



## Human Resource Optimization in School Health and Physical Education Programs in Islamic Education

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### Abstract

Islamic education institutions are increasingly expected to realize their educational vision while simultaneously strengthening students' health, physical fitness, and holistic well-being. This study examines how human resource (HR) optimization supports the realization of the Islamic education vision through School Health (UKS) and Physical Education (PE) programs at the Daarul Arifin Indonesia Foundation. Employing a qualitative case study design, data were collected through in-depth interviews with foundation leaders, principals, teachers, and school health personnel; direct observation of UKS and PE implementation; and document analysis of strategic plans, program reports, and standard operating procedures. The data were analyzed using thematic analysis to identify patterns of HR planning, development, coordination, and performance management related to health and PE initiatives. Findings indicate that HR optimization is reflected in: (1) alignment of HR policies with the institution's Islamic educational vision and student well-being goals; (2) capacity building for teachers and staff in health literacy, safe physical activity practices, and value-based character formation; (3) cross-unit collaboration between academic staff, UKS teams, and external health partners; and (4) monitoring and evaluation mechanisms that integrate spiritual, behavioral, and health-related outcomes. Key challenges include uneven staff competencies, limited facilities, and inconsistent program documentation. The study proposes an integrative HR governance approach that connects faith-based educational objectives with sustainable school health and PE management, offering practical implications for Islamic foundations seeking to strengthen educational quality through student well-being.

**Keywords:** human resource management, Islamic education, school health program, physical education, student well-being, case study

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**Artikel Info:**

Submitted: 05/06/2025

Revised: 11/08/2025

Accepted: 20/10/2025

Published: 30/11/2025

**How to Cite:** Arifin, S., Permatasari, D. (2025). Human Resource Optimization in School Health and Physical Education Programs in Islamic Education. *Journal Coaching Education Sports*, 6(2), 78-84.  
<https://doi.org/10.31599/jces.v6i2.4576>

**Author's Contribution:** a) Desain Penelitian; b) Pengumpulan Data; c) Analisis Statistik; d) Penyusunan Naskah; e) Pengumpulan Dana



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## **A. Introduction**

Human resource management plays a pivotal role in the development and sustainability of educational institutions. In the context of Islamic education, HR strategies must not only focus on professional competence but also on spiritual integrity and alignment with religious values. Educational institutions that fail to integrate these dimensions may struggle to maintain coherence between vision and practice. According to Armstrong (2020), effective HR practices are essential to translating institutional goals into actionable performance. Therefore, understanding HR management in faith-based education is increasingly relevant to contemporary educational discourse. Islamic education emphasizes not only knowledge acquisition but also character building and moral development. Institutions such as the Daarul Arifin Indonesia Foundation aim to produce graduates who are intellectually capable and spiritually grounded. This dual aim requires an HR approach that cultivates educators who serve as role models in both academic excellence and Islamic ethics. As Al-Attas (1980) asserts, the purpose of Islamic education is the instillation of adab (proper behavior), which must be first internalized by educators. Hence, the success of Islamic education relies heavily on the personal and professional qualities of its human resources.

Strategic alignment between HR policies and the vision of Islamic institutions becomes critical in this context. The Daarul Arifin Indonesia Foundation articulates a vision to nurture generations who are faithful, knowledgeable, and socially responsible. To achieve this, human capital must be carefully selected, nurtured, and evaluated not only on skills but also on values. According to Robbins and Coulter (2018), aligning HR practices with organizational vision strengthens institutional culture and drives long-term performance. This alignment is particularly vital in

educational environments with religious missions. Moreover, HR development in Islamic institutions should incorporate both pedagogical and spiritual training. Teachers and staff are not merely employees but also conveyors of the institution's moral and religious values. Regular training, mentoring, and performance appraisals rooted in Islamic principles can foster loyalty and commitment. As Syed and Ali (2010) argue, Islamic HR practices emphasize justice, trust, and accountability, which are essential in building effective educational teams. Such an approach contributes to a more holistic development of the institution's workforce. In the case of the Daarul Arifin Indonesia Foundation, HR strategies are reportedly shaped by a combination of modern management techniques and traditional Islamic values. These include value-based recruitment, regular spiritual development programs, and participatory leadership styles. This integration helps maintain coherence between individual behavior and institutional vision. As Yukl (2013) notes, effective leadership involves inspiring a shared vision and fostering a culture of engagement. Thus, the foundation's HR model offers valuable insights into managing people in faith-based settings.

