

## Integrating Islamic Ethical Values into Human Resource Development: Enhancing Educational Quality in Indonesian Islamic Schools

**Isfiana Oktaria Nasihatul Umami**  
Institut Agama Islam Negeri Kediri, Indonesia  
Email: [nasihatulumami131082@gmail.com](mailto:nasihatulumami131082@gmail.com)

**Muhammad Yasin**  
Institut Agama Islam Negeri Kediri, Indonesia  
Email : [yasinmuhammad@iainkediri.ac.id](mailto:yasinmuhammad@iainkediri.ac.id)

### Abstract

*This article investigates the critical role of human resources (HR) as the cornerstone for improving educational quality at MTs Darussalam Tanjunganom Nganjuk, an Islamic junior high school in Indonesia. In the contemporary global context, where HR quality outweighs natural resources in determining educational success, this study highlights the imperative of strategic HR management in Islamic educational institutions. The research addresses how MTs Darussalam leverages HR to integrate academic excellence with Islamic moral values. Employing a qualitative descriptive methodology, the study adopts a case study approach, incorporating field observations, semi-structured interviews with educators and administrative staff, and document analysis of school profiles and policy records. Data triangulation ensured reliability, while thematic analysis identified key patterns in HR practices. Findings demonstrate that MTs Darussalam's effective HR strategies—including rigorous teacher certification programs, regular professional development workshops, and ethical training aligned with Islamic principles—directly correlate with high student academic performance and character development. Additionally, the institution proactively addresses challenges such as technological adaptation and policy changes through targeted training and collaborative problem-solving. The study concludes that a dual focus on professional competency and spiritual integrity in HR management is vital for achieving holistic educational outcomes. These insights offer a replicable model for institutions seeking to balance academic rigor with ethical grounding.*

**Keywords :** Educational Quality, Human Resources, Islamic Values.

### INTRODUCTION

At today's global context, a country's excellence can no longer depend solely on natural resources, but must turn to the development of human resources. The quality of human resources holds a more crucial position than natural resources. This phenomenon shows that with the presence of quality human resources, both in community life and in the context of organizations, the overall quality of people's lives will increase in facing various challenges of change and competition.<sup>1</sup>

<sup>1</sup> Sarnoto dan Ahmad Zain, "Membangun Karakter Bermasyarakat Dan Bernegara Dengan Nilai-Nilai Pancasila" 5 (1) (2015): 33–39.

Human resources in educational institutions are one of the management sub-systems that require attention equal to other management sub-systems, because they are a key factor in the success of education. Completeness of facilities and infrastructure, availability of funds, and support from various institutions and departments, do not guarantee the achievement of educational goals.<sup>2</sup>

In education management, one of the most significant aspects is related to the human resources involved in the education process, both educators such as teachers and education personnel such as administrative staff. The intensity of interaction in the world of education involving humans can be understood as a crucial difference between educational institutions or school organizations and other organizations.

Islamic education has an important role in shaping individuals who not only have knowledge of religion, but also have good morals and personality in accordance with Islamic teachings.<sup>3</sup> Islamic education is not just the delivery of information but the main purpose of Islamic education is to create individuals who can live life with full awareness of Islamic values, so that they can become role models for society.<sup>4</sup> Achieving this goal of Islamic education is not easy. Islamic educational institutions must have a good ability to manage their human resources. Human resource management in these institutions should not only concentrate on ordinary administrative tasks, but also pay attention to the development of professionalism and the application of Islamic values for their educators and administrative staff.<sup>5</sup>

In the National Education System Law No. 20/2003, Article 29 Paragraph 2, it is stated that educators are professionals who have the duty to conduct guidance and training. In the context of the system, educators are responsible for planning and implementing the learning process and assessing the results of national education. Therefore, an educator must have the competence to realize the goals of national education.

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<sup>2</sup> Pidarta, Made, *Manajemen Pendidikan Indonesia* (Jakarta: Rineka Cipta, 2011).

<sup>3</sup> Rifki, M., Fitrianiingsih, L. and Ulya, U. (2024) "The Religious Moderation Values in The Book 'Idhatu An-Nāsyī'in by Syekh Musthofa Gulāyaini Perspective of the Ministry of Religion of the Republic of Indonesia", *Dirosatuna: Journal of Islamic Studies*, 6(2), pp. 150-163. doi: 10.31538/dirosatuna.v6i2.4627.

<sup>4</sup> Ningrum, Utari. 2019. "Islamic Ethical Thought of Nasruddin Thusi". *Dirosatuna: Journal of Islamic Studies* 2 (1), 35-50. <https://e-journal.uac.ac.id/index.php/drstn/article/view/465>.

<sup>5</sup> Rusmita dan Jamilus, "Manajemen Sumber Daya Manusia Dalam Pendidikan Islam : Strategi Dan Tantangan," *Jurnal Manajemen DIVERSIFIKASI* 4, no. 3 (12 September 2024): 573–80, <https://doi.org/10.24127/diversifikasi.v4i3.7201>.

Islamic education, in its early stages of development, has shown distinctive advantages, namely comprehensive, which aims to encourage students to be able to express all their potential. Educational goals in the Islamic context include religious goals as well as worldly goals. New policies geared towards worldly goals have been seen through efforts to emphasize work skills as part of lifelong education. