



Quality Culture as a Strategic Driver of Teacher Human Resource Development for Fostering Future-Ready Teachers in Islamic Education

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ABSTRACT

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This study aims to examine teacher human resource development strategies based on a quality culture in fostering future-ready teachers within Islamic educational institutions. A qualitative case study approach was employed, involving school leaders, teachers, and quality assurance personnel as research participants. Data were collected through in-depth interviews, observations, and document analysis, then analyzed using NVivo through coding, cluster analysis, tree map analysis, and word cloud analysis to identify key themes and relationships. The findings indicate that teacher development is strengthened through continuous professional development, academic supervision, collaborative learning communities, digital literacy enhancement, and the cultivation of a quality-oriented organizational culture. The study also reveals that quality culture promotes continuous improvement, professionalism, collaboration, and innovation while supporting teachers' adaptability to educational change. Future-ready teachers are characterized not only by digital competence and 21st-century skills but also by strong moral, spiritual, and Islamic values. The integration of teacher human resource development, quality culture, digital literacy, and Islamic values provides a sustainable framework for preparing adaptive, innovative, and ethically grounded teachers capable of responding to future educational challenges.

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INTRODUCTION

The rapid advancement of digital technology, artificial intelligence (AI), the Fourth Industrial Revolution, and the transition toward Society 5.0 have fundamentally transformed the educational landscape, making teacher quality a strategic concern for sustainable educational development (Hasbi et al., 2025; Siswadi et al., 2025). Educational institutions are no longer expected merely to

transmit knowledge but also to cultivate learners who are adaptive, creative, collaborative, and ethically responsible in responding to future societal challenges (Yuliana et al., 2026). Within this context, teachers represent the most valuable human capital because their competencies directly influence learning quality, institutional performance, and students' future readiness. Human Capital Theory emphasizes that investment in human resources is essential for improving organizational effectiveness and long-term competitiveness (Zhang, 2024). Likewise, Total Quality Management highlights that continuous quality improvement depends on systematic human resource development supported by a strong organizational culture (Bobo-Pinilla et al., 2024). Consequently, developing future-ready teachers has become a strategic priority, requiring educational institutions to integrate professional competence, digital literacy, lifelong learning, and strong moral values into sustainable teacher development systems (Verschueren et al., 2023).

Despite this growing recognition, educational systems continue to face substantial challenges in preparing teachers capable of responding effectively to rapid educational transformation (Isa et al., 2024). Many teachers still experience difficulties integrating digital technologies into classroom practices, designing innovative learning environments, and continuously upgrading their professional competencies in line with emerging educational demands (Aliu & Kaçaniku, 2023). These challenges are further intensified by the uneven implementation of sustainable teacher professional development and the absence of comprehensive human resource development strategies that support continuous improvement. International evidence demonstrates that educational quality is strongly associated with teachers' adaptability, innovation, and commitment to lifelong learning. UNESCO emphasizes that educational transformation depends heavily on teachers' capacity to respond to technological change, while OECD reports consistently show that high-performing education systems are characterized by strong professional learning cultures and continuous innovation among teachers (Nair, 2024). Therefore, strengthening teacher human resource development through an organizational culture that promotes quality has become an urgent necessity for improving educational effectiveness and ensuring institutional resilience in the digital era (Purwanto et al., 2023).

These challenges are particularly evident within Islamic educational institutions, where teachers are expected not only to master pedagogical, technological, and professional competencies but also to cultivate students' moral character, spirituality, and Islamic values simultaneously. This dual responsibility creates greater complexity in teacher development compared with many other educational settings. Initial observations revealed that one Islamic

elementary school has implemented various teacher development initiatives, including competency-based training, academic supervision, professional learning communities, technology integration in instruction, and organizational practices emphasizing discipline, collaboration, accountability, and continuous quality improvement. These initiatives illustrate a serious institutional commitment to strengthening teacher professionalism amid accelerating educational reforms and increasing demands for digital transformation. Nevertheless, differences in teachers' digital competencies, technological limitations, and the need to balance educational innovation with Islamic values remain significant challenges. These empirical conditions indicate that a comprehensive strategy integrating teacher human resource development with a quality culture is essential for preparing future-ready teachers capable of responding effectively to contemporary educational change.

Previous studies have extensively investigated teacher human resource development from various perspectives, particularly focusing on professional development, competency enhancement, academic supervision, and organizational learning (Romijn et al., 2021). Evidence consistently demonstrates that continuous professional development programs, mentoring, teacher learning communities, and academic supervision contribute significantly to improving teachers' pedagogical competence, instructional quality, and professional performance (Salikhova et al., 2026). Other scholars have emphasized the importance of quality culture in strengthening institutional effectiveness by encouraging collaboration, accountability, innovation, and continuous improvement among educational stakeholders (Posangi et al., 2025). These studies collectively confirm that both teacher development initiatives and organizational quality culture positively influence educational quality. However, most existing research examines these variables independently, emphasizing either teacher competency development or organizational quality management without adequately explaining how both dimensions interact strategically to strengthen teacher preparedness in response to rapid educational transformation and future educational demands (Memon et al., 2024).

In addition, studies concerning future-ready teachers have primarily concentrated on developing digital competencies, technological integration, twenty-first-century skills, innovation, and adaptive pedagogical practices within general education and higher education contexts (Yang et al., 2024). Although these studies provide valuable insights into teacher preparedness for educational transformation, relatively little attention has been given to Islamic educational institutions, where teacher development encompasses not only professional and technological competencies but also the cultivation of moral, spiritual, and religious values. Likewise, previous research rarely integrates the

concepts of future-ready teachers, teacher human resource development, and quality culture into a unified analytical framework capable of explaining their interrelationships (Listopadzka et al., 2025). Consequently, the existing literature remains fragmented, limiting comprehensive understanding of how a quality culture functions as a strategic mechanism for developing future-ready teachers in Islamic education. Addressing this gap is therefore essential for advancing both educational management theory and sustainable teacher development practices.

This study introduces a comprehensive perspective by positioning quality culture as the strategic foundation for teacher human resource development in preparing future-ready teachers within Islamic educational institutions. Rather than examining teacher professional development, digital literacy, or organizational quality culture as separate constructs, this research conceptualizes them as interconnected dimensions that collectively shape sustainable educational transformation. The proposed framework emphasizes that future-ready teachers should possess not only technological proficiency, pedagogical expertise, critical thinking, creativity, collaboration, and lifelong learning competencies, but also strong moral integrity, spiritual awareness, and Islamic values that guide educational practice. By integrating these dimensions into a single analytical framework, this study provides a broader understanding of teacher development as a continuous organizational process instead of an isolated professional activity. This perspective offers an innovative contribution to Islamic educational management by demonstrating how quality culture can systematically foster adaptive, innovative, ethically grounded, and professionally competent teachers capable of responding effectively to future educational challenges.

Based on these considerations, this study seeks to answer a fundamental question: how can teacher human resource development based on a quality culture contribute to the creation of future-ready teachers in Islamic educational institutions? This question arises from the need to understand not only the implementation of teacher development programs but also the organizational mechanisms that enable these programs to produce sustainable improvements in teacher competence and institutional quality. The underlying argument of this study is that a strong quality culture functions as a strategic driver that strengthens continuous professional learning, encourages innovation, promotes collaboration, and facilitates teachers' adaptation to educational change while preserving Islamic educational values. Therefore, integrating teacher human resource development, organizational quality culture, digital literacy, and value-based education is expected to establish a sustainable model for preparing future-

ready teachers. The findings are anticipated to contribute theoretically to Islamic educational management and practically to the formulation of adaptive and sustainable teacher development policies and practices.

RESEARCH METHODS

This study employed a qualitative research design using a case study approach to obtain a comprehensive understanding of teacher human resource development strategies based on a quality culture in preparing future-ready teachers (Rosdiana et al., 2024). A qualitative case study was considered appropriate because it allows researchers to explore social phenomena within their real-life context, emphasizing participants' experiences, organizational practices, and institutional policies (Muslim et al., 2024). This approach facilitates an in-depth investigation of how quality culture is embedded in teacher development processes and how it contributes to educational improvement. The study was conducted at MIN 26 North Aceh, which was purposively selected because it has consistently implemented various teacher professional development programs, including competency-based training, academic supervision, professional learning communities, technology integration, and quality assurance initiatives. The institution was also considered suitable due to its organizational commitment to strengthening teacher professionalism and fostering a quality-oriented culture, making it a relevant case for examining sustainable teacher human resource development strategies in Islamic educational institutions.

Data were collected through semi-structured interviews, participant observation, and document analysis to ensure the richness and credibility of the research findings. Semi-structured interviews enabled participants—including the madrasah principal, vice principal, senior teachers, subject teachers, and the quality assurance team to share their experiences, perceptions, and strategies regarding teacher development and quality culture. Participant observation was conducted to examine teaching and learning activities, academic supervision, professional development programs, technology utilization, and collaborative practices reflecting the implementation of quality culture within the institution. Documentary evidence, including institutional profiles, strategic plans, quality assurance documents, teacher training reports, supervision records, meeting minutes, and supporting photographs, was also analyzed to strengthen data triangulation and provide contextual evidence for the research findings (McChesney & Cross, 2023).

The data analysis followed the interactive qualitative analysis model consisting of data condensation, data display, and conclusion drawing/verification. All interview recordings were first transcribed verbatim,

while observation notes and documentary evidence were systematically organized before being imported into NVivo software for qualitative analysis. During the data condensation stage, the researcher conducted open coding to identify meaningful concepts, followed by grouping similar codes into categories and broader themes representing teacher human resource development, quality culture, leadership, digital literacy, and future-ready teacher competencies (Romlah et al., 2025). The organized findings were subsequently presented through thematic matrices, coding hierarchies, cluster analysis, treemaps, and word clouds as part of the data display process. Finally, the emerging patterns and relationships were interpreted and verified through source triangulation, methodological triangulation, member checking, and audit trails to ensure the credibility, dependability, and trustworthiness of the research findings.



Figure 1. Research Framework

Figure 1 illustrates the overall research framework employed in this study, consisting of twelve sequential stages that systematically guide the qualitative case study process. The framework begins with problem identification and literature review, followed by instrument development and data collection through interviews, participant observation, and documentation. Subsequently, the collected data are transcribed and imported into NVivo software to facilitate qualitative data management. The analytical process includes open coding, category and node development, thematic analysis, and the identification of key themes using NVivo visualization features such as cluster analysis, treemaps, and word clouds. The final stages involve interpreting the findings within the research context and formulating conclusions and recommendations. This framework ensures that every stage of the research is conducted systematically, transparently, and rigorously, thereby enhancing the credibility and trustworthiness of the qualitative findings while providing a clear analytical pathway from raw data to research conclusions.

RESULTS AND DISCUSSION

Results

To identify the relationships among the major themes emerging from the qualitative data, the interview transcripts, observation notes, and documentary evidence were analyzed using the Cluster Analysis feature in NVivo. This analysis provides a visual representation of the degree of association among the key concepts identified during the coding process, thereby illustrating how teacher human resource development, quality culture, future-ready teachers, and the challenges encountered are interconnected within the research context. The results of the cluster analysis are presented in Figure 2.

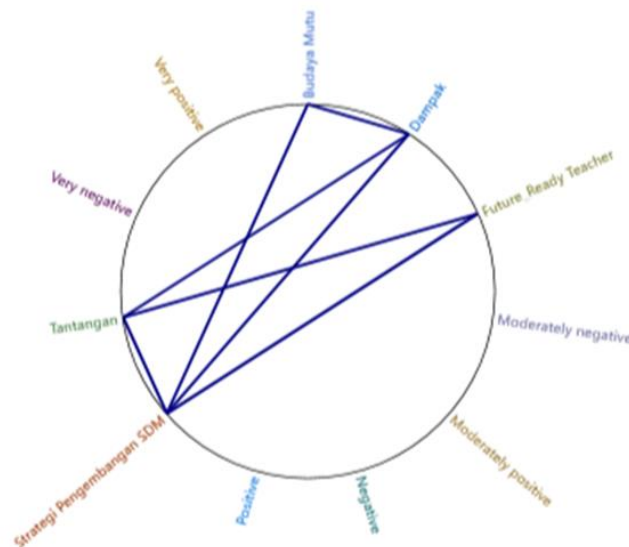


Figure 2. Cluster Analysis of the Relationship between Research Keywords and a Quality Culture-Based Teacher Human Resource Development Strategy in Fostering 'Future-Ready Teachers' at MIN 26, North Aceh

Figure 2 presents the cluster analysis generated using NVivo, illustrating the relationships among the principal themes identified in the qualitative data. The analysis demonstrates a close association between Teacher Human Resource Development Strategy, Quality Culture, Future-Ready Teacher, and Challenges, as indicated by the interconnected clusters derived from interview transcripts, observation records, and institutional documents. The visualization shows that teacher human resource development is closely linked to the implementation of a quality-oriented organizational culture. At the same time, the challenge theme is connected with both teacher development strategies and the characteristics of

future-ready teachers, indicating that institutional responses to educational changes are integrated within teacher development initiatives. The cluster structure also reveals that the implementation of quality culture serves as an integral component of teacher competency development, while future-ready teacher competencies emerge as the central outcome of these interconnected organizational processes.

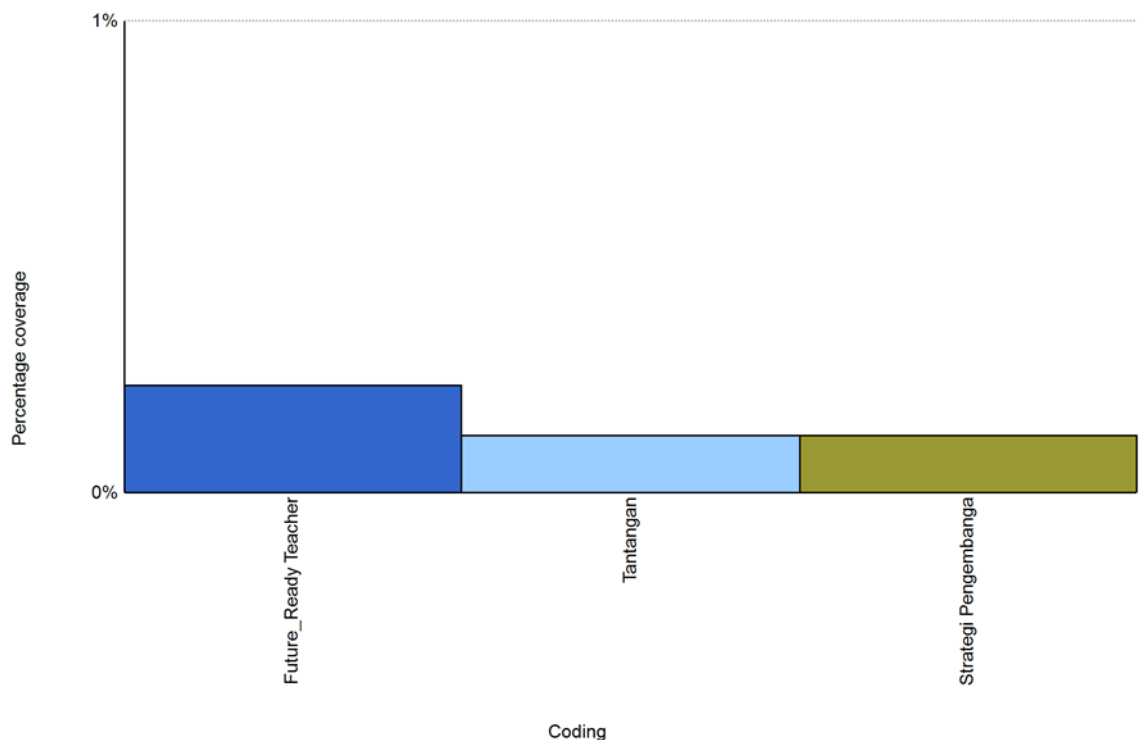


Figure 3. Research Theme Coding Results Using NVivo on Quality Culture-Based Teacher Human Resource Development Strategies in Realizing Future-Ready Teachers at MIN 26 North Aceh

Figure 3 presents the coding results obtained through NVivo thematic analysis. Three dominant themes emerged from the coding process, namely Future-Ready Teacher, Challenges, and Teacher Human Resource Development Strategy. Among these themes, Future-Ready Teacher recorded the largest coding coverage, indicating that the majority of qualitative data focused on teacher preparedness to respond to future educational demands. The themes of Challenges and Teacher Human Resource Development Strategy also demonstrated substantial coding frequencies, reflecting the emphasis placed on institutional efforts to strengthen teacher competence while responding to organizational and technological changes. The coding process further identified

several supporting categories, including digital literacy, academic supervision, professional development, collaborative learning, leadership support, and continuous quality improvement, which collectively describe the implementation of teacher development within the institution.

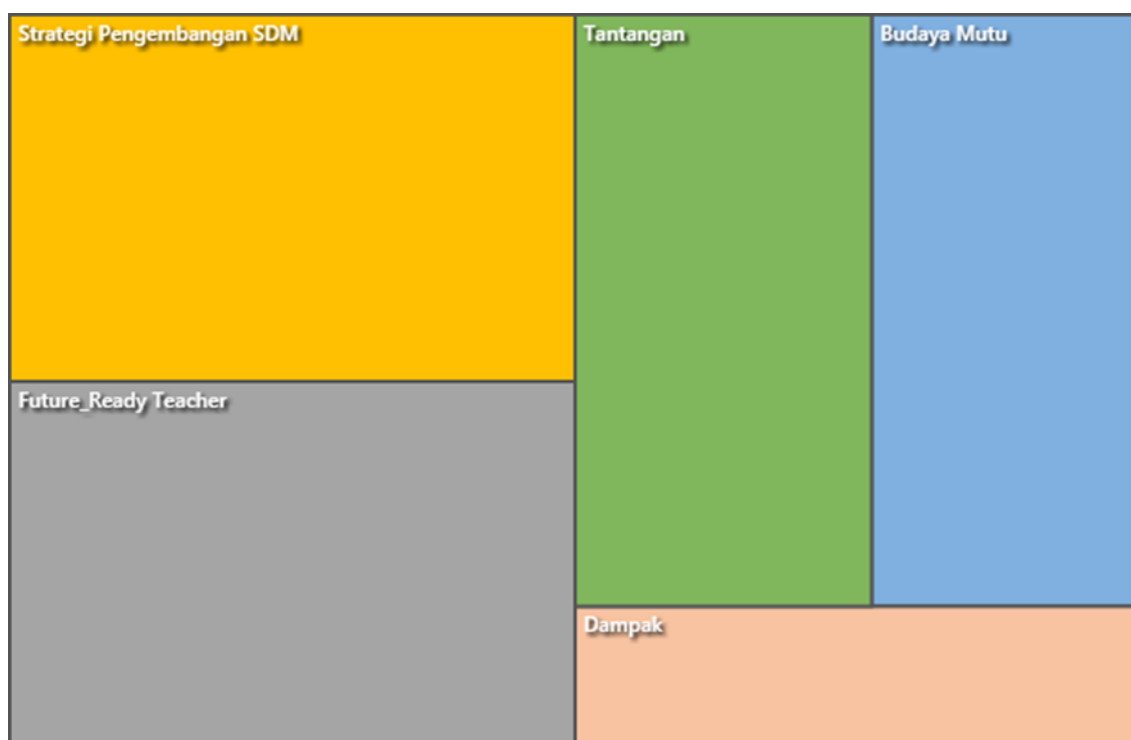


Figure 4. Tree Map of Research Themes on Quality Culture-Based Teacher Human Resource Development Strategies in Realizing Future-Ready Teachers at MIN 26 North Aceh

The Tree Map analysis shown in Figure 4 further illustrates the proportional distribution of the research themes. Teacher Human Resource Development Strategy occupies the largest proportion of the data, indicating that most interview statements, observational findings, and documentary evidence relate to activities designed to improve teacher competence and professionalism. These activities include professional training, competency development programs, academic supervision, digital capacity building, mentoring, and teacher collaboration. The Challenges theme also occupies a considerable proportion, reflecting issues associated with technological advancement, disparities in teachers' digital competencies, institutional resource limitations, and evolving educational expectations. In addition, Quality Culture appears as a major organizational theme characterized by continuous evaluation, quality assurance practices, professional discipline, collaborative work, and institutional commitment to continuous improvement. The Future-Ready Teacher theme reflects teachers' adaptive capacity, technological competence, pedagogical

institutional quality assurance mechanisms. These programs are supported by organizational practices emphasizing discipline, collaboration, accountability, continuous evaluation, and ongoing professional improvement. The findings further demonstrate that future-ready teachers are characterized by professional competence, technological capability, pedagogical adaptability, innovation, collaboration, lifelong learning orientation, and the integration of Islamic moral and spiritual values into educational practice. The analysis also identifies several institutional challenges, including variations in teachers' digital competencies, technological limitations, and the need for continuous adaptation to educational change. Nevertheless, the collected data consistently show that teacher human resource development, quality culture, digital competence, and Islamic values are implemented simultaneously as interconnected components within the institutional strategy for teacher development.

Discussion

The findings demonstrate that teacher human resource development is implemented through an integrated system comprising continuous professional training, academic supervision, collaborative teacher learning communities, digital literacy enhancement, mentoring, and institutional quality assurance. This finding is consistent with previous studies indicating that continuous professional development significantly improves teachers' pedagogical competence, instructional quality, and professional performance (Salikhova et al., 2026; Wahyudi Widodo, 2026). Likewise, competency-based human resource development has been shown to strengthen teacher professionalism and educational quality (Ghafar, 2023). However, this study extends previous findings by demonstrating that teacher development should not be viewed merely as a competency improvement program but as a strategic organizational process designed to prepare teachers for future educational transformation. Theoretically, this finding expands Human Capital Theory by positioning continuous teacher development as an institutional investment that simultaneously enhances professional competence, organizational adaptability, and long-term educational sustainability. Practically, it suggests that school leaders should integrate professional development into strategic institutional planning rather than implementing isolated training activities.

Another important finding concerns the strategic role of quality culture in supporting teacher human resource development. Previous studies have consistently reported that quality culture enhances institutional effectiveness through continuous improvement, accountability, professional commitment, and collaborative practices (Haidar et al., 2023). Similarly, studies grounded in Total Quality Management emphasize that organizational quality depends upon

systematic quality improvement involving all organizational members (Bobo-Pinilla et al., 2024). The present study confirms these arguments while providing a broader perspective by demonstrating that quality culture functions not only as a quality assurance mechanism but also as the organizational environment that enables teachers to continuously learn, innovate, and adapt to educational change. This represents an important theoretical contribution because it positions quality culture as an enabling mechanism linking organizational management with teacher human resource development. From a practical perspective, the findings imply that educational institutions should strengthen organizational values such as collaboration, reflective practice, continuous evaluation, and shared responsibility to sustain teacher professionalism and institutional resilience during educational transformation.

The study further reveals that future-ready teachers are characterized by the integration of professional competence, digital literacy, pedagogical innovation, lifelong learning, and Islamic moral values. Previous research has predominantly defined future-ready teachers through technological competence, innovation, digital readiness, and the integration of technology into teaching and learning processes (Yang et al., 2024; Alshammari & Singh, 2025). While the present findings support these perspectives, they also demonstrate a distinctive characteristic within Islamic educational institutions by integrating technological readiness with moral, spiritual, and character development. This finding therefore extends the existing concept of future-ready teachers beyond technological capability alone by incorporating value-based educational competence as an inseparable dimension of teacher professionalism. The novelty of this study lies in proposing a holistic framework in which digital competence, quality culture, teacher human resource development, and Islamic values interact simultaneously to prepare teachers for future educational challenges. Consequently, this research contributes to the development of Islamic educational management by offering a more comprehensive conceptualization of future-ready teachers than those commonly discussed in general education literature.

