

THE ROLE OF HUMAN RESOURCE MANAGEMENT IN IMPROVING THE QUALITY OF ISLAMIC EDUCATION AT MAS PPTI SIMAWANG TANAH DATAR

Marlina¹, Andi Yakub Taufik², and Zidni Ilman Nafian³

¹ Alauddin State Islamic University, Makassar, Indonesia

² Indonesian School Kota Kinabalu, Sabah, Malaysia

³ Mahmud Yunus State Islamic University, Batusangkar, Indonesia

Corresponding Author:

Marlina,

Department of Islamic Education Management, Faculty of Tarbiyah, Alauddin State Islamic University Makassar.

Email: marlina@gmail.com

Article Info

Received: May 15, 2025

Revised: May 27, 2025

Accepted: June 15, 2025

Online Version: June 30, 2025

Abstract

The quality of Islamic education at Madrasah Aliyah Swasta Pondok Pesantren Terpadu Istiqamah Simawang, Tanah Datar Regency, remains suboptimal despite the availability of adequate physical facilities. This study aims to analyse the role of human resource management (HRM) in improving the quality of Islamic education, to describe the strategies employed in managing human resources, and to identify both supporting and inhibiting factors in their implementation. Using a descriptive qualitative approach, data were collected through in-depth interviews, participant observation, and document analysis. Key informants included the principal, vice principal of curriculum, head of human resources, senior teachers, and administrative staff. The findings reveal that the lack of educational quality is primarily due to weaknesses in several aspects of HRM, including a recruitment system that is not based on merit, limited training and professional development programs, ineffective performance evaluation mechanisms, and the absence of a competency-based reward system. These shortcomings hinder the professional growth of educators and affect the overall institutional performance. The study highlights the urgent need for comprehensive and integrated HRM reform in Islamic educational institutions. Strengthening HRM through merit-based recruitment, continuous capacity building, systematic performance appraisal, and fair incentive systems is essential for advancing the quality of Islamic education in madrasahs. Therefore, human resource management must be positioned as a strategic foundation in achieving educational excellence that is responsive to contemporary challenges and societal expectations.

Keywords: Human Resource Management, Quality Improvement, Quality of Islamic Education



© 2025 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage <https://journal.zmsadra.or.id/index.php/jeg>

How to cite: Marlina, Marlina., Taufik, A. Y., & Nafian, Z. I. (2025). The Role of Human Resource Management In Improving the Quality of Islamic Education at MAS PPTI Simawang Tanah Datar. *Al-Qiyadah: Journal of Education Governance*, 1(1), 1–11. <https://doi.org/XX.XXXXX/jeg.v1i1.1420>

Published by: Yayasan Zia Mulla Sadra

INTRODUCTION

The quality of Islamic education in various educational institutions is still considered less than optimal, even though many efforts have been made to improve facilities and infrastructure (Astutik & Farista, 2023; Basar, 2021; Deraman dkk., 2022). One of the main factors causing this condition is the weak management of Human Resources, which includes aspects of recruitment, development of educator competency, performance evaluation, and awarding (Anarki & Fadli, 2025; Fitri, 2023; Murtafiah, 2021). At the Private Islamic Senior High School of Istiqamah Simawang Integrated Islamic Boarding School, Tanah Regency, as a real example, even though the learning facilities are relatively adequate, the academic and non-academic achievements of students have not shown a significant increase in the last three years. This indicates a fundamental problem that is not only related to physical facilities but also to the management of human resources in the institution. Based on these conditions, it is important to conduct research examining how Human Resources management contributes to improving the quality of Islamic education, especially in the madrasah environment.

Several literature studies have revealed the importance of effective Human Resources management in the world of education, including in the context of Islamic education. Theories such as organisational development theory, performance-based management, and competency-based management offer a framework for how Human Resources should be managed to support quality improvement. However, the application of these theories in the practice of Islamic education, especially in institutions such as the Private Islamic Senior High School of Istiqamah Simawang Integrated Islamic Boarding School, Tanah Regency, still shows quite a large gap. Many studies focus more on pedagogical or curriculum aspects, but have not sufficiently explained in depth the influence of Human Resource management on the quality of Islamic education. This gap indicates the need for more focused research to link Human Resource management with efforts to improve the quality of education contextually.

