscript development, scholarly revision, and final approval of the published version. All authors have read and approved the final manuscript.

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