

Multi-Institutional Collaboration in Human Resource Development at Madrasah Ibtidaiyah Negeri (MIN) 3 Deli Serdang

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Abstract

This article discusses improving the quality of education through multi-institutional collaboration with a case study at MIN 3 Deli Serdang. This study aims to analyze and describe HR management in this Islamic educational institution. This research uses a qualitative approach with a case study method. Data were collected through observation, documentation, and structured interviews. The results show that collaboration between madrasahs and the government, as well as the private sector and community, significantly improves the quality of education and human resource development (HRD). This collaboration improves teachers' professional competence and strengthens community trust in madrasahs. The study also highlights the critical role of madrasah principals in HR management, from procurement to educator development. Appropriate task placement and systematic coaching programs, such as regular meetings, training, seminars, and supervision, support the improvement of teachers' professionalism. The madrasah principal also motivates and facilitates teachers' career development and improves their welfare, especially for honorary teachers. This research provides recommendations for Islamic education institutions to strengthen multi-agency collaboration in human resource development. Effective collaboration can create a conducive environment for the growth and capacity development of educators and learners, improve the quality of teaching and learning, and increase the nation's competitiveness at the global level.

Keywords: Development; Human Resources; Madrasah.

Introduction

The era of globalization marked by the rapid development of technology has made the development of human resources (HR) one of the critical factors in determining the success of an educational institution.¹ In these rapid and complex dynamics of change, educational institutions must adapt to the latest technology and develop human resource competencies to answer the times' challenges.² This includes improving the quality of teaching staff, strengthening school management, and providing adequate educational facilities. In this context, comprehensive and sustainable human resource development is crucial to creating an innovative and productive learning environment and improving the overall quality of education.³

In Indonesia, madrasah, a religious-based educational institution, has a strategic role in producing a generation superior in general knowledge and solid moral and spiritual foundation. Madrasahs serve as an essential foundation in shaping the character and integrity of students, who are expected to become future leaders with noble character.⁴ One example of an institution improving education quality through comprehensive human resource development is Madrasah Ibtidaiyah Negeri (MIN) 3 Deli Serdang.

This madrasah focuses on improving students' academic competence and character development through various character education programs and supportive extracurricular activities.⁵ These efforts include improving the quality of teaching staff through continuous training, updating the curriculum according to the times, and providing adequate and conducive learning facilities.⁶ With this holistic approach, MIN

¹ Abdul Syaban and Eliyanti Agus Mokodompit, "TRAINING AND DEVELOPMENT STRATEGIES OF HUMAN RESOURCES IN THE MARITIM SECTOR: A *IJMA (Indonesian Journal of Management and Accounting)* 5, no. 2 (2024): 294-302.

² Zoran Susanj, Ana Jakopec, and Ana Doric, "Academics' Effectiveness and Professional Development in Croatia: Challenges for Human Resource Management in Higher Education Institutions," *European journal of education* 55, no. 4 (2020): 476-488.

³ Komalasari Komalasari, Yasir Arafat, and Mulyadi Mulyadi, "Principal's Management Competencies in Improving the Quality of Education," *Journal of social work and Science Education* 1, no. 2 (2020): 181-193.

⁴ Citra Putri Sari, Husniyatus Salamah Zainiyati, and Rudy Al Hana, "Building Students' Character through Prophetic Education at Madrasa," *Journal of Islamic Education* 6, no. 1 (2020): 27-36.

⁵ Idham Kholid, "Madrasah Management Based on Total Quality Management in Developing Student Character," *Journal of Educational Research* 2, no. 2 (2023): 347-364.

⁶ A Dara Dewi Mallarangan et al., "Analysis Of The Influence Of Continuous Training Development And Education On Professional Competence Of Teachers In Public Schools," *Journal on Education* 6, no. 2 (2024): 13449-13456.

3 Deli Serdang is committed to producing graduates who balance intellectual, emotional, and spiritual intelligence to contribute positively to society and the nation.