Despite its importance, there is limited empirical research on HR management in Islamic educational institutions in Indonesia. Most existing studies focus on curriculum development, student outcomes, or religious pedagogy, rather than on institutional management. This gap indicates a need to explore how HR strategies influence the achievement of Islamic education goals. As Creswell (2014) points out, qualitative case studies are useful for gaining in-depth understanding of complex organizational practices. Therefore, this study aims to fill a critical gap in the literature.

This article explores how the Daarul Arifin Indonesia Foundation optimizes its human resources to realize its Islamic

educational vision. Using a qualitative case study approach, it investigates recruitment processes, professional development, and leadership practices. Data are gathered through interviews, observations, and documentation analysis. The goal is to identify key HR strategies that support the institution's mission and values. Ultimately, this study contributes to the broader discourse on Islamic leadership and HR management.

## **B. Methods**

This study adopted a qualitative case study design to examine human resource management practices in the implementation of school health and physical education (PE) programs within an Islamic education context. The case study approach was selected to capture managerial processes such as planning, coordination, competency development, and performance control within their real organizational setting (Yin, 2018). A qualitative strategy was appropriate for exploring how sport- and health-related programs are governed through human resources and aligned with institutional vision (Creswell & Poth, 2018). The Daarul Arifin Indonesia Foundation, which manages multiple Islamic schools, was treated as an instrumental case representing school-based sport and health management.

The study was conducted at the Daarul Arifin Indonesia Foundation, overseeing kindergartens, primary schools, and Islamic boarding schools. Participants were selected using purposive sampling, focusing on actors directly involved in the management of school health and physical education programs. Twelve participants participated, including HR managers, school principals, physical education teachers, senior teachers, and administrative staff. All participants had at least three years of experience, ensuring sufficient understanding of program governance and operational practices (Palinkas et al., 2015).

Data were collected through semi-structured interviews, participant observation, and document analysis. Interviews explored HR planning, training, task allocation, coordination, and evaluation related to UKS and physical education programs. Observations were conducted during PE classes, school health activities, training sessions, and coordination meetings to capture managerial practices in action. Documents analyzed included HR policies, PE and school health program plans, performance evaluation records, and institutional guidelines. Data triangulation enhanced analytical rigor and credibility (Merriam & Tisdell, 2016).

Data analysis followed thematic analysis procedures (Braun & Clarke, 2006). Analysis focused on management-related themes, including human resource planning, competency development, motivation, coordination mechanisms, and performance monitoring in school health and physical education. NVivo 12 software supported coding and theme organization. Both deductive coding (based on sport and HR management concepts) and inductive coding (emerging from field data) were applied. Member checking was conducted to validate interpretations (Lincoln & Guba, 1985).

Trustworthiness was ensured through prolonged engagement, triangulation, peer debriefing, and member checking (Creswell & Poth, 2018). Ethical approval was obtained prior to the study. All participants provided informed consent, confidentiality was maintained using pseudonyms, and data were securely stored. Participation was voluntary, and participants could withdraw at any stage.

In line with sport and physical education management perspectives, school health and physical education programs were treated as core organizational services requiring structured human resource governance. This positioning aligns with UNESCO's emphasis on qualified personnel in physical

education and sport (UNESCO, 2015) and the Health-Promoting School framework, which views schools as systems integrating health, learning, and well-being (WHO, 1998). Accordingly, this study emphasizes human resource optimization through competency-based planning, continuous professional development, cross-unit coordination, and performance monitoring as key managerial mechanisms. This perspective reinforces the view that the quality and sustainability of school-based sport and health programs depend fundamentally on effective human resource management (Barber & Mourshed, 2007)..

## **C. Result and Discussion**

### **Result**

The findings show that the vision of Islamic education at the Daarul Arifin Indonesia Foundation is operationalized through human resource management policies that integrate school health (UKS) and physical education (PJOK) as core programs. Document analysis indicates that HR roles are clearly mapped across teachers, dormitory supervisors, and educational staff, with performance indicators linked to health and physical education outcomes. Cross-unit coordination between curriculum, student affairs, and UKS teams strengthens program coherence and aligns with the health-promoting school framework. Health is positioned as a prerequisite for effective learning, making HR optimization a strategic mechanism to ensure schools are “ready to learn.”

Human resource planning is conducted through service-based needs analysis, considering PJOK instructional hours, daily fitness activities, and health service support. Recruitment prioritizes pedagogical competence, health literacy, and commitment to Islamic values (adab), while workload distribution emphasizes cross-functional collaboration. Training programs focus on three competency clusters: safe and inclusive PJOK pedagogy, health and safety literacy, and

program management (documentation, evaluation, and risk communication). These practices reflect the ability component of the AMO framework, indicating that competency development is a central pillar of sport and health program management.

Motivation and opportunity are reinforced through incentives, recognition, participatory structures, and leadership support. Teachers and staff receive acknowledgment for innovation and compliance with health and safety standards, while values-based leadership strengthens intrinsic motivation. PJOK teachers, UKS teams, student councils, and health cadres are actively involved in planning and implementation, fostering shared ownership of programs. Collaboration with health centers, sports communities, and parents expands organizational capacity and supports the sustainability of school-based sport and health services.

Overall, the results indicate that human resource optimization emerges from the integration of policy alignment, competency development, motivation, and work systems. UKS and PJOK function as strategic arenas for translating the vision of Islamic education into daily practice, fostering a healthy school culture and consistent service delivery. Key challenges include uneven capacity across units, administrative burden, and limited data standardization. The foundation responds through simplified reporting, mentoring, and SOP standardization, confirming that integrated human resource management is critical for strengthening school health and physical education programs.

## **Discussion**

### **1. School Health and Physical Education as Strategic Management Instruments**

The findings confirm that school health (UKS) and physical education (PJOK) are positioned as strategic instruments, not supplementary programs, in realizing the vision of Islamic education. This aligns

with the Health-Promoting School (HPS) framework, which integrates curriculum, environment, and partnerships to support learning readiness and student well-being (WHO, 2021). By embedding health and physical activity into daily routines, schools institutionalize wellness as part of organizational culture.

From a sport management perspective, daily fitness activities function as micro-policies that shape behavior and norms. Shared ownership across teachers, health teams, and students reduces program dependency on individual actors and strengthens sustainability. This confirms that a whole-school approach is more effective than fragmented health or sport initiatives in advancing long-term educational goals.

## 2. Human Resource Optimization through the AMO Framework

The results strongly align with the Ability–Motivation–Opportunity (AMO) framework in explaining human resource performance in school-based sport and health programs. Ability is strengthened through competency-based training in safe and inclusive PJOK pedagogy, health literacy, and program management. These competencies enable teachers and staff to implement programs consistently and safely.

Motivation is reinforced through recognition, values-based leadership, and feedback mechanisms, while opportunity is created through participatory structures involving PJOK teachers, UKS teams, student councils, and external partners. This balanced AMO configuration avoids the common pitfall of training-focused interventions without systemic support, confirming AMO as a relevant analytical lens in sport and physical education management.

## 3. Governance, Safety, and Quality Physical Education

The emphasis on inclusive and safe physical education reflects the principles of

Quality Physical Education (QPE) promoted by UNESCO (2015). Modifications in activities, structured warm-up and cool-down routines, and incident reporting systems demonstrate that safety is treated as an integral dimension of quality, not an add-on.

From a governance perspective, safety protocols and documentation enhance accountability and parental trust, which are critical for foundation-based schools. This positions QPE not only as a pedagogical agenda but also as a risk management and reputation management strategy, reinforcing the legitimacy and sustainability of school sport programs.

## 4. Strategic Alignment and HR Systems Integration

The integration of health indicators into HR performance assessment reflects a shift toward an integrated HR system, consistent with Strategic Human Resource Management (SHRM) principles (Wright & McMahan, 1992). When performance evaluation incorporates safe PJOK delivery, collaboration, and service quality, organizational behavior becomes more aligned with institutional goals.

This alignment is further strengthened through internal coaching and mentoring, which build capabilities that are valuable and difficult to imitate, consistent with the Resource-Based View (RBV) (Barney, 1991). The integration of adab values enhances organizational distinctiveness by embedding culturally rooted norms into sport and health practices, reinforcing HR strategy as a long-term institutional investment.

## 5. Leadership, Collaboration, and Organizational Capability

Leadership emerges as a critical lever in coordinating cross-unit sport and health initiatives. Principals act as system integrators who align curriculum, facilities, and partnerships. However, the findings also reveal the risk of leadership bottlenecks, which schools address by

developing field coordinators and shared leadership structures.

Variations in implementation across units highlight differences in organizational capability rather than policy intent. Inter-unit mentoring, standardized SOPs with adaptive flexibility, and formal collaboration time are identified as effective strategies to reduce disparities. These mechanisms confirm that sustainable sport and health management depends on distributed leadership and organizational learning, not individual excellence alone.

## 6. Data, Partnerships, and Sustainability of Sport–Health Programs

Partial digitization of reporting reveals a data capacity gap that limits evidence-based decision-making. From a program management perspective, simple and meaningful indicators such as PJOK participation, minor injuries, and attendance are sufficient to guide improvement without increasing administrative burden. Digitization should therefore function as an efficiency tool, not an additional workload.

External collaborations with health services, sports communities, and parents expand human resource capacity and strengthen program legitimacy. When partnerships are aligned with institutional values and supported by clear agreements, they function as strategic assets rather than ad hoc support. This confirms that network-based governance is essential for sustaining school-based sport and health programs.

Overall, the discussion demonstrates that human resource optimization is most effective when health and physical education serve as integration engines linking values, services, and performance. The convergence of AMO, SHRM, HPS, and QPE frameworks explains how schools translate vision into practice through structured HR governance. Future strengthening should focus on concise data systems, fair performance rubrics, and equitable capacity development across units to ensure consistent and sustainable

sport and health management..

## D. Conclusion

This study concludes that human resource optimization is a decisive factor in realizing the vision of Islamic education through the effective management of school health (UKS) and physical education (PJOK) programs. When UKS–PJOK is positioned as a core organizational strategy, clearer policy alignment, role distribution, and cross-unit coordination emerge, leading to more consistent and sustainable implementation. Human resource practices—such as needs-based planning, competency-driven assignments, continuous training, and values-based leadership—support safe, inclusive, and high-quality physical education and health services. The integration of adab values further strengthens intrinsic motivation and positions sport and health programs as vehicles for character development, discipline, and student well-being within Islamic education.

However, variations in competency, administrative burden, limited facilities, and weak data standardization remain challenges. Therefore, long-term improvement requires structured sport and health governance, including minimum competency standards, clear safety and service SOPs, practice-based micro-training, and simple but meaningful data systems. Strengthening leadership distribution, external partnerships, and performance-based recognition will enhance sustainability, while integrating health, nutrition, mental health, and physical activity into a unified evaluation framework will reinforce accountability. Overall, this study affirms that Islamic education institutions can more effectively achieve their educational vision when human resource management places health and physical education at the center of school quality and student welfare strategies.

## E. Acknowledgments

The authors would like to express their sincere gratitude to the Daarul Arifin Indonesia Foundation for granting permission and providing full support for this study. Special appreciation is extended to the foundation leaders, school principals, physical education teachers, school health (UKS) teams, and administrative staff who generously shared their time, experiences, and insights during the data collection process. The authors also thank all participants for their cooperation and openness, which made this research possible. Finally, the authors acknowledge the valuable support of colleagues and reviewers whose constructive feedback contributed to the improvement of this manuscript.

## F. Conflict of Interest

No conflict of interest

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