This study aims to analyse the role of human resource management in improving the quality of Islamic education at the Private Islamic Senior High School of Istiqamah Simawang Integrated Islamic Boarding School, Tanah Regency. In more detail, the objectives of this study are to: first, analyze how Human Resource management contributes to improving the quality of Islamic education; second, explain the Human Resource management strategies that have been implemented at the Private Islamic Senior High School of Istiqamah Simawang Integrated Islamic Boarding School, Tanah Regency; and third, identify supporting and inhibiting factors that influence the effectiveness of Human Resource management in efforts to improve the quality of education. With this aim, this research is expected to provide theoretical and practical contributions to the development of more effective and sustainable Islamic education management.

Based on empirical facts in the field and analysis of existing literature, it can be hypothesised that the quality of Islamic education at the Private Islamic Senior High School of Istiqamah Simawang Integrated Islamic Boarding School, Tanah Regency, is greatly influenced by the effectiveness of the human resource management applied. The suboptimal quality of education at the madrasah is strongly suspected to be related to the weak recruitment process, the less than optimal development of teacher and education personnel competencies, and the lack of systematic performance evaluation. Therefore, this study is important to be conducted to provide a clearer picture of how Human Resource management can be optimised to support the achievement of better quality Islamic education. Thus, the results of the study are expected to be able to provide strategic recommendations for Islamic educational institutions in managing Human Resources more effectively and oriented towards improving quality.

Human Resource Management is a strategic approach to managing people who work in an organisation to help the organisation gain a competitive advantage (Kabul, 2024; Prabowo dkk., 2024; Sela Septiana dkk., 2023). According to experts, Human Resource Management includes a series of activities related to the procurement, development, compensation, integration, maintenance, and termination of employment with workers in an organisation (Husaini & Utama, 2021; Kustati dkk., 2024; Syaifullah, 2022). In the context of Islamic education, Human Resource management does not only focus on administrative efficiency, but also on the development of Islamic values among teachers, education personnel, and students (Chaeruman, 2019; Putri dkk., 2024; Qurtubi dkk., 2024). Therefore, an understanding of Human Resource management in the world of Islamic education needs to consider the principles of Islamic Sharia and ethics, which are its main foundations.

Manifestations of Human Resource Management in practice include several categories of interrelated activities. The first category is the recruitment and selection process, where educational institutions seek and select individuals who meet the needs and values of the organisation. The second category is Human Resource development, which includes training, continuing education, and career development of educators and education personnel. The third category is performance evaluation, which is a systematic process of assessing individual contributions to achieving institutional goals. The fourth category is compensation and rewards, which are designed to motivate and retain quality workers. In Islamic education, all of these categories need to be integrated with the principles of justice, trust, and ihsan to build a quality and civilised education ecosystem.

The quality of Islamic education can be understood as the level of excellence and suitability of the process and results of education with the standards of Islamic values and the demands of modern developments (F. P. Putra, 2023). This quality includes aspects of input, process, output, and outcome produced by Islamic educational institutions, both in the form of knowledge, attitudes, skills, and Islamic values that are internalised in students. According to Islamic education experts, the quality of education is not only measured by academic achievement, but also by success in forming Islamic character, social skills, and real contributions to society. Therefore, measuring the quality of Islamic education must include dimensions of spirituality, intellectuality, and sociality in a balanced manner.

Manifestations of the Quality of Islamic Education can be seen through various indicators developed based on the objectives of Islamic education itself. The first indicator is the quality of teachers, namely the extent to which teachers have professional, pedagogical, social, and Islamic personality competencies. The second indicator is the curriculum, namely the relevance of the curriculum to the principles of Islamic teachings and the contextual needs of modern society. The third indicator is the learning environment, which must be conducive, oriented towards moral values, and support the development of all potential students. The fourth indicator is the learning outcomes of students, not only seen from academic achievement, but also from Islamic life skills and the practice of religious values in everyday life. This

manifestation is the basis for assessing the success of Islamic educational institutions in fostering a quality generation.

Quality improvement can be defined as a systematic and ongoing effort to improve all aspects of an organisation to achieve higher standards (Baihaqi & Yasin, 2024; Bintang Nurdiansyah Putra, 2024; A. B. Putra dkk., 2024). In the context of education, quality improvement includes improvements in educational input, learning processes, institutional management, and the results achieved by students. This concept assumes an awareness of conducting self-evaluation, continuous improvement, and adaptation to environmental changes and community needs. In Islamic education, quality improvement is not only aimed at achieving competitive advantage in the world of education, but also to ensure that educational output is in line with the mission of forming a perfect human being who is faithful, knowledgeable, and does good deeds.

Manifestations of quality improvement in the world of Islamic education can be realised in various real forms. First, through continuous improvement of teacher and education personnel competencies through training and professional development. Second, through curriculum updates to be more relevant to the needs of the times without abandoning Islamic principles. Third, through strengthening internal quality management systems such as self-evaluation, academic audits, and benchmarking against other educational institutions. Fourth, through the creation of a quality culture in the school environment, namely, building the attitude of all school residents to always be oriented towards excellence and continuous improvement. Thus, quality improvement becomes a dynamic process that requires the active role of all components of Islamic educational institutions in an integrated and sustainable manner.

RESEARCH METHOD

The object of this research focuses on the quality of Islamic education in several educational institutions that are considered less than optimal, especially in the context of human resource management. One of the main causes of this problem is the weak management of Human Resources, especially in the aspects of recruitment of educators, competency development, performance evaluation, and awarding, which have not been running effectively. This research takes a case study at the Private Islamic Senior High School of Istiqamah Simawang Integrated Islamic Boarding School, Tanah Datar Regency, which, although it has adequate physical facilities, has not shown a significant increase in academic or non-academic achievements of students over the past three years. This condition strengthens the urgency to conduct in-depth research on how Human Resource management in the madrasah affects the overall quality of Islamic education, as well as to find strategic solutions to improve its performance.

The type of research used is qualitative research with a descriptive approach. This study aims to describe in detail the phenomena that occur in the field without manipulating variables or making predictions of cause-and-effect relationships. Primary data were obtained through in-depth interviews with informants selected based on their relevance and involvement in the management of education at the Private Islamic Senior High School of Istiqamah Simawang Integrated Islamic Boarding School, Tanah Datar Regency. This primary data targets information about the weaknesses in recruitment, competency development, performance evaluation, and awarding aspects in Human Resource management. In addition, this study also uses secondary data collected from scientific literature, reports, and documents related to theories of Human Resource management, the quality of Islamic education, and the concept of improving the quality of education, thus enriching the understanding of the problems studied.

The participants in this study consisted of several individuals who have central roles in the operations and management of the Private Islamic Senior High School of Istiqamah

Simawang Integrated Islamic Boarding School, Tanah Datar Regency. The main informants include one Principal who is responsible for the overall education policy and strategy, one Deputy Head of Curriculum who understands the details of the academic program, one Head of Human Resources who manages all aspects of personnel, four Senior Teachers who have long experience in the world of education, and two Administrative Staff who understand the administrative and operational aspects of the institution. The selection of participants was carried out purposively by considering the direct relationship between their position and the problems raised in this study, so that the data obtained is expected to be valid, accurate and representative.

The research process was carried out through several stages and systematic data collection techniques. The first technique was a semi-structured interview aimed at gathering in-depth information from informants regarding Human Resource management and the quality of education at the Private Islamic Senior High School, Pondok Pesantren Terpadu Istiqamah Simawang, Tanah Datar Regency. The second technique was participant observation, where researchers directly observed activities in the madrasah environment to obtain contextual data that enriched the findings. The third technique was documentation, namely collecting data from official documents such as annual reports, personnel data, and teacher development programs. These three techniques were used to triangulate to ensure that the data obtained did not only come from one source, but was confirmed through various sources.

The data analysis technique in this study used the Miles and Huberman model, which includes four main stages: data reduction, data presentation, conclusion, and verification. Data reduction is carried out by sorting important data and eliminating irrelevant information. Data presentation is carried out in the form of a matrix or structured narrative to facilitate further analysis. Next, conclusions are drawn by identifying patterns of findings, relationships between variables, and hidden meanings behind the data. Data verification is carried out through a source triangulation process to check the validity of the findings, namely by comparing information from various informants and data collection methods. With this technique, the research results are expected to have high validity and be able to describe the reality in the field objectively and comprehensively.

RESULTS AND DISCUSSION

The results of the study on human resource management at the Private Islamic Senior High School of the Istiqamah Simawang Integrated Islamic Boarding School in Tanah Datar Regency showed several fundamental problems based on interview data, observations, and documentation. The head of the school stated that the management of Human Resources was not based on competency needs analysis, causing a mismatch between teacher qualifications and the tasks given. The deputy head of curriculum highlighted the lack of ongoing training for educators. Senior teachers revealed that the reward and motivation system had not been running optimally, resulting in low work enthusiasm. The head of Human Resources added that performance evaluations were administrative and provided little constructive feedback. The results of observations showed that teacher learning methods were still traditional, even though modern facilities were available, as well as low participation in training. Documentation supports these findings, with teacher performance evaluations only focusing on attendance and administration, infrequent training, and teacher appointment decrees that did not require specific competencies.

Explanation of the data obtained shows that Human Resource management at the Private Islamic Senior High School of the Istiqamah Simawang Integrated Islamic Boarding School in Tanah Datar Regency is still oriented administratively rather than strategically. The recruitment process that does not consider specific competencies results in filling positions based solely on quantitative needs. The lack of ongoing training shows the weakness of teacher professional

development programs, which ultimately has an impact on monotonous learning methods. In addition, the lack of an effective reward system reduces the motivation of educators to innovate. Routine administrative performance evaluations without constructive feedback cause performance improvements to stagnate. All of this indicates a large gap in human resource management, which needs to be addressed to support better education quality.

The relationship between the description and explanation of Human Resource management data with the reality of education problems at the Private Islamic Senior High School, Pondok Pesantren Terpadu Istiqamah Simawang, Tanah Datar Regency, shows strong alignment. The data shows that the weak analysis of competency needs, minimal training, non-substantive performance evaluations, and the absence of a reward system have a direct impact on low learning innovation and less than optimal teacher self-development. This reality explains why the quality of Islamic education at the madrasah is stagnant, even though the facilities are quite adequate. This emphasises the importance of strengthening Human Resource management based on needs analysis, ongoing training, competency-based performance evaluation, and an effective reward system.

In terms of the quality of Islamic education, the results of interviews, observations, and documentation show that the academic and non-academic achievements of students at the Private Islamic Senior High School of the Istiqamah Simawang Integrated Islamic Boarding School in Tanah Datar Regency have not experienced significant improvements over the past three years. The principal of the madrasah expressed his concern about student performance in various academic competitions and religious activities. Observations show that the learning process still uses many conventional methods, with limitations in the use of available technological media. Documentation of the madrasah's achievements supports this, where student achievement in local and national competitions tends to stagnate. There was no significant increase in the number of students accepted at well-known Islamic universities, nor in the mastery of Islamic competencies measured through various internal indicators.

Explanation of these findings shows that the low quality of Islamic education at the Private Islamic Senior High School of the Istiqamah Simawang Integrated Islamic Boarding School in Tanah Datar Regency is closely related to weak human resource management. The mismatch between teacher qualifications and the field of work causes learning materials not to be delivered optimally. The lack of ongoing training has an impact on the lack of innovation in teaching methods. The absence of an appreciation system for teacher achievement also weakens the motivation to develop themselves. Performance evaluations that only emphasise administrative aspects also ignore the improvement of teacher professional competence. All of these factors contribute to an ineffective learning process, which ultimately reduces students' academic and non-academic achievements.

The relationship between the description and explanation of Islamic education quality data and the reality in the field shows that the problems of Human Resource management have direct implications for the stagnation of education quality. Empirical conditions show that teachers, as the main agents of learning, are not empowered optimally, both in terms of competence and motivation. The data collected shows that even though facilities and infrastructure are available, without effective Human Resource management, improving the quality of education cannot be achieved. This strengthens the assumption that strengthening competency-based Human Resource management and professional development is the key to improving the quality of Islamic education.

In terms of quality improvement, data from interviews, observations, and documentation show that efforts to improve quality at the Private Senior High School of the Integrated Islamic Boarding School of Istiqamah Simawang, Tanah Datar Regency, are still sporadic and unsystematic. The head of the school revealed that quality improvement programs such as teacher training or educational workshops are only carried out incidentally, not based on long-term strategic planning. The results of observations show that the use of technology-based

learning facilities is still low. School documentation shows that in the last three years, there has only been one internal training program attended by a small number of educators, without any evaluation of the success of the program.

Explanation of the data illustrates that quality improvement at the Private Senior High School of the Integrated Islamic Boarding School of Istiqamah Simawang, Tanah Datar Regency, is not programmed sustainably. The absence of training planning based on the actual needs of teachers makes efforts to improve quality reactive and unintegrated. The low use of technology in learning shows a lack of support for educational innovation. The unsustainability of the competency improvement program has an impact on the slow adaptation of teachers to the development of modern curriculum and learning methods. This emphasises the need for strategic planning based on needs and evaluated periodically to optimise efforts to improve the quality of education.

The relationship between the description and explanation of quality improvement data with the reality at the Private Islamic Senior High School of the Istiqamah Simawang Integrated Islamic Boarding School, Tanah Datar Regency, shows that without structured Human Resource management and a systematic quality improvement strategy, the quality of Islamic education is difficult to develop. Field data shows that the problem of improving quality does not only come from external factors, but is more dominant due to the weak internalisation of competency improvement programs. Without careful planning, teacher professional development, and optimal utilisation of technology facilities, efforts to improve quality will only become routine programs without a significant impact on the quality of education. Thus, Human Resource management based on needs and continuous development is very important to improve the quality of education at the Private Islamic Senior High School of the Istiqamah Simawang Integrated Islamic Boarding School, Tanah Datar Regency. The following is the researcher's presentation of research findings based on the results of field observations, interviews with participants, and the results of documentation studies.

Table 1. Research Findings

No.	Research Purposes	Research Findings
1	Analysing the role of Human Resource Management in improving the quality of Islamic education	Human Resource Management plays a crucial role through competency-based recruitment, continuous professional development, constructive performance evaluation, and motivational rewards. Mismatch of teacher competencies, lack of training, and administrative evaluation are factors that hold back the improvement of education quality.
2	Explaining the Human Resource Management Strategy implemented at the Private Islamic Senior High School, Istiqamah Simawang Integrated Islamic Boarding School, Tanah Datar Regency.	The current strategy is still administrative, focusing on fulfilling formalities rather than substantive development of Human Resources. Recruitment is not based on specific competencies, training is conducted at least once a year, and evaluation emphasises attendance and administrative completeness rather than pedagogical innovation.
3	Identifying supporting and inhibiting factors for	Supporting factors include adequate physical facilities of madrasahs and fairly good teacher time discipline.

Human Resource	Inhibiting factors include the lack of ongoing training programs, suboptimal reward systems, low participation in self-development, and minimal competency analysis in recruitment and evaluation.
----------------	--

The results of this study indicate that human resource management at the Private Islamic Senior High School of the Integrated Islamic Boarding School of Istiqamah Simawang, Tanah Datar Regency, has not been fully designed based on a specific competency needs analysis. The recruitment of teaching staff does not consider optimal professional suitability, while training and competency development programs run sporadically without a long-term strategy. Performance evaluations tend to be administrative and provide minimal constructive feedback, while the reward system for teacher achievement has not been implemented properly. This condition has an impact on the stagnation of the quality of Islamic education at the madrasah, reflected in the academic and non-academic achievements of students, which have not shown significant improvement in recent years. Efforts to improve the quality of education are carried out without strategic planning and do not optimise available resources. The findings of this study are related to and superior to the results of other relevant studies. Several previous studies, such as those conducted by Ahmad (2021) and Zulkifli (2020), also indicate that weaknesses in HR management have an impact on the quality of education. However, this study is superior in describing the direct relationship between weaknesses in recruitment, training, performance evaluation, and rewarding to the stagnation of the quality of Islamic education simultaneously and in depth. Not only does it describe the phenomenon, but this study has succeeded in tracing the causal relationship between managerial elements in one concrete case study context, namely the Private Islamic Senior High School of Istiqamah Simawang Integrated Islamic Boarding School, Tanah Datar Regency, thus providing a more holistic and applicable picture.

Reflections from the results of this study indicate the importance of competency-based Human Resource management to achieve optimal Islamic education quality. Without an accurate competency needs analysis and continuous development, the potential of educators will not develop optimally, thus having a direct impact on the quality of education provided. This study confirms that Human Resource management is not only an administrative aspect, but also a strategic element in achieving the vision of Islamic educational institutions. Therefore, the benefits of this study are not only to understand the existing conditions, but also to build new awareness of the urgency of reforming Human Resource management in the madrasah environment.

The implications of the results of this study are very broad, especially in efforts to improve the quality of Islamic educational institutions. These results can be the basis for madrasah policy makers to design a more effective Human Resource management strategy, oriented towards the real needs of modern education based on Islamic values. In addition, these findings can also be used as references in designing training programs, compiling competency-based performance evaluation indicators, and building a reward system that can motivate educators to continue to improve their professional capacity. Thus, this study contributes directly to the development of data-based Islamic education managerial practices.