Multi-agency collaboration has become an increasingly popular approach to improving the quality of education at various levels.⁷ Collaboration with multiple parties, ranging from government non-governmental organizations (NGOs) to the private sector, is expected to create synergies that can accelerate the improvement of the quality of education and human resource development in the madrasah.⁸ This approach not only provides benefits in terms of improving the quality of teaching and learning but also in managing school more efficiently and effectively.

At MIN 3 Deli Serdang, multi-agency collaboration has become integral to the HR development strategy. Programs involving cooperation with various institutions have improved teacher competence, learning quality, and overall school management. Some examples of initiatives that have been carried out include teacher training programs in collaboration with universities, curriculum development with other educational institutions, and school community empowerment programs involving various NGOs.

This research will specifically examine several essential aspects of multi-institutional collaboration, namely the forms of cooperation between MIN 3 Deli Serdang and various institutions, the mechanisms and processes of collaboration applied, and the impact of collaboration on the development of human resources (HR) at MIN 3 Deli Serdang. Through an in-depth analysis of these aspects, it is expected that a clearer picture of the contribution of multi-institutional collaboration in developing human resources in madrasah can be obtained.

This research will provide practical recommendations for stakeholders in developing more effective and sustainable collaboration strategies. In addition, the findings of this research are expected to serve as a reference for other educational institutions, especially religious institutions, to implement a similar approach to improve the quality of education and human resource development. The purpose of this research

⁷ Linda Milbourne, Sheila Macrae, and Meg Maguire, "Collaborative Solutions or New Policy Problems: Exploring Multi-Agency Partnerships in Education and Health Work," *Journal of Education Policy* 18, no. 1 (2003): 19-35.

⁸ Claire Mcloughlin, "Factors Affecting State-Non-governmental Organization Relations in Service Provision: Key Themes from the Literature," *Public Administration and Development* 31, no. 4 (2011): 240-251.

is not only to contribute to the academic realm but also to provide practical benefits for improving the quality of education in Indonesia.

Research Methodology

The approach used in this research is qualitative, and it aims to analyze and describe HR management at Islamic education institutions, namely MIN 3 Deli Serdang. The type of research used in this research is a case study. The data collection techniques used in this research are: (1) Observation is the observation and recording of the facts the researcher needs.⁹ With this method, researchers can see and feel directly the atmosphere and conditions of the research subjects. The things observed in this study are about HR management at MIN 3 Deli Serdang. (2) Documentation: documentation method, which is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, longer agendas, etc.¹⁰

The data collection method using the documentation method is carried out to obtain data on the state of teaching resources and education personnel. This documentation strategy is also a data collection technique submitted to the research subject. (3) Interviews: interviews are direct face-to-face communication between researchers and respondents in the form of face-to-face questions and answers so that the respondent's movements and mimics are a media ball that complements verbal words. Therefore, interviews not only capture understanding or ideas but can also capture feelings, experiences, emotions, and other motives possessed by respondents.¹¹ The interview technique in this research is a structured interview conducted using predetermined guidelines. The questions are strictly arranged and the same for each subject. The results of the data collection will then be analyzed and concluded.

Human Resources Development (HRD)

Education is a crucial element in determining a nation's future. The progress of a country is highly dependent on a well-run and effective education system. Education fosters individual potential and cultural transformation essential to maintaining existence

⁹ Abubakar Rifai, *Introduction to Research Methodology*, First Printing, Yogyakarta: SUKA-Press, 2021, 90.

¹⁰ Siyoto, Sandu and Sodik, M. Ali, *Basic Research Methodology*, Editor: Ayup-Print 1-Yogyakarta: Literacy Media Publishing, June 2015, 77-78.

¹¹ Gulo, *Research Methodology*, Jakarta: Gramedia Widiasarana Indonesia, 2002, 77.

and advancing the nation's future.¹² Therefore, education must be managed with careful, purposeful, and integrated planning.

In the context of sustainable development, the role of education should not be underestimated. Sustainable education requires serious attention to developing human resources (HR), especially teachers, who spearhead the national education system. Various aspects must be considered to obtain professional teachers, from preparing prospective teachers through their educational background to the selection process, placement, and coaching and development.¹³ Experienced teachers result from a system that supports and pays attention to their conditions and needs from the beginning to the end of their careers.

The highest leader in the education unit is the principal or madrasah. As the highest leader, the principal or madrasah has excellent responsibilities in HRM. These tasks include three main things: 1) procurement of a qualified workforce, 2) optimal utilization of the existing workforce, and 3) coaching and development of the workforce to improve their competence and performance. Effective management in these three aspects will ensure educators can work optimally to support national education goals.

Thus, the success of education as one of the determining elements of the nation's future is highly dependent on the quality of the education system itself, especially in terms of human resource development and management, especially teachers, as well as effective leadership from school or madrasah principals.¹⁴

Procurement of Educators and Education Personnel

The procurement of educators and education personnel at MIN 3 Deli Serdang is carried out through a needs analysis to determine the types of jobs or positions needed. Feni Yunita¹⁵ states that in analyzing these needs, it is necessary to compare the number, type, and qualifications of positions with the personnel the madrasah owns. To get maximum results, the madrasah cooperates with PT Azzahra. Suppose the results of the

¹² Muhammad Yahdi, "The Function of Islamic Education in Human Life," *Lentera Pendidikan: Journal of Tarbiyah and Teacher Science* 13, no. 2 (2010): 211-225.

¹³ Management of Educator Resources Wijaya, Rahmat Hidayat, and Tien Rafida, "Management of Educator Resources and Education Personnel" (2019).

¹⁴ Feni Yunita, Nyayu Khodijah, and Ermis Suryana, "Policy Analysis of Teacher and Lecturer Professionalism," *MODELING: Journal of PGMI Study Program* 9, no. 1 (2022): 73-81.

¹⁵ Ferdinal Lafendry et al., "Teacher Qualifications and Competencies in Education," *Journal of Islamic Education* (2020) 3, no. 2 (2020): 3.

analysis show that the madrasah needs additional personnel. In that case, the madrasah submits the fulfilment of educator requirements to the Ministry of Religious Affairs of Deli Serdang Regency through the Madrasah Education Division (PENMAD).

According to Mr. Aldi Riansyah, the communication relationship between the Madrasah Head and the Madrasah Committee has been going well. The Head of the Madrasah always builds communication for every program implemented in the madrasah. Both for the procurement of infrastructure, improving the achievement of students, as well as the development of teaching and education personnel. All of this is communicated and consulted with us to avoid unwanted things, especially for the progress of madrasah.

With the establishment of harmony between the madrasah and the community through the Madrasah Committee, MIN 3 Deli Serdang still gets the complete trust of the community so that each new school year can accommodate as many as three study groups (Rombel). Learning activities occur in two waves, morning and afternoon, especially for lower grades (grades I to III). The community expects that every new student admission (PPDB) will be increased to four or five study groups; moreover, with the innovations made by the Head of Madrasah to improve the quality of students, both in science and character strengthening.

Innovative programs implemented include the development of foreign language skills (Arabic and English), the tahfiz program, daily infaq, Friday blessings, and the implementation of online exams for grade VI students. However, due to limited land, classrooms, and other facilities, it temporarily adapts to existing capabilities. Currently, MIN 3 Deli Serdang is trying to build through the students' infaq movement and is also asking for help from the community to procure new classrooms (RKB) with the hope that the construction will be completed soon so that learning can occur properly.

According to the Head of the Madrasah, the number of educators and education personnel at MIN 3 Deli Serdang is still insufficient, so the ratio of teachers to study groups and subjects is still very inadequate. To meet this shortage, the madrasah appoints honorarium teachers through the committee management. There is no placement of educators and education personnel with ASN status in this madrasah. If there is, the madrasah will be very grateful, and anyone who wants to transfer to this place will be accepted with open arms.

The position of teachers is very strategic in the implementation of education and coaching students, so the madrasah head must guarantee the availability of educators according to the needs of the madrasah. In addition, the madrasah head must be able to prepare human resources according to needs (the right man in the right place), create a harmonious working atmosphere, improve the quality of educators and education personnel, conduct career coaching, and improve their welfare.

Improving Education Quality Through Multi-Institutional Collaboration: A Case Study at MIN 3 Deli Serdang

The findings at MIN 3 Deli Serdang are highly relevant to the purpose of this study, which is to explore forms of multi-agency collaboration in HRD. The analysis shows that good collaboration between the madrasah and various institutions, including the government, the private sector, and the community, has significantly improved the quality of education and human resource development in this madrasah. According to Paul Close,¹⁶ Multi-agency collaboration efforts improve teachers' professional competencies and build public trust in madrasahs as quality educational institutions.

This harmonious and effective collaboration can be a model for other madrasahs in Indonesia in developing human resources. The findings also emphasize the importance of the role of the madrasah head in HR management, from procurement to educator development, to ensure that the educational process runs well and achieves the expected goals. These findings align with Milatun Nangimah's research,¹⁷ which states that human resource development management can be a step for educational institutions to improve teacher personality competence. The same findings were also revealed by Muslimatun Evania Rika,¹⁸ who stated that implementing good human resource management in MI Ma'arif Giriloyo can develop the careers of teaching staff.

Practically, the research findings provide recommendations for Islamic education institutions to improve multi-agency collaboration in human resource development

¹⁶ Paul Close, "Developing Multi-Agency Leadership in Education," *School Leadership & Management* 32, no. 2 (2012): 123-140.

¹⁷ Milatun Nangimah, Nurul Hidayati Murtafiah, and Nur Widiastuti, "Human Resource Development Management in Improving Teacher Personality Competence at Madrasah Aliyah Hidayatul Mubtadiin South Lampung," *Journal on Education* 6, no. 1 (2023): 1203-1211.

¹⁸ Muslimatun Evania Rika and Subiyantoro Subiyantoro, "Problematics of Human Resources Development in Improving the Quality of Education in Madrasah," *Journal of Educational Management Research* 1, no. 1 (2022): 1-11.

(HRD). Practical cooperation between educational institutions, the government, the private sector, and the community is essential to creating synergy in improving human resources quality. The findings generated from this research include strategies to strengthen inter-institutional communication, clear division of roles and responsibilities, and provision of adequate resources and support for HR development programs. In presenting the results of his research, Muhammad Dimas Firmansyah¹⁹ revealed that collaboration between institutions can have a positive impact and ensure that future generations are equipped with the knowledge to overcome the challenges of the complexity of the digital world.

Furthermore, Marjani Sultan²⁰ stated that by increasing collaboration between various institutions, it is hoped that a conducive environment will be created for the growth and capacity building of educators and learners. This will improve the quality of teaching and learning and positively impact the national education system. Multi-agency collaboration can also help disseminate best practices and educational innovations, improving the nation's global competitiveness.²¹

Ultimately, the implementation of this research will have a significant positive impact on the quality of national education. Effective human resource development through close cooperation between institutions will produce more competent educators, more competitive students, and an education system that is more adaptive and responsive to changes and challenges of the times.

Utilization of Madrasah Human Resources (HR)

One of the success factors in an organization is the leader's ability to place human resources (HR) according to their needs and competencies through the principle of "*the right man in the right place*."²² In educational units such as schools or madrasahs, the

¹⁹ Muhammad Dimas Firmansyah, Dilla Putri Sugihartini, and Ichsan Fauzi Rachman, "Education Transformation Through Public, Private, and Community Collaboration for Digital Literacy for Sustainable Development 2030," *MERDEKA: Multidisciplinary Scientific Journal* 1, no. 4 (2024): 317-327.

²⁰ , "Collaboration of Stakeholder's in the Implementation of Corporate University at the Human Resources Development Agency of South Sulawesi Province," *Journal of Indonesian WidyaSwara* 3, no. 2 (2022): 81-94.

²¹ Umi Nadiroh, Yunita Ingka Kristi, and Feri Irwanto, "Application of Conflict Management Concepts to Build Productive Collaboration in Educational Institutions," *Journal of Indonesian Educational Research (JPPI)* 1, no. 1 (2023): 25-34.

²² Basuki Jaka Purnama, "Optimizing Human Resource Management in Efforts to Improve School Quality," *Journal of Education Management UNY* 12, no. 2 (2016): 113839.

principal has excellent authority in utilizing personnel according to their respective abilities so that each individual can work effectively and efficiently.²³

The division of duties and responsibilities of MIN 3 Deli Serdang is the authority of the madrasah head. Although the determination of tasks is his authority, the madrasah head still asks for input, suggestions, and opinions from educators, especially those with extensive work experience, and occupy the highest rank in the madrasah. The madrasah head also considers the views of educators and education personnel who will be placed in a position to ensure their readiness and commitment to carrying out the task.

The process of determining this task is not done unilaterally. The madrasah head prioritizes the principles of deliberation and consensus by involving all relevant parties in a work meeting at the beginning of each school year. This meeting discusses various problems and challenges in assigning tasks to reach the best agreement for all parties. According to Kodiran,²⁴ this approach strengthens the sense of community and collective responsibility and ensures that the most competent and prepared individual fills each task and position.

Thus, the approach used by the madrasah head at MIN 3 Deli Serdang reflects the importance of collaboration and communication in HR management. Ainun Mardiah's research findings revealed that proper placement, based on competence and readiness and supported by mutually agreed decisions, will improve the performance and efficiency of all teaching and education personnel, positively impacting the quality of education provided.

Guidance and Development of Human Resources (HR)

HR coaching and development are efforts to expand knowledge, improve skills, and foster professional attitudes. Coaching aims to improve HR's duties, while development increases HR knowledge, skills, and capacity.²⁵ Personnel must have knowledge, skills, proficiency, and productivity in HR development.

²³ Muhammad Abrori and Chusnul Muali, "Improving the Quality of Human Resources Through the Leadership Role of the Principal," *JUMPA: Journal of Education Management* 1, no. 2 (2020): 1-16.

²⁴ Kodiran Kodiran, "Human Resource Management of School/Madrasah Principals in Improving Education Quality," *Al-Idarah: Journal of Islamic Education* 8, no. 2 (2019): 338-359.

²⁵ Dini Febriyenti, "HR Management in the Leadership of Female Principals to Improve the Quality of Education at UPT SDN 20 Baringin," *Dirasah: Journal of Islamic Education Science and Management Studies* 6, no. 2 (2023): 451-461.

HR coaching and development at MIN 3 Deli Serdang is carried out systematically, planned, and structured. This coaching activity is carried out following procedures that include inputs, processes, and outputs. Planning is done through the Madrasah Work Plan (RKM), which involves internal and external analysis to create a vision, mission, goals, policies, programs, activities, and program evaluation. According to Sri Lestari,²⁶ This activity aims to improve teacher competence in various aspects, including pedagogical, professional, personality, and social competence.

The madrasah head carries three coaching and development programs in developing human resources at MIN 3 Deli Serdang: professionalism improvement, career guidance, and welfare. The following are the results of research on the coaching and development of educators at MIN 3 Deli Serdang:

1. Increased Professionalism

The model for improving the professionalism of human resources at MIN 3 Deli Serdang consists of two types: formal and non-formal. *First*, Regular Meetings: Every three months, the madrasah head holds regular meetings with all teachers to evaluate teacher performance and discuss existing problems. In this meeting, the madrasah head always presents the madrasah supervisor to strengthen the commitment of educators and education personnel.

Second, training, workshops, and seminars: Madrasa principals include teachers in various trainings, workshops, and conferences to improve their competencies. These activities are expected to help teachers change their behaviour and maximize teaching and learning activities in the classroom; third, Teacher Group Studies: Every month, teachers gather in Teacher Working Group (KKG) activities to share good practices and improve their respective competencies,²⁷ fourth, Supervision and Evaluation/Assessment: The madrasah head conducts supervision and evaluation in the classroom when teachers are teaching to help teachers find solutions when

²⁶ Sri Lestari, Rahmi Syahriza, and M Ikhsan Harahap, "Human Resource Management Strategies in Improving the Quality of Employee Performance," *Innovation: Journal of Economics, Finance, and Management* 19, no. 3 (2023): 720-729.