Another significant finding of this study concerns the institutional challenges encountered in preparing future-ready teachers. The results indicate that disparities in teachers' digital competencies, limited technological infrastructure, and the rapid evolution of educational policies remain major constraints in implementing sustainable teacher development. These findings are consistent with previous studies reporting that digital transformation in education is frequently constrained by inadequate technological readiness and uneven teacher competencies (Aliu & Kaçaniku, 2023). However, unlike earlier studies that primarily emphasize technological barriers, the present research

demonstrates that these challenges can be mitigated through the establishment of a strong quality culture characterized by collaboration, peer learning, academic supervision, and continuous professional reflection. This finding supports the argument that organizational culture serves as an adaptive mechanism enabling educational institutions to respond effectively to external changes (Masuwai et al., 2024). Theoretically, this finding enriches organizational learning perspectives by demonstrating that institutional resilience is shaped not only by technological resources but also by shared organizational values that encourage continuous learning and collective adaptation. Practically, educational leaders should prioritize strengthening collaborative organizational cultures alongside investments in digital infrastructure to ensure sustainable teacher development.

An equally important contribution of this study is the integration of Human Capital Theory and Total Quality Management into a unified framework for understanding teacher human resource development in Islamic educational institutions. Previous studies have generally applied these theoretical perspectives separately, with Human Capital Theory focusing on investment in teacher competencies (Zhang, 2024), while Total Quality Management emphasizes continuous organizational improvement through quality-oriented management practices (Bobo-Pinilla et al., 2024). The present findings demonstrate that these perspectives complement one another, as teacher competency development becomes more effective when supported by a quality culture that institutionalizes continuous improvement, accountability, innovation, and professional collaboration. This integrated perspective represents the principal novelty of the study because it explains not only what teacher development programs are implemented but also how organizational culture influences their effectiveness in producing future-ready teachers. Consequently, the study contributes to the advancement of Islamic educational management by proposing a comprehensive conceptual framework that integrates teacher development, quality culture, digital literacy, leadership support, and Islamic values into a sustainable organizational system capable of responding to educational transformation (Silahuddin et al., 2025; Tuytens et al., 2023).

Overall, the findings suggest that developing future-ready teachers requires a holistic and sustainable institutional strategy rather than isolated professional development initiatives. The evidence indicates that future teacher preparedness emerges from the interaction between continuous human resource development, organizational quality culture, digital competence, collaborative learning, and value-based education (Syukkur & Fauzan, 2021). This perspective broadens existing discussions on future-ready teachers by demonstrating that

technological competence alone is insufficient without organizational support and strong ethical foundations. Accordingly, this study contributes theoretically by extending the conceptual understanding of future-ready teachers within the context of Islamic education and by proposing an integrated model that links teacher human resource development with quality culture as mutually reinforcing constructs. From a practical standpoint, the proposed model provides guidance for school leaders, policymakers, and educational administrators in designing sustainable teacher development policies that simultaneously strengthen professional competence, organizational quality, technological readiness, and character formation. Therefore, this study offers a comprehensive reference for educational institutions seeking to develop adaptive, innovative, professionally competent, and ethically grounded teachers capable of addressing the complex demands of twenty-first-century education.

CONCLUSION

This study demonstrates that developing future-ready teachers requires more than continuous professional development; it depends on the integration of teacher human resource development with a strong organizational quality culture that promotes continuous learning, collaboration, innovation, and adaptability while reinforcing Islamic moral and spiritual values. The most important insight gained from this research is that a quality culture functions not merely as a quality assurance mechanism but as a strategic driver that enables teachers to respond effectively to educational transformation and future challenges. From an academic perspective, this study contributes to the field of Islamic educational management by proposing an integrated conceptual framework that combines Human Capital Theory and Total Quality Management to explain how teacher human resource development, quality culture, digital literacy, and Islamic values collectively shape future-ready teachers. This integrated perspective enriches the existing literature by extending the concept of future-ready teachers beyond technological competence toward a holistic model of sustainable teacher development. Nevertheless, this study is limited to a single qualitative case, which may restrict the transferability of its findings to other educational contexts. Future research is therefore recommended to employ comparative multi-site studies or mixed-method approaches across different educational settings to validate, refine, and expand the proposed framework while examining additional organizational, leadership, and policy factors influencing the development of future-ready teachers.

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