

Human Resource Management Strategy in Improving the Quality of Teaching Staff at MTs Hidayatul Mubtadiin, South Lampung

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Abstract

In Indonesia, Islamic education plays a pivotal role in shaping individuals who are not only intellectually capable but also possess strong moral and spiritual qualities. This study aims to examine the implementation of human resource management (HRM) strategies designed to enhance teacher quality at MTs Hidayatul Mubtadiin in South Lampung. Employing a qualitative descriptive method utilizing observation, interviews, and documentation the study analyzes data based on the concepts of Miles and Huberman. The findings indicate that the HRM strategies at MTs Hidayatul Mubtadiin have significantly improved both teacher quality and the standard of Islamic religious instruction. These strategies encompass all fundamental management functions: from planning and a rigorous, selective recruitment process prioritizing academic competence and moral integrity to continuous training and development through workshops and learning communities. Teacher performance evaluation is formative in nature, aiming not merely to assess but also to foster self-reflection and competence enhancement. Furthermore, a comprehensive reward management system comprising financial incentives, formal recognition, and career development opportunities motivates teachers to perform at their best. The exemplary leadership of the *madrasa* principal and senior teachers further reinforces a positive, religiously grounded work culture. Overall, these strategies not only elevate teacher professionalism but also support the development of students' religious character and the holistic achievement of Islamic educational goals: producing a generation characterized by faith, knowledge, and noble character.

Keywords

Human Resource Management, Quality of Islamic Education, Teacher Professionalism



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INTRODUCTION

Education is an important element in forming the character and intellectuality of future generations (Suprpto et al., 2024). In Indonesia, Islamic education plays a vital role in producing individuals who are not only intellectually intelligent but also morally and spiritually sound. One of the main components of Islamic education is the teacher, who has the crucial task of instilling religious values and morals in students. Therefore, the quality of

the teaching staff significantly determines the effectiveness of the religious learning process in Islamic madrasahs. Therefore, human resource (HR) management is a key factor in improving the quality of education in this area (Sari & Bermuli, 2021).

MTs Hidayatul Mubtadiin South Lampung is a madrasah (Islamic boarding school) that implements a holistic approach to Islamic education, incorporating intellectual, moral, and spiritual aspects into its learning. This madrasah's vision is to produce students who are not only academically proficient but also possess good morals. In realizing this vision, teachers play a crucial role. A teacher's success is determined not only by their ability to deliver teaching materials, but also by how they serve as role models for their students in their daily lives.

However, to achieve optimal educational quality, teachers require sound human resource management. This management encompasses various aspects, such as teacher selection, training, coaching, and performance evaluation. Without proper management, it is impossible to produce teachers who are highly competent and dedicated to carrying out their duties (Denico, 2024).

Along with the development of the times, challenges in the world of education are becoming increasingly complex, including in terms of human resource management (Prabu Mangku Negera, 2005). Amidst technological changes and social dynamics, teachers at MTs Hidayatul Mubtadiin, South Lampung, are required to adapt to a variety of more innovative learning methods to meet the evolving needs of students and the community. Therefore, an effective human resource management strategy is crucial for improving the quality of teaching staff and, in turn, the quality of religious education at the madrasah.

The right human resource (HR) management strategy can have a big impact on the quality of education (Destiana, 2023). In the context of education, human resource management refers to how schools manage and optimize the potential of their educators to improve learning outcomes and create a positive educational climate. Good human resource management encompasses several stages, such as recruiting competent teachers, developing relevant training and career development, and providing ongoing support and evaluation of teacher performance.

Improving the quality of teaching staff at MTs Hidayatul Mubtadiin, South Lampung, needs to be based on an understanding of the needs and challenges faced by teachers in the learning process. For example, in Jati Agung, South Lampung, a developing area, teachers may face challenges related to limited facilities and learning resources. Therefore, the implemented human resource management strategy must address these obstacles while providing opportunities for teachers to develop their teaching skills and competencies.

Furthermore, the quality of education depends not only on teachers' academic abilities but also on their attitudes and motivation in carrying out their duties. Therefore, human resource management must be able to create a supportive environment for teachers to remain motivated and feel valued. In this regard, teacher welfare and appreciation must also be a

primary concern in human resource management at MTs Hidayatul Mubtadiin, South Lampung.

Teachers have a very vital role in educating students to have a strong religious foundation, both in terms of religious understanding and in character formation (Hasan & Anita, 2022). A teacher's competence extends beyond teaching skills, including the ability to instill religious values that students can accept and apply in their daily lives. Therefore, teacher competence needs to be continuously improved to ensure the quality of religious education in Islamic madrasas is maintained.

Some important competencies for teachers are pedagogical competence, professional competence, social competence, and personality competence. Pedagogical competence refers to a teacher's ability to plan, implement, and evaluate effective learning (Djuanda, 2019). Teachers must be able to deliver material in an engaging manner that meets students' needs. Professional competence relates to a deep mastery of teaching materials, including an understanding of Islamic jurisprudence (fiqh), creed (aqidah), morals, and Quranic interpretation. Social competence refers to a teacher's ability to interact and communicate with students, parents, and colleagues. Finally, personality competence encompasses attitudes, values, and behaviors that serve as role models for students.

One of the challenges faced by teachers is how to create teaching methods that suit the diverse characteristics of students (Irawan et al., 2022). For example, students at MTs Hidayatul Mubtadiin, South Lampung, come from diverse social and cultural backgrounds, which influence their learning styles. Therefore, teachers must be able to adapt their approaches to accommodate individual student needs. In this regard, a sound human resource management strategy will assist in providing training tailored to the evolving needs of teachers, enabling them to continually update their teaching method (Murtafiah, 2021).

The purpose of this study is to analyze the strategic role of human resource (HR) management in improving the quality of teaching staff at MTs Hidayatul Mubtadiin South Lampung as an Islamic madrasa that applies a holistic approach to education, encompassing intellectual, moral, and spiritual aspects. This study aims to explore how HR management strategies including recruitment, training, career development, performance evaluation, and motivation can be implemented effectively to improve teachers' pedagogical, professional, social, and personality competencies. In addition, this study also aims to identify various challenges and needs faced by teachers in the process of religious learning, especially in the Jati Agung area, South Lampung, which has limited facilities and diverse student characteristics. Thus, the ultimate goal of this study is to provide concrete recommendations for madrasas in managing HR more adaptively and sustainably, in order to create a quality Islamic educational environment that is relevant to the demands of the times and the needs of society.

METHODS

The research method used in this study is a qualitative research method with a descriptive approach. Qualitative research was chosen because it is appropriate to dig up in-depth information regarding human resource management strategies in the context of improving teacher quality in elementary madrasah environments, specifically at MTs Hidayatul Mubtadiin South Lampung. The descriptive approach is used to provide a comprehensive overview of the implementation of HR management strategies implemented by the madrasah, as well as their impact on the quality of teaching staff from various aspects such as competence, performance, and professionalism.

This research was conducted specifically at MTs Hidayatul Mubtadiin, located in Sidoharjo Village, Jati Agung District, South Lampung Regency. This location was chosen based on the consideration that the madrasah is an Islamic educational institution that implements an integral education system, which emphasizes not only academic aspects but also the strengthening of religious values. In this context, the role of teachers is very important and is one of the main focuses in developing educational quality. Therefore, this study aims to determine the extent to which the human resource management strategies implemented by the madrasah can support the improvement of the quality of teaching staff.

Data collection techniques in this study include observation, in-depth interviews, and documentation (Sugiyono, 2019). Observations were conducted directly within the madrasah environment, including during the learning process, teacher meetings, and teacher development activities. These observations aimed to obtain a realistic picture of the implementation of human resource management in the field. In-depth interviews were conducted with various key informants, namely the madrasah principal, teachers, and management staff directly involved in the teacher recruitment, development, and evaluation processes. This interview technique enabled researchers to obtain more detailed, subjective, and contextual information in accordance with the realities in the madrasah. Meanwhile, documentation was used to collect relevant secondary data, such as madrasah work program documents, teacher training lists, performance evaluation scores, and curricula related to teacher development.

The data analysis technique used in this study is the interactive analysis of the Miles and Huberman model, which consists of three stages (Handoko et al., 2024): data reduction, data presentation, and conclusion drawing. Data reduction is carried out by filtering the information obtained during the data collection process so that only data relevant to the research focus is analyzed further. Data presentation is done in the form of descriptive narratives to make it easier for researchers to understand the relationships between information categories. Finally, conclusions are drawn through a process of repeated data verification to ensure the validity of the findings. To maintain data validity, this study also uses source and method triangulation techniques, namely by comparing information from various informants and different data collection techniques. With this method, it is hoped that

the results of the study can provide a complete and objective picture of the HR management strategy in improving the quality of teaching staff at MTs Hidayatul Mubtadiin South Lampung.

RESULTS AND DISCUSSION

Results

Human Resource Planning by Madrasah Management

The research results show that MTs Hidayatul Mubtadiin has implemented a structured human resource (HR) management strategy oriented towards improving the quality of education. One prominent aspect is the systematic and proactive HR planning. The principal, along with the management team, developed a teaching staff planning strategy based on an analysis of real-world needs, such as student numbers, curriculum load, and competency standards required to educate 21st-century students.

This human resource planning is not solely oriented toward quantity, but rather emphasizes quality. In the context of teachers, planning is carried out based on teacher competency standards as stipulated in Minister of National Education Regulation No. 16 of 2007, which encompasses four main competencies: pedagogical, professional, personality, and social. The madrasah principal emphasized the importance of teachers who not only have a deep mastery of religious material but are also able to transform Islamic values into the real lives of their students.

Furthermore, in responding to the challenges of the times, madrasahs are also considering the digitalization of learning. Teachers are expected to be skilled in using information technology as a learning medium. For example, using online learning platforms, interactive applications, and instructional videos as part of efforts to attract students' interest and strengthen their understanding of the subject matter.

Standardized Teacher Recruitment and Selection

The research also shows that MTs Hidayatul Mubtadiin implements a selective, competency-based teacher recruitment process. The recruitment process begins with administrative steps, including verification of diplomas, transcripts, and work experience certificates. Next, prospective teachers take a written test to assess their Islamic and pedagogical knowledge.

The next stage is teaching practice and interviews. Teaching practice is used to assess prospective teachers' abilities in delivering material, managing classes, and motivating students. Interviews, meanwhile, are used to explore the prospective teachers' personal values, work ethic, and vision of Islamic education. Selection criteria include academic ability, morality, communication skills, and commitment to character education. This reinforces modern human resource management principles that emphasize the fit between individuals and the culture and needs of the organization or madrasah, thereby minimizing conflict and improving overall performance.

Continuing Professional Development Program

In an effort to maintain and improve the quality of teaching staff, madrasas have developed various ongoing professional development programs (Rohmah, 2016). Teachers are encouraged to participate in training and seminars organized by both foundations and external institutions such as the Ministry of Religious Affairs, MGMP (National Teachers' Association), and the Professional Certification Institute (LSP). These training sessions cover independent curriculum-based learning, differentiated learning, authentic evaluation strategies, and experiential Islamic character building. Furthermore, madrasas have established active and productive Teacher Learning Communities (KBGs). These forums serve as discussion spaces for teachers, where they can share experiences, examine teaching challenges, and collaboratively seek solutions. Teachers feel motivated by the support of a positive and collaborative learning ecosystem.

Teachers are also facilitated to develop scientific papers and conduct classroom action research (CAR) to improve the quality of their learning. Several teachers have presented their CAR results at city- and provincial-level seminars. This not only improves teacher capabilities but also encourages innovation in classroom learning (Chandra Oktaviani, 2022).

Teacher Performance Evaluation

Teacher performance evaluations are conducted regularly and comprehensively. The principal periodically conducts direct classroom observations to assess how teachers teach, manage the classroom, and build relationships with students (Prabu Mangku Negera, 2005). In addition to observation, evaluation is also carried out through academic supervision and reflective assessment with teachers.

In addition to the principal, teacher performance is also assessed through feedback from students and parents. Students are asked to rate the extent to which they feel the teacher's teaching methods have helped them understand Islamic values. The quality development team then analyzes the results of these evaluations to design the training or mentoring needed by the teachers. The evaluation covers aspects of material mastery, learning strategies, communication ethics, and the teacher's ability to integrate Islamic values into daily learning. The evaluation results also serve as a basis for awarding awards and promotions to teachers.

Rewards and Work Motivation

Welfare is a key component of the human resource management strategy at this madrasah. Teachers are paid salaries commensurate with their education level and work experience. Furthermore, the madrasah provides various additional benefits, such as extracurricular mentoring allowances, performance allowances, and religious allowances. Interestingly, the madrasah provides non-financial rewards that are motivational in nature. For example, outstanding teachers are awarded certificates, appreciation at madrasah events, and a free Umrah pilgrimage program. These programs inspire and create a sense of pride for teachers, ultimately impacting their work ethic and loyalty to the madrasah.

Furthermore, spiritual well-being programs such as weekly religious study sessions, spiritual mentoring, and teacher retreats are also part of the strategy to strengthen work

motivation based on Islamic values. This makes the teacher's work environment not only a place to earn a living, but also a place of worship and spiritual development. Therefore, it can be concluded that the success of human resource management in improving the quality of teaching staff at MTs Hidayatul Mubtadiin is the result of a synergistic and sustainable combination of planning, selection, development, evaluation, and work motivation strategies.

Discussion

Human Resource Management and Teacher Quality Improvement

Strategic human resource (HR) management is the key to improving teacher quality at MTs Hidayatul Mubtadiin, South Lampung. This aligns with the theory proposed by (May Ie, 2025), which explains that human resource management encompasses the functions of planning, recruitment, training, development, and evaluation and reward. These functions are not only applicable in a corporate context but are also relevant in educational institutions, particularly Islamic education, where teachers play a key role in shaping students' character and spirituality.

At MTs Hidayatul Mubtadiin, these functions are carried out within a systematic framework. Teacher needs planning is based on real-world needs, particularly in addressing the challenges of religious education in the digital age. This process involves coordination between the madrasah principal, curriculum department, and teaching staff to align required competencies. This serves as the foundation for realizing superior Islamic education that is adaptive to current developments.

To improve the quality of teaching staff at MTs Hidayatul Mubtadiin, South Lampung, an appropriate human resource management strategy is required. First, the madrasah needs to recruit teachers with relevant educational backgrounds and a passion for teaching. This recruitment process must be carried out carefully to ensure that the teachers recruited have good potential and competence. Second, once teachers are accepted, the madrasah needs to provide ongoing training and development. This training can include pedagogical training, training related to mastery of teaching materials, and training in the use of learning technology.

In the context of MTs Hidayatul Mubtadiin, South Lampung, this training must be tailored to local conditions and the challenges faced by the madrasah. For example, if the madrasah experiences limited facilities, training can focus on how to utilize existing resources effectively. Furthermore, human resource management must also involve systematic performance evaluation. This evaluation can be conducted through direct classroom observation, student learning outcomes tests, and feedback from students and parents. This evaluation aims to assess the extent to which teachers are able to achieve learning objectives and contribute to students' spiritual and moral development.

The Role of Recruitment Strategy in Recruiting Quality Teachers

The teacher recruitment strategy at this madrasah is not only oriented towards academic background, but also considers personality, classroom management skills, and moral integrity. This aligns with the views of (Mutiah, 2025). The quality of input will determine the

quality of output. In practice, the selection process involves several stages, from administrative selection, religious competency tests, teaching practice, to in-depth interviews regarding the prospective teacher's commitment and integrity.

With this strategy, MTs Hidayatul Mubtadiin has successfully recruited teachers with a strong academic foundation, mastery of sharia law, and excellent communication skills. This is crucial, considering that religious education not only transfers knowledge but also shapes students' values and attitudes. Targeted and selective recruitment allows for the creation of an inspiring educational environment. The recruited teachers serve not only as instructors but also as role models and motivators for students in living an authentic and meaningful religious life.

Teacher Professional Development as a Continuous Process

The professional development process for teachers at MTs Hidayatul Mubtadiin does not stop after the recruitment stage. The school actively facilitates competency improvement through various activities, such as regular training, Islamic education seminars, and technology integration workshops in learning. This concept aligns with the theory. Amri, (2021) which emphasizes that teacher professional development is a dynamic process that continues throughout a career.

In the context of this madrasah, teachers are encouraged to become lifelong learners. A teacher learning community was formed to facilitate the exchange of ideas and reflection on teaching practices. This creates a collaborative atmosphere, where teachers do not rely solely on external training but also learn from each other based on real-life classroom experiences. This continuous development directly impacts the quality of learning. Teachers are able to adapt teaching methods to current developments and student characteristics. This demonstrates that human resource management based on capacity building not only improves the quality of individual teachers but also drives the progress of the institution as a whole.

Role Model and Evaluation as Performance Triggers

The exemplary behavior of the principal and senior teachers is a unique strength in human resource management at this madrasa. Islamic values are internalized not only in the learning materials but also through the actual behavior of all teaching staff. This supports the theory Sutrisno, (2024) which states that role models are a key element in character education. When teachers and madrasa leaders demonstrate integrity, discipline, and hard work, these values will naturally be imitated by students.

In addition to exemplary behavior, teacher performance evaluations are also conducted routinely using a formative approach. This evaluation includes classroom observations, self-reflection, and feedback from students and colleagues. The formative evaluation theory by Idrus, (2019) emphasized that this type of evaluation is not only for assessment, but also for improving the learning process. Evaluations are conducted fairly and openly, creating a positive culture of professionalism. Teachers feel appreciated for their efforts but also encouraged to continuously improve. This combination of role models and formative

evaluation makes the human resource development process organic and integrated into the madrasah culture.

Rewards and Motivation: A Holistic Approach to Management

Teacher work motivation is not solely driven by salary factors (Silitonga & SE, 2020). His two-factor theory explains that in addition to hygiene factors (such as salary and working conditions), there are also motivational factors such as recognition, achievement, and personal growth, which have a greater long-term impact. This is well understood by the management of MTs Hidayatul Mubtadiin.

This madrasah provides non-financial rewards such as certificates of appreciation, prestigious additional assignments, and opportunities for personal development at the regional or national level. This fosters a sense of pride and responsibility among teachers. When teachers feel recognized and appreciated, they are more motivated to work optimally and demonstrate their best performance. Furthermore, the madrasah does not neglect the financial aspect. Despite being an independent Islamic educational environment, the management strives to provide additional incentives for teachers who demonstrate high performance. This holistic approach has proven effective in maintaining teacher morale and fostering long-term loyalty.

Implications for the Quality of Islamic Education

The overall human resource management strategy implemented at MTs Hidayatul Mubtadiin has a direct impact on the quality of Islamic education at the school. Professional and highly committed teachers deliver learning that is both informative and inspiring. Students not only gain religious knowledge but are also motivated to practice Islamic teachings in their daily lives.

This strengthens the statement Azizah, (2024), that teacher quality is a key indicator of the success of Islamic education. When teachers possess in-depth knowledge, appropriate teaching methodologies, and moral role models, Islamic education will be holistic and grounded. At MTs Hidayatul Mubtadiin, students have shown improvement in their participation in religious services, Quran memorization, and understanding of moral values. This demonstrates that sound human resource management contributes significantly to achieving the comprehensive goals of Islamic education: developing individuals who are faithful, knowledgeable, and have noble character.

This research offers a novel approach to holistic and contextual human resource management (HRM) within the context of Islamic educational institutions, specifically MTs Hidayatul Mubtadiin, South Lampung. The key innovation lies in the integration of modern HRM principles such as strategic planning, selective recruitment, ongoing training, formative evaluation, and rewards with Islamic values that emphasize role models, morals, and spirituality in education. This approach not only prioritizes organizational effectiveness but also emphasizes character development and a work culture consistent with religious values. One novel contribution of this research is how madrasahs develop a teacher recruitment system based on moral and spiritual integrity, rather than solely academic background. Furthermore, the initiative to establish a teacher learning community as a forum for exchanging experiences and reflecting on learning practices demonstrates innovation rarely found in the context of

secondary Islamic education. This concept enriches the educational management literature by presenting a participatory and contextual model of teacher professional development, relevant to current challenges such as digitalization and changes in student character.

Although the findings of this study make important contributions, there are several limitations that warrant consideration. First, the study's limited scope to a single madrasah, MTs Hidayatul Mubtadiin in South Lampung, limits the generalizability of the results. The social, cultural, geographic, and economic contexts in this region may differ from those of madrasahs elsewhere in Indonesia, making successful human resource management approaches here less applicable elsewhere. Second, the qualitative and descriptive approach emphasizes a deeper understanding of the processes and strategies employed but does not yet present quantitative data that could demonstrate a measurable causal relationship or direct influence of human resource strategies on student learning outcomes. Third, the study's primary focus is on the internal aspects of the institution without delving more broadly into the influence of external factors, such as government policies, Ministry of Religious Affairs regulations, or community participation in madrasah human resource management. Therefore, the results of this study are contextual and should be interpreted with caution, especially when used as a reference for policy formulation or implementation in different educational settings.

The findings of this study have significant implications for the development of Islamic education management practices, both practically and theoretically. Practically, the results of this study can serve as a reference for madrasah principals and managers of Islamic educational institutions in developing more focused, adaptive, and spiritually valuable human resource management strategies. A holistic approach that includes morality-based recruitment, contextual training, constructive performance evaluation, and intrinsic motivation can provide a more humane and productive model for teacher management. Furthermore, this study confirms that the success of Islamic education is not only determined by the quality of teaching materials but also depends heavily on the quality and integrity of the teaching staff. Theoretically, this study enriches the study of Islamic education management by broadening understanding of the importance of sustainable human resource management within the framework of Islamic character formation. The emphasis on exemplary behavior, collaborative work, and moral appreciation demonstrates that strengthening teacher capacity is not merely a technical or administrative matter, but also about fostering the values and organizational culture of madrasahs. Thus, an appropriate human resource management strategy will have a direct impact on improving the quality of Islamic education that is not only informative but also transformative, producing a generation of faithful, knowledgeable, and virtuous individuals.

CONCLUSION

The results of this study indicate that the human resource (HRM) management strategy implemented at MTs Hidayatul Mubtadiin, South Lampung, has contributed significantly to

improving teacher quality. The HRM strategy encompasses all basic management functions: planning, recruitment, training and development, performance evaluation, and rewarding. All of these strategies are implemented in a planned, systematic manner, and are oriented toward improving the quality of Islamic religious education. Teacher recruitment is conducted through a selective and rigorous process, emphasizing the academic competence and moral integrity of prospective teachers. This demonstrates that the quality of input significantly influences the quality of educational output. Furthermore, teacher professional development is carried out continuously through various training programs, workshops, and the formation of teacher learning communities, which encourage collaborative learning among educators. Teacher performance evaluations are conducted not only to assess but also to improve and enhance the quality of teaching. These formative evaluations encourage teachers to continuously reflect on themselves, improve their competence, and strengthen their integrity in carrying out their duties. Furthermore, the exemplary behavior demonstrated by the principal and senior teachers is an important foundation in creating a positive and religious work culture within the madrasah. Reward and motivation management is implemented holistically by combining material and non-material rewards. Teachers who demonstrate dedication and achievement are rewarded with financial incentives, formal recognition, and career development opportunities. This strategy has been proven to increase teacher loyalty, work enthusiasm, and motivation to continue performing optimally. All of these efforts have a direct impact on improving the quality of Islamic education at MTs Hidayatul Mubtadiin. Teachers are able to provide inspiring teaching and shape the students' religious character as a whole. Thus, an effective human resource management strategy not only improves teacher quality but also ensures the achievement of the overall goal of Islamic education, namely producing a generation of faith, knowledge, and noble character.

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