²⁷ Abdul Hakim and Pauli Anggraini, "ARTIFICIAL INTELLIGENCE IN TEACHING ISLAMIC STUDIES: CHALLENGES AND OPPORTUNITIES," *Molang: Journal Of Islamic Education* 1, no. 02 (2023): 57-69.

experiencing difficulties during learning. Noviana Ellita Putri²⁸ stated that this evaluation aims to improve the professional quality of teachers. In the presentation of research results, Malik Fatoni²⁹ revealed that the head of the madrasah must understand the SOP, duties, and functions of his subordinates to support the success of the madrasah, and a strong responsibility towards subordinates must follow this attitude.

The fundamental step of the madrasah head of MIN 3 Deli Serdang in improving professionalism is to build cooperation with the government and agencies to provide training and coaching, both as a facilitator of workshop activities and as a flag ceremony coach. Activities that have been carried out include workshops on implementing the Merdeka Curriculum in collaboration with PT Azzahra.

2. Career Coaching

Career coaching and development in Law No. 14/2005 on Teachers and Lecturers includes assignment, promotion, and promotion. The madrasah principal motivates, helps, and facilitates teachers to get their rights reasonably.³⁰ The madrasah principal also pays attention to acquiring teachers' credit scores (PAK) so that they are maximally fulfilled and motivate teachers so that their employee work targets (SKP) are well implemented, and promotion can be proposed on time.

The madrasah head of MIN 3 Deli Serdang is always open. It provides opportunities for teachers who want to move up the ranks or improve their careers, either to become madrasah head supervisors or switch functions (specifically for ASN). For honorarium teachers, the madrasah head also provides opportunities to improve their careers by providing information related to ASN or PPPK recruitment.

3. Welfare Improvement

For teachers who are civil servants, welfare issues are not a significant concern because they receive a fixed salary and additional income. However, the madrasah head focuses more on the welfare of honorary teachers. Honorary teachers receive a

²⁸ Noviana Ellita Putri, Andi Warisno, and Suci Hartati, "The Role of Madrasah Supervision in Improving the Quality of Human Resources at MA Hidayatul Mubtadiin Jati Agung," *UNISAN JOURNAL* 1, no. 4 (2022): 83-90.

²⁹ Malik Fatoni, "The Role of Madrasah Principal in Improving Teacher Quality at Mts Nurul Falah Talok Kresek Tangerang Regency," *Tarbawi: Journal of Education Management Science* 3, no. 02 (2017): 168-182.

³⁰ Fitri Mulyani, "The Concept of Teacher Competence in Law Number 14 of 2005 concerning Teachers and Lecturers (Islamic Education Studies)," *UNIGA Education Journal* 3, no. 1 (2017): 1-8.

monthly honorarium and are empowered through the madrasah cooperative business unit. In addition, they are also allowed to carry out additional duties in extracurricular activities. These efforts aim to improve honorary teachers' welfare and empower them to contribute optimally to the madrasah environment.

Conclusion

This scientific article discusses improving education quality through multi-agency collaboration with a MIN 3 Deli Serdang case study. The research findings show that collaboration between madrasahs and the government, private sector, and community significantly improves the quality of education and human resource development (HRD). This collaboration improves teachers' professional competence and strengthens community trust in madrasahs.

This study highlights the critical role of madrasah heads in HR management, from procurement to educator development. Based on deliberation and consensus, appropriate task placement is proven to improve the performance and efficiency of teaching staff. Systematic coaching and HR development programs, such as regular meetings, training, seminars, and supervision, support the improvement of teachers' professionalism. In addition, the madrasah head also motivates and facilitates teachers' career development and improves their welfare, especially for honorary teachers.

The results of this study provide recommendations for Islamic education institutions to enhance multi-agency collaboration in human resource development, which is essential for creating synergy in efforts to improve the quality of education. Practical cooperation between educational institutions, the government, the private sector, and the community can create a conducive environment for developing educator's and learners' growth and capacity. Implementing this collaboration is expected to improve the quality of teaching and learning and increase the nation's competitiveness at the global level.

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