The results of this study were formed because of the existence of an organisational culture that emphasises administrative fulfilment more than professional development. Injustice in the reward system and the lack of focus on competency needs analysis reflect the paradigm of Human Resource management that is still conventional. In addition, limitations in planning systematic Human Resource development programs worsen the situation, considering the dynamics of the world of Islamic education that demands continuous adaptation and

innovation. These factors collectively cause a gap between human resource potential and the resulting educational output.

Based on the results of this study, the action that needs to be taken immediately is to redesign the Human Resource management system at the Private Islamic Senior High School, Istiqamah Simawang Integrated Islamic Boarding School, Tanah Datar Regency, in an integrated manner. The school needs to develop competency needs analysis in recruitment, increase the intensity and quality of ongoing training programs, and improve the performance evaluation system with indicators that are more substantive and relevant to educational tasks. On the other hand, the school must also build a fair and transparent reward system to increase the motivation of teachers and education personnel. These steps are important to realise that Human Resource management can encourage an increase in the quality of Islamic education that is more competitive and sustainable.

CONCLUSION

The most surprising finding of this study is that the weak quality of Islamic education at the Private Islamic Senior High School of the Integrated Islamic Boarding School of Istiqamah Simawang, Tanah Datar Regency is not caused by a lack of facilities or material resources, but rather by the management of its human resources which is not based on specific competency needs. The fact that the recruitment, training, performance evaluation, and award systems run without a directed strategy shows that the managerial aspect is a determining factor that has been neglected so far. Without reform in Human Resource management, efforts to improve the quality of Islamic education will continue to stagnate, even though the support of facilities and infrastructure is already available.

This study makes an important contribution to the development of science, both theoretically and practically. Theoretically, this study enriches the study of the relationship between human resource management and the quality of Islamic education by emphasising that competency-based management is the main prerequisite for achieving sustainable education quality. Practically, the results of this study present a simple but effective model in reconstructing the Human Resource management system in madrasas, by emphasising the importance of competency needs analysis, ongoing training programs, substantive-based performance evaluation, and a motivating reward system. Thus, this study can be used as an applied reference for managers of Islamic educational institutions who are committed to improving the quality of their institutions.

Although this study has revealed several important findings, it is necessary to be aware of the limitations of the scope, which only focuses on one educational institution, namely the Private Islamic Senior High School of the Integrated Islamic Boarding School of Istiqamah Simawang, Tanah Datar Regency. This opens up great opportunities for further research that can expand the scope by comparing various Islamic educational institutions in different locations and levels, so that broader generalisations of findings can be produced. In addition, the development of research methods with a combination of quantitative and qualitative approaches can also enrich the analytical perspective on the relationship between HR management and the quality of Islamic education. Thus, this study becomes a strong initial foundation for the development of future research.

REFERENCES

- Anarki, L., & Fadli, A. (2025). Manajemen Sumber Daya Manusia dalam Meningkatkan Mutu Pendidikan Pesantren. *Jurnal Pendidikan: Riset dan Konseptual*, 9(1). https://doi.org/10.28926/riset_konseptual.v9i1.1117
- Astutik, A. P., & Farista, R. (2023). Respon Kebijakan Kurikulum Merdeka di Lembaga Pendidikan Islam. *Edukasi Islami: Jurnal Pendidikan Islam*, 12(001). <https://doi.org/10.30868/ei.v12i001.5303>
- Baihaqi, A., & Yasin, M. (2024). Konsep Total Quality Management (TQM) dan Implementasi Konteks Pendidikan. *Al-Wildan: Jurnal Manajemen Pendidikan Islam*, 2(1). <https://doi.org/10.57146/alwildan.v2i1.2033>
- Basar, A. M. (2021). Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19: (Studi Kasus di SMPIT Nurul Fajri – Cikarang Barat – Bekasi). *Edunesia : Jurnal Ilmiah Pendidikan*, 2(1), 208–218. <https://doi.org/10.51276/edu.v2i1.112>
- Bintang Nurdiansyah Putra. (2024). Analisis Implementasi Total Quality Management (TQM) dalam Meningkatkan Kualitas Produk pada Conneight Studio Kota Malang. *Transformasi: Journal of Economics and Business Management*, 3(3), 119–131. <https://doi.org/10.56444/transformasi.v3i3.1960>
- Chaeruman, U. A. (2019). Merancang Model Blended Learning Designing Blended Learning Model. *Jurnal Teknodik*, 053–063. <https://doi.org/10.32550/teknodik.v17i4.577>
- Deraman, D., Pabbajah, M., & Widyanti, R. N. (2022). Respons Lembaga Pendidikan Islam Atas Implementasi Sistem Manajemen Mutu Pendidikan Nasional. *al-Iltizam: Jurnal Pendidikan Agama Islam*, 7(1), 156–172. <https://doi.org/10.33477/alt.v7i1.3051>
- Fitri, L. (2023). Transformasi Sumber Daya Manusia pada Lembaga Pendidikan dalam Upaya Meningkatkan Kualitas dan Kinerja. *Dirasah: Jurnal Study Islam dan Manajemen Pendidikan Islam*, 6(2). <https://doi.org/10.58401/dirasah.v6i2.946>
- Husaini, R. N., & Sutama, S. (2021). Manajemen Sumber Daya Manusia Dalam Instansi Pendidikan. *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan*, 21(1). <https://doi.org/10.30651/didaktis.v21i1.6649>
- Kabul, E. R. (2024). Penggunaan Teknologi Hrm (Human Resource Management) untuk Meningkatkan Efisiensi dan Efektivitas Manajemen Sumber Daya Manusia. *Blantika: Multidisciplinary Journal*, 2(4), 427–435. <https://doi.org/10.57096/blantika.v2i4.128>
- Kustati, M., Sepriyanti, N., & Pratiwi, S. H. (2024). Manajemen Sumber Daya Manusia dalam Pendidikan Islam. *JiIP: Jurnal Ilmiah Ilmu Pendidikan*, 7(2). <https://doi.org/10.54371/jiip.v7i2.3430>
- Murtafiah, N. H. (2021). Analisis Manajemen Pengembangan Sumber Daya Manusia Yang Handal dan Profesional (Studi Kasus: IAI An-Nur Lampung). *Edukasi Islami: Jurnal Pendidikan Islam*, 10(02). <https://doi.org/10.30868/ei.v10i02.2358>
- Prabowo, B., Samsuddin, A., Agus Setiawan, W., Faisa Ramadhani, N., Kerysso Naoki, E., & Ammarullah, N. (2024). Implementasi Manajemen Sumber Daya Manusia dalam Organisasi. *IndOmera*, 5(9), 52–60. <https://doi.org/10.55178/idm.v5i9.336>
- Putra, A. B., Nasution, I., & Yahfizham, Y. (2024). Manajemen kepala sekolah dalam meningkatkan kualitas sumber daya manusia di sekolah menengah pertama islam terpadu madani. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 10(1), 435. <https://doi.org/10.29210/1202424376>
- Putra, F. P. (2023). Pengembangan Tujuan Kurikulum Pendidikan Agama Islam di Indonesia. *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 17–30. <https://doi.org/10.47498/tadib.v15i1.1731>
- Putri, N., Aprida, O., Warlizasusi, J., Sahib, A., & Destriani, D. (2024). Peran Supervisi dalam Meningkatkan Kualitas Manajemen Pendidikan Islam di Sekolah. *Berkala Ilmiah Pendidikan*, 4(3). <https://doi.org/10.51214/bip.v4i3.1166>

- Qurtubi, A., Ramli, A., & Mahmudah, F. N. (2024). Manajemen Pendidikan Islam Berbasis Digitalpreneurship sebagai Solusi dalam Menghadapi Tantangan Era Teknologi Digital. *INNOVATIVE: Journal of Social Science Research*, 4(2), 285–293. <https://doi.org/10.31004/innovative.v4i2.9386>
- Sela Septiana, Riyanto Nur Wicaksono, Afifah Widiya Saputri, Nizar Azmi Fawwazillah, & Mochammad Isa Anshori. (2023). Meningkatkan Kompetensi Sumber Daya Manusia Untuk Masa Yang Mendatang. *Student Research Journal*, 1(5), 446–466. <https://doi.org/10.55606/srjyappi.v1i5.705>
- Syaifullah, M. (2022). Manajemen Sumber Daya Manusia Bahasa Arab. *Jurnal Ihtimam*, 5(1), 74–88. <https://doi.org/10.36668/jih.v5i1.380>

Copyright Holder :

© Marlina et.al (2025).

First Publication Right :

© Al-Qiyadah: Journal of Education Governance

This article is under:

