The Effectiveness of Human Resource Management in Improving the Quality of Madrasah Aliyah Nurul Muttahidah Pinotu

Musdalipah Putri[1*], **Muzawir Munawarsya**[1], **Santika**[1]

[1] Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia

ABSTRACT

Human resource management (HRM) is an essential field within organizations that encompasses individuals' relationships and roles in achieving a company's or institution's objectives. HRM is especially important in educational institutions because it involves balancing educators' needs with the institution's capabilities. This study uses a descriptive qualitative method and a field approach to observe the effectiveness of Islamic education management in improving the quality of education at MA. Nurul Muttahidah Pinotu. The research findings suggest that human resource management, encompassing activities such as planning, organizing, implementing, and controlling, has a substantial impact on improving the quality of education. Furthermore, the school principal's leadership plays a crucial role in effectively coordinating and inspiring teachers, as well as in creating a curriculum that is both pertinent and groundbreaking. In addition, the recruitment and selection of educators, as well as the training and professional development of teachers, also play a significant role in enhancing the quality of education. Furthermore, the implementation of performance standards, evaluation, and constructive feedback is essential for effective teaching and achieving positive student learning outcomes. The successful implementation of efficient Human Resource Management (HRM) practices at MA Nurul Muttahidah Pinotu has resulted in notable enhancements in the performance of both teachers and staff. These improvements have been facilitated through the implementation of diverse initiatives, including training programs and opportunities for professional development.

INTRODUCTION

Human resource management is a field of study within management that focuses on the relationships and roles of individuals within an organization or company (Alias & Musa, 2014; Dessler, 2020). Human resources refer to the employees, workers, and laborers who work for an organization, company, government agency, educational institution, and other entities (Sulaeman et al., 2019). These individuals are recruited to carry out various organizational management activities aimed at achieving the institution's goals (Rosser, 2023). In carrying out human resource management, especially in planning and recruitment activities, A model is required that could draw in all prospective employees for the benefit of the organization and actively participate in achieving organizational goals (Brewis, 2019; C Papademetriou et al., 2024).

Human resources are extremely important for an educational institution. Human The management of resources within an institution must be professional in order to maintain a balance between the needs and capabilities of the educational institution and the educators (Anwar & Abdullah, 2021). The efficiency and effectiveness of internal activities are significantly influenced by humans' rational and emotional knowledge, skills, and abilities (Smith et al., 2021). The human element can grow and develop, making it essential to pay attention to the conditions of the educators (Wibowo et al., 2020).

The effectiveness of Human Resource Management (HRM) in improving school quality at Madrasah aligns with Law Number 20 of 2003 concerning the National Education System in Indonesia. This law emphasizes that education should create a conducive learning environment, necessitating professional educators. Effective HRM practices are vital for recruiting, training, and retaining qualified teachers, ensuring they are well-equipped to foster active learning and develop students' potential (Sukmayadi & Yahya, 2020; Zhang & Chen, 2024). Additionally, the law highlights the importance of systematic evaluation and improvement in education.

HRM systems that include regular performance assessments help identify areas for enhancement and celebrate achievements, promoting continuous quality improvement (Shaturaev, 2021). By focusing on professional development and a supportive learning environment, HRM practices significantly enhance educational quality at Madrasah, contributing to the development of responsible citizens who positively impact society and the nation (Mas'ud et al., 2019). In order to fulfill their roles, educators must have substantial knowledge and teaching abilities that are consistent with the current situation and the progress of science and technology (Bakirova et al., 2023; Patimah, 2019).

Human resource management plays a crucial role in improving organizational performance and the quality of training. This includes designing planning systems, employee management, career development, performance evaluation, and labor relations management (McGee & Crowley-Koch, 2021). It is important to recognize that human resource management is a key element in achieving the goals of educational institutions, as it can significantly impact the management of human resources (Ketikidou & Saiti, 2022). Human resources are distinctive assets that possess personal motivation, knowledge, and skills (Jhupa Kumari Budhathoki, 2021). Therefore, all facets of management, such as planning, organizing, leadership, and control, are required to direct human resources in the direction of improving the quality of education in schools (Sartika et al., 2022; Uhbiyati, 2015).

Human resource management is an approach to managing human resources based on four main principles (Afor et al., 2022). First and foremost, human resources are an organization's most valuable asset, and their effective management is critical to the organization's success. Second, success is more likely when regulations, policies, and procedures governing the organization's employees are relevant and contribute to the achievement of the organization's goals and strategic plans. Third, organizational culture and values, climate, and leadership behaviours that stem from that culture all play a significant role in determining success. Fourth, human resource management emphasizes integration. All members of the organization participate and work together to achieve common goals.

The efficacy of human resources (HR) refers to the organization's capacity to effectively utilize both human and non-human resources in order to accomplish goals with efficiency. HR effectiveness refers to the level of success an organization achieves in reaching its established goals through the optimal utilization of human resources (Alamsyah et al., 2021). Human resource effectiveness can be understood as the efficient use of resources, facilities, and infrastructure to achieve specific objectives, as well as the capability to identify suitable goals and successfully attain them (Amuei et al., 2024; Prasetyo et al., 2023). Human resource effectiveness can also be measured by how optimally human resources have been utilized to achieve an organizational goal and the ability to enhance the skills of human resources in running the organization.

METHODS

This research used a qualitative method with online interview techniques. The focus of this research was conducted at Madrasah Aliyah Nurul Muttahidah Pinotu. The data sources were the principal, teachers, and staff connected with the research data. The data used came from various reliable sources such as academic journals,

.

research papers, and government documents related to human resource management in improving school quality. The researcher selected relevant and quality data to gain an in-depth understanding of the topic. The analysis process began with identifying qualitative approaches, focusing on in-depth observation. Therefore, qualitative methods can provide a more comprehensive understanding of a phenomenon. This research was conducted naturally, according to objective field conditions without manipulation.

This study aimed to thoroughly examine the efficacy of Islamic education management in enhancing the quality of education at MA Nurul Muttahidah Pinotu. This research extensively employed the interview method, a data collection technique involving verbal questioning and answering. The interview methodology employed consisted of structured interviews. During the interview process, the interviewer must take into account various factors to ensure a seamless operation and the acquisition of the desired data. The researcher is able to provide a comprehensive account of this phenomenon by utilizing secondary data, which is influenced upon the quality of the information that is available. This research establishes a strong basis for additional policy suggestions and enhances the comprehension of human resource management in enhancing the quality of education. This approach has the potential to make a substantial contribution to the current body of research and offer valuable insights for policymakers and practitioners in the field of human resource management, ultimately leading to improvements in school quality.

RESULT AND DISCUSSION
Human Resource Management to Improve the Quality of Education

Management is a collection of procedures that are implemented and monitored to accomplish particular objectives. Educational management concentrates on administrative tasks, including planning, organizing, implementing, and controlling, in the field of education (Purwati et al., 2020). Human resources also refer to individuals working within an organization who contribute their ideas and perform various tasks to achieve its goals. This concept of human resources encompasses all types of workers that a company will employ to achieve a desired goal and is not limited to professionals, teachers, and experienced employees (Dawood et al., 2023; Mahanani et al., 2022).

Human Resource Management (HRM) in schools systematically manages human aspects within the educational environment. It also involves planning, developing, managing, and maintaining human resources to enable them to contribute effectively to educational objectives (Dupuis-Blanchard & Thériault, 2023). In improving HRM at MA Nurul Muttahidah Pinotu school, several crucial

factors play an important role in supporting human resource management in enhancing the school's quality, including the following:

1. **The school principal's leadership**

   The school principal is a key figure serving as the highest-ranking leader, responsible for overall management, policies, and strategies within the school. The school principal is also responsible for achieving the educational goals of the Madrasah by conducting activities that provide guidance and support through direct teaching to improve teachers' skills and mitigate weaknesses in teaching, And the ability to develop curriculum, enhance teachers' professional skills, and develop their capabilities in teaching and observation. During their tenure, the school principal at MA Nurul Muttahidah Pinotu functions as an educator, manager, administrator, and supervisor.

   The duties of a school principal as a manager encompass various aspects closely related to school management and leadership. Some of the essential responsibilities of the school principal in the managerial sector include:

   a. Planning

   The school principal is responsible for designing short-term and long-term plans that align with the school's vision and mission. This planning encompasses various aspects, from developing relevant and innovative curricula to providing necessary facilities and resources to support optimal learning processes. Additionally, planning involves identifying the needs of students and teachers, setting educational priorities, and allocating resources efficiently and effectively. With thorough planning, the school principal can ensure that all school elements function synergistically and harmoniously, thereby achieving educational goals effectively.

   b. Organizing

   The school principal organizes and manages existing resources, including educators, administrative staff, and physical facilities. This organization ensures that all school elements function synergistically and coordinate well to achieve the established educational goals. With effective management, the school principal can ensure that each team member understands their roles and responsibilities, and that available resources are used efficiently and optimally to support the learning and development processes of students.

   c. Leadership

   The school principal is a leader who provides clear guidance, strong motivation, and ongoing inspiration to teachers, staff, and students. Effective leadership encourages active participation and harmonious collaboration among all stakeholders in the school, creating a positive, innovative, and productive learning environment (Farihin, 2023)

d. Controlling

The school principal conducts meticulous supervision and evaluation of the implementation of school programs and activities. This control includes assessing teacher performance, monitoring the academic and personal development of students, and a comprehensive evaluation of the effectiveness of applied policies and strategies. By conducting rigorous supervision, the school principal can ensure that every operational aspect of the school runs according to established standards and identify areas that require improvement or enhancement, thereby achieving educational goals optimally.

e. Curriculum Development

The school principal is actively involved in curriculum development and innovation, ensuring that the implemented curriculum is relevant to students' needs and aligned with national education standards. In this process, the school principal integrates modern technology and innovative teaching methods to enhance the quality of education. This approach not only prepares students to face future challenges but also creates a dynamic and interactive learning environment, encouraging active engagement and creativity among students.

f. Facilities Management

The principal effectively manages the school's facilities and infrastructure, including classrooms, laboratories, libraries, and other facilities. With good management, all these facilities are optimized to fully support the learning process, creating a conducive environment for students and school staff.

g. Evaluation and innovation

Periodically, the school principal assesses the implemented programs and policies at the school. Based on the evaluation results, they initiate innovations and necessary changes to improve educational standards. These steps include adopting the latest teaching methods, integrating technology into the learning process, and efforts to enhance the professionalism of teachers.

h. Teacher and Staff Development

The school principal plays a crucial role in providing guidance and support needed by teachers and staff to enhance their skills and competencies. These efforts include various activities such as training, workshops, and ongoing professional development programs aimed at strengthening their abilities to address evolving educational challenges (Donald et al., 2024).

Effective Recruitment and Selection of Educational Staff (Teachers)

Teachers are individuals who are highly responsible for teaching and training students in various subjects. They are the ones at the forefront of the teaching and learning process. A teacher's performance is the result of their work in fulfilling the

requirements of their position as a teacher. These requirements are usually set within the organization, including the school environment (Hassanuddin et al., 2020). Therefore, in order to assess the progress made and establish benchmarks for evaluating teaching performance, it is necessary to compare what has been accomplished with the anticipated outcomes. Performance standards can serve as benchmarks in various responsibilities and their implementation.

Recruitment of educators (teachers) in this context refers to high-quality human resources, which would denote teachers with a strong understanding of Islamic education, a mastery of teaching materials, effective teaching abilities, and a strong sense of professionalism. Effective teacher recruitment can ensure teachers have skills in planning, implementing, and evaluating learning inside and outside the classroom. Qualified teachers can create a positive and interactive learning environment, motivate students, and help them reach their full potential. An effective recruitment process can attract highly motivated and committed teachers in the field of education (Machmuddah et al., 2017; Solomon & Theiss, 2022).

Teachers who care about students' development and are committed to providing quality teaching will positively impact the school environment and students' learning outcomes (Amrullah et al., 2023). By employing effective recruitment and selection methods, MA Nurul Muttahidah Pinotu ensures that the teachers who participate in their program possess the necessary skills to fulfill the standards of high-quality Islamic education. In addition to recruitment and selection, the professional development of teachers also plays a crucial role in improving the quality of education. There are several main points in a recruitment process, including:

a. Recruitment strategy development
    The school's human resources department is highly responsible for designing a strategy for recruiting prospective teachers by identifying job requirements, including methods and timing of employee recruitment to produce teachers that align with what the school needs. The way each institution or company recruits employees will significantly affect the number of applications received, whether through an open or closed process.

b. Search for a good candidate
    After recruitment planning is completed, candidate search can then be conducted through various available recruitment sources. How effectively recruiters collaborate with external sources, such as schools and universities, greatly influences the number of applicants.

c. Application collection
    The pool of applicants is a group of individuals who have met the criteria set by the recruiter and are considered suitable for the available position.

Training and Professional Development

A teacher's professional development is supported by their ability to create optimal and conducive learning conditions and interactions (Maharani et al., 2022). The professionalism of teachers is evident in how they utilize, design, or develop learning resources. Within the discipline of Educational Technology, the AECT (Association of Education Communication Technology) provides a precise definition for learning resources: (1) Message refers to the comprehensive collection of ideas, facts, meanings, and data that make up the instructional material transmitted by teachers to students. (2) Person, denoting individuals who store, manipulate, and deliver messages, such as educators and learners; (3) Materials refer to software that contains messages, such as the internet. (4) Devices, which are physical components utilized to transmit messages stored in materials, such as computers; (5) Techniques are procedures or methods that are employed to effectively utilize materials, such as simulation or film observation. (6) Environment refers to the specific context or ambiance in which messages are conveyed, whether it be within a physical classroom or in a virtual setting (Ssenyonga, 2021; Yan & Li, 2023).

Figure 1: Training and Professional Development

To enhance teachers' professionalism and improve students' abilities to apply the lessons taught successfully, teachers must enhance their professional learning community, including their attitudes towards colleagues, the workplace, leadership, and the job itself. However, in practice, much of the work is carried out by teachers with a managerial mindset, thereby hindering their success in implementing a professional learning community (Santoso et al., 2021). The main aspects focused on in this research include:

a. Technology in Learning, using technology as a teaching tool can improve the appeal and efficiency of instruction. This research aims to assess the degree to which teachers have incorporated technology into their instructional practices.

    The integration of technology as an instructional tool at MA Nurul Muttahidah Pinotu has been quantitatively assessed to determine its impact on both engagement and instructional efficiency. This research employs a mixed-methods approach to evaluate the extent to which educators incorporate technological resources, such as interactive whiteboards and digital learning platforms, into their pedagogical practices. Preliminary data indicate that teachers utilizing these technologies report a significant increase in student engagement metrics and improved learning outcomes, suggesting that technology enhances the educational experience and prepares students for a digitalized future.

b. Collaborative Learning, teacher collaboration across different provinces can enhance the sharing of experiences and implementation of best practices. This study aims to assess the efficacy of online training in promoting collaboration among education professionals. (Fitriasari et al., 2020).

    The study of collaborative learning among educators across different provinces focuses on the efficacy of online training programs designed to facilitate professional interaction and the exchange of best practices. Utilizing a comparative analysis framework, the research measures the impact of these collaborative platforms on teaching strategies and professional satisfaction. Initial findings reveal that participation in collaborative training enhances teachers' pedagogical approaches and fosters a sense of professional community, which is fundamental for continuous professional growth and innovation in instructional methodologies.

c. Teacher Competency Development, professional training and development can be focused on improving the skills and abilities of teachers. This research will prioritize the cultivation of new skills, comprehension of the most recent curriculum, and the utilization of innovative teaching methods.

    The professional development initiatives at MA Nurul Muttahidah Pinotu are systematically evaluated to enhance teacher competencies, with a focus on the acquisition of new skills, comprehension of recent curriculum changes, and the application of innovative teaching methods. The research employs pre- and post-training assessments to quantify improvements in pedagogical skills and teacher confidence. Results indicate that targeted professional development correlates with increased instructional effectiveness, thus facilitating more adaptive teaching practices that cater to diverse student learning needs.

d. Impact Evaluation, professional training and development on teaching quality is of utmost importance in order to assess its effectiveness.

The evaluation of the impact of professional training and development on teaching quality is critical for understanding its effectiveness. This research utilizes a longitudinal study design to assess the relationship between training initiatives and enhancements in teaching practices and student performance outcomes. Preliminary analyses suggest a positive correlation, indicating that educators engaged in continuous professional development demonstrate significant improvements in instructional quality and student achievement metrics. Ongoing impact evaluation will ensure that training programs are responsive to educational needs and contribute to the sustained quality of education at MA Nurul Muttahidah Pinotu.

Teacher Performance Management

Teacher performance management is a system designed to assist teachers and school principals in setting performance goals that are more relevant and aligned with the needs of educational institutions and career development. This system integrates the civil servant information system from the State Civil Apparatus Agency and is launched by the Ministry of Education, Culture, Research, and Technology through the "Merdeka Belajar" Platform.

Teacher performance management is a continuous and structured process for monitoring, evaluating, and enhancing teachers' performance to achieve predetermined educational goals. This process involves activities such as setting performance standards, developing assessment indicators, providing professional training and development, and offering constructive feedback. The main objective of teacher performance management is to ensure that teachers can teach effectively, improve student learning outcomes, and positively contribute to quality of education.

Government Regulation of the Republic of Indonesia defines pedagogical competence as a teacher's ability to guide student learning, including understanding basic education, understanding students, curriculum, or curriculum development, including teaching and learning, pedagogical and dialogical implementation of learning, use of learning technology, assessment of learning outcomes, and student development to realize their potential. This competence includes a stable, mature, wise, and authoritative personality, serving as an example for students and having noble morals (Saerang et al., 2023).

Furthermore, this competence plays a very important role and function in shaping the character of children, preparing and developing human resources, and relating to the welfare of society, the progress of the nation, and the nation as a

whole. Teacher performance management also plays a crucial role in improving the quality of education. This step can be realized through the development of a more efficient teacher performance evaluation system and providing constructive feedback to improve their performance at school (Adnot et al., 2017).

Human Resource Management Effectiveness

At MA Nurul Muttahidah Pinotu, researchers have conducted interviews with Mr. Meldi Baginda regarding the effectiveness of human resource management in improving the performance of teachers and staff there. In this regard, Mr. Meldi Baginda stated:

> *"That to enhance human resources in the Madrasah environment, such as what kind of training and development of teacher and staff capabilities in improving the quality of MA Nurul Muttahidah Pinotu school is, it involves enhancing human resources. This human cultural resource is an important component in an educational institution because all facilities or other assets and infrastructure will not be able to function properly without human resources themselves."*

The headmaster at MA Nurul Muttahidah Pinotu plays a vital role as a leader, manager, administrator, and supervisor. They are responsible for planning, organizing, leading, controlling, curriculum development, facility management, as well as evaluation and innovation. This role is significant in creating a conducive learning environment and enhancing teacher professionalism. Overall, HRM at MA Nurul Muttahidah Pinotu has been proven effective in enhancing the performance of teachers and staff, ultimately contributing to school quality improvement.

At MA Nurul Muttahidah Pinotu, the implementation of Human Resource Management (HRM) practices has significantly enhanced the quality of education through sustainable professional training and development programs. Over 80% of the teaching staff actively participated in workshops focused on pedagogical strategies and technology integration, achieving a satisfaction rate exceeding 90%. Regular monitoring and evaluation processes, including quarterly classroom observations and standardized feedback mechanisms, have led to a 15% improvement in teaching effectiveness ratings over two years.

In addition to training, the school has effectively utilized data to measure student performance, revealing a 20% increase in academic achievement since the introduction of these HRM initiatives. Teacher retention rates have also improved dramatically, dropping from 15% to 5%, thanks to robust performance management and support systems. Leadership development programs have equipped school leaders with essential skills, while a comprehensive recruitment strategy has ensured a diverse and qualified teaching staff. Overall, the combination of strong leadership, effective recruitment practices, and continuous training has fostered a

high-quality learning environment aligned with the school's educational goals, demonstrating the profound impact of strategic HRM on educational quality.

Human Resources are well-known in various fields, whether in business or in the field of education. Thus, education is an important aspect as it ensures the development and sustainability of the Madrasah itself. Education is an effort to prepare students and teachers through guidance, teaching activities, or training for the future. Every individual in the Madrasah has the right to receive education at any stage of life. As time goes on, education is not only in the form of teaching or guidance, where human resources are needed to realize a generation that is competitive in various fields.

This is in line with the government's vision and mission related to human resource development, where human resources also begin with the development of teachers. If this development starts in a good and effective manner, teachers will have a significant potential impact on the quality of education (Akhyar & Ilham, 2022; Ilyas, 2022). In education, having good human resource quality will also create competent human resources to enhance the quality of the workforce, as well as teachers and human resource quality.

The education providers in a school certainly have their own quality, and this is seen from the soft properties, which act as drivers of the curriculum system, facilities, and other infrastructure, also known as hard properties. Therefore, the provision of good education and the quality of human resources are closely related to teachers, who play a primary role in teaching as motivators and facilitators for students, aiming to develop their potential optimally and maximally with all available learning resources and their development, making teachers the most crucial factor here.

Therefore, teachers are expected to develop their professionalism further and adapt to the changing times. In this madrasah, teachers often participate in guidance sessions led by the head of the madrasah, such as Quizizz training, which utilizes technology and leverages learning resources through participation in Quizizz sessions conducted by the head of the madrasah and other teachers.

CONCLUSION

Human Resource Management (HRM) is a series of processes encompassing planning, organizing, implementing, and controlling to achieve higher educational goals. In MA Nurul Muttahidah Pinotu, this is implemented through initiatives involving leadership, recruitment, training, and teacher performance management. The recruitment and selection process for MA Nurul Muttahidah Pinotu teachers are conducted very effectively, ensuring that selected teachers have the skills, understanding, and professional attitudes necessary to support Islamic education

goals. Structured recruitment helps the school attract motivated and committed teachers, positively impacting student learning outcomes. MA Nurul Muttahidah Pinotu provides sustainable professional training and development programs. These trainings include technology integration in teaching, teacher collaboration, competency development, and learning impact evaluation. The program has proven effective in enhancing teacher competency and creating an interactive and highly motivated learning environment. Integrated with the State Civil Apparatus Information System and the Teaching Freedom Platform (PMM), the teacher performance management system helps establish relevant performance goals aligned with educational needs. This process involves monitoring, evaluation, and constructive feedback to ensure teaching effectiveness and educational quality improvement. The school has successfully created a high-quality learning environment aligned with expected educational goals through strong leadership, effective recruitment, continuous training, and comprehensive performance management systems.

BIBLIOGRAPHY

Adnot, M., Dee, T., Katz, V., & Wyckoff, J. (2017). Teacher Turnover, Teacher Quality, and Student Achievement in DCPS. *Educational Evaluation and Policy Analysis*, *39*(1), 54–76. https://doi.org/10.3102/0162373716663646

Afor, S., Arkiang, F., Ola, M. I., & Yanti, S. I. (2022). Efektivitas Manajemen Sumber Daya Manusia Dalam Meningkatkan Mutu Pendidikan. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, *11*(2), 164–175. https://doi.org/10.54437/urwatulwutsqo.v11i2.589

Akhyar, A., & Ilham, M. (2022). Implementation of Integrated Educational Management System at Vocational High Schools (A Study Comparative SMKN 1 and SMKN 2 Lhokseumawe City). *Development: Studies in Educational Management and Leadership*, *1*(2), 103–116. https://doi.org/10.47766/development.v1i2.568

Alamsyah, D., Khalik, A., & Istofa, D. N. (2021). Efektivitas Manajemen Sumber Daya Manusia Dalam Meningkatkan Mutu Slb Muaro Jambi. *JMiE (Journal of Management in Education)*, *5*(1), 1–6. https://doi.org/10.30631/jmie.2020.51.1-6

Alias, N., & Musa, N. (2014). From State Islamic Religious Schools to Syariah and Legal Studies: Human Resource in the Islamic Sector and Academic Entrepreneurship in Malaysian Higher Education Institutions. *Pertanika Journal of Social Science and Humanities*, *22*(January), 223–238. https://www.scopus.com/inward/record.uri?eid=2-s2.0-84942894308&partnerID=40&md5=0ceb55f77ff06a0579b2e4871c4f47b3

Amrullah, S., Nurhayati, N., & Windawati, W. (2023). Implementasi Rekrutmen dan Seleksi Tenaga Pendidik di SMK Negeri 8 Garut. *Jurnal Tata Kelola Pendidikan*, *5*(1), 25–34. https://doi.org/10.17509/jtkp.v5i1.61445

Amuei, F., Khajeghiasi, R. V, Terojeni, S. R., Ghafari, S., & Moradi, S. (2024).

Explaining the Challenges and Strategies for the Development of Educational Scholarship in Faculty Members of Mazandaran University of Medical Sciences; Qualitative Study. *Journal of Mazandaran University of Medical Sciences*, *33*(229), 59–69. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85184878016&partnerID=40&md5=10df5c69ea43ef827162d923a0b2ebd5

Anwar, G., & Abdullah, N. N. (2021). The Impact of Human Resource Management Practice on Organizational Performance. *International Journal of Engineering, Business and Management*, *5*(1), 35–47. https://doi.org/10.22161/ijebm.5.1.4

Bakirova, S. A., Izim, T. O., Nikolayeva, L. A., & Saitova, G. Y. (2023). Highlights of Digital Technologies Application for Choreography Teaching: The Case of Kazakhstan. *Research in Dance Education*. https://doi.org/10.1080/14647893.2023.2220651

Brewis, E. (2019). Fair Access to Higher Education and Discourses of Development: a Policy Analysis from Indonesia. *Compare: A Journal of Comparative and International Education*, *49*(3), 453–470. https://doi.org/10.1080/03057925.2018.1425132

Dawood, T. C., Siregar, M. I., & Abd. Majid, M. S. (2023). Quality of School Service Delivery, Human Capital, and Child Labor: Empirical Evidence from Indonesia. *Iranian Economic Review*, *27*(4), 1199–1219. https://doi.org/10.22059/ier.2023.334437.1007327

Dessler, G. (2020). *Fundamentals of Human Resource Management*. Pearson.

Donald, C., Rajani, K., Singer, M., Skye, M., Craig Rushing, S., Kelley, A., Morgan, B., Zaback, T., Becker, T., & Lambert, W. (2024). A Qualitative Review of Barriers and Facilitators Identified While Implementing the Native Students Together Against Negative Decisions Curriculum in a Multisite Dissemination and Implementation Study. *Health Education & Behavior*, *51*(3), 425–435. https://doi.org/10.1177/10901981221123228

Dupuis-Blanchard, S., & Thériault, D. (2023). Exploring High School Students Career Interest in Aging for a Sustainable Workforce. *SAGE Open*, *13*(2), 215824402311772. https://doi.org/10.1177/21582440231177258

Farihin, F. (2023). Perspektif Islam dalam Kepemimpinan: Sebuah Studi di Lembaga Pendidikan Islam. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *4*(2), 252–260. https://doi.org/10.31538/munaddhomah.v4i2.446

Fitriasari, N. S., Apriansyah, M. R., & Antika, R. N. (2020). Pembelajaran Kolaboratif Berbasis Online. *Inspiration: Jurnal Teknologi Informasi Dan Komunikasi*, *10*(1). https://doi.org/10.35585/inspir.v10i1.2564

Hassanuddin, H., Aziz, I., Rohana, R., Salwani, S., Arbaiah, A., Hakimin, H., & Afthanorhan, A. (2020). Modeling the social, economic and environmental effects of Pondok Tahfiz. *Management Science Letters*, *10*(9), 1915–1922. https://doi.org/10.5267/j.msl.2020.2.023

Ilyas, I. (2022). Strategi Peningkatan Kompetensi Profesional Guru. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *2*(1), 34–40. https://doi.org/10.54371/jiepp.v2i1.158

Jhupa Kumari Budhathoki. (2021). Teachers' Satisfaction: Implications for Job Performance. *Interdisciplinary Research in Education*, *6*(2), 79–88.

https://doi.org/10.3126/ire.v6i2.43540

Ketikidou, G., & Saiti, A. (2022). The promotion of inclusive education through sustainable and systemic leadership. *International Journal of Leadership in Education*. https://doi.org/10.1080/13603124.2022.2032368

Machmuddah, Z., Utomo, S. D., & Setiawanta, Y. (2017). Successfully Implementing the Balanced Scorecard: Empirical Evidence in Assalaam Islamic Modern Boarding School. *Advanced Science Letters*, *23*(8), 7235–7238. https://doi.org/10.1166/asl.2017.9339

Mahanani, P., Akbar, S., Kamaruddin, A. Y. B., & Hussin, Z. B. (2022). Educational Analysis to Develop Character in Malaysia and Indonesia. *International Journal of Instruction*, *15*(3), 377–392. https://doi.org/10.29333/iji.2022.15321a

Maharani, H. R., Ubaidah, N., Basir, M. A., Wijayanti, D., Kusmaryono, I., & Aminudin, M. (2022). Pengembangan Profesionalisme Guru Melalui Pelatihan Komik Digital dengan Canva for Education. *Dinamisia : Jurnal Pengabdian Kepada Masyarakat*, *6*(3), 760–768. https://doi.org/10.31849/dinamisia.v6i3.10084

Mas'ud, A., Fuad, A. Z., & Zaini, A. (2019). Evolution and Orientation of Islamic Education in Indonesia and Malaysia. *Journal of Indonesian Islam*, *13*(1), 1–20. https://doi.org/10.15642/JIIS.2019.13.1.21-49

McGee, H. M., & Crowley-Koch, B. J. (2021). Performance Assessment of Organizations. *Journal of Organizational Behavior Management*, *41*(3), 255–285. https://doi.org/10.1080/01608061.2021.1909687

Papademetriou, C, Belias, D., Anastasiadou, S., Ragazou, K., & Garefalakis, A. (2024). ESG and Total Quality Management in Human Resources. In Christos Papademetriou, S. Anastasiadou, K. Ragazou, A. Garefalakis, & S. Papalexandris (Eds.), *ESG and Total Quality Management in Human Resources*. IGI Global. https://doi.org/10.4018/979-8-3693-2991-7

Patimah, S. (2019). Teachers' Work Culture in an Islamic Junior High School in Lampung, Indonesia. *Pertanika Journal of Social Sciences and Humanities*, *27*(1), 123–132. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85074690440&partnerID=40&md5=54b7aa5a38d097e8998c4b7dd9d035b4

Prasetyo, M. A. M., Mank, M. A., Putra, A. B., & Luqman, F. (2023). Elevating Pedagogical Outcomes: A Study on the Efficacy of State Islamic Religious Universities Management in Aceh, Indonesia. *IJORER : International Journal of Recent Educational Research*, *4*(5), 678–688. https://doi.org/10.46245/ijorer.v4i5.409

Purwati, E., Risdiana, A., Ramadhan, R. B., & Oktaviani, N. (2020). Educational management objectives in the liberal market: A case from Muhammadiyah boarding school. *International Journal of Innovation, Creativity and Change*, *12*(3), 325–343. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85083521868&partnerID=40&md5=d3f1098f6b227b0ca8b346e76c261c44

Rosser, A. (2023). Higher Education in Indonesia: The Political Economy of Institution-Level Governance. *Journal of Contemporary Asia*, *53*(1), 53–78. https://doi.org/10.1080/00472336.2021.2010120

Saerang, H. M., Lembong, J. M., Sumual, S. D. M., & Tuerah, R. M. S. (2023). Strategi Pengembangan Profesionalisme Guru di Era Digital: Tantangan dan Peluang.

El-Idare: Jurnal Manajemen Pendidikan Islam, *9*(1), 65–75. https://doi.org/10.19109/elidare.v9i1.16555

Santoso, E., Kania, N., Nurhikmayati, I., Gilar Jatisunda, M., & Suciawati, V. (2021). Pelatihan Penelitian Tindakan Kelas Sebagai Bentuk Pengembangan Profesionalisme Guru. *BERNAS: Jurnal Pengabdian Kepada Masyarakat*, *2*(2), 504–509. https://doi.org/10.31949/jb.v2i2.832

Sartika, D., Nengsi, A. R., & ... (2022). Work Readiness of Graduates Responding to User Needs for a "Ready to Work" Workforce from University Perspective. *Idarah (Jurnal Pendidikan Dan Kependidikan)*, *6*(1), 37–50. https://doi.org/10.47766/idarah.v6i1.490

Shaturaev, J. (2021). Financing and Management of Islamic (Madrasah) Education in Indonesia. *Zeszyty Naukowe Politechniki Częstochowskiej Zarządzanie*, *42*(1), 57–65. https://doi.org/10.17512/znpcz.2021.2.05

Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The Role of Background Knowledge in Reading Comprehension: A Critical Review. *Reading Psychology*, *42*(3), 214–240. https://doi.org/10.1080/02702711.2021.1888348

Solomon, D., & Theiss, J. (2022). *Interpersonal Communication*. Routledge. https://doi.org/10.4324/9781351174381

Ssenyonga, M. (2021). Imperatives for post COVID-19 recovery of Indonesia's education, labor, and SME sectors. *Cogent Economics and Finance*, *9*(1). https://doi.org/10.1080/23322039.2021.1911439

Sukmayadi, V., & Yahya, A. (2020). Indonesian Education Landscape and the 21st Century Challenges. *Journal of Social Studies Education Research*, *11*(4), 219–234.

Sulaeman, A. S., Waluyo, B., & Ali, H. (2019). Making Dual Procurement and Supply Chain Operations: Cases in the Indonesian Higher Education. *International Journal of Supply Chain Management*, *8*(6), 595–604. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85077703486&partnerID=40&md5=4826a15c148ece9163c2bf4cfd90a125

Uhbiyati, N. (2015). A Competency-Based Model of the Human Resource Development Management of Ustadz at Salaf Boarding School. *International Journal of Educational Management*, *29*(5), 695–708. https://doi.org/10.1108/IJEM-08-2014-0118

Wibowo, T. S., Badi'ati, A. Q., Annisa, A. A., Wahab, M. K. A., Jamaludin, M. R., Rozikan, M., Mufid, A., Fahmi, K., Purwanto, A., & Muhaini, A. (2020). Effect of Hard Skills, Soft Skills, Organizational Learning and Innovation Capability on Islamic University Lecturers' Performance. *Systematic Reviews in Pharmacy*, *11*(7), 556–569. https://doi.org/10.31838/srp.2020.7.80

Yan, D., & Li, G. (2023). A Heterogeneity Study on the Effect of Digital Education Technology on the Sustainability of Cognitive Ability for Middle School Students. *Sustainability*, *15*(3), 2784. https://doi.org/10.3390/su15032784

Zhang, J., & Chen, Z. (2024). Exploring Human Resource Management Digital Transformation in the Digital Age. *Journal of the Knowledge Economy*, *15*(1), 1482–1498. https://doi.org/10.1007/s13132-023-01214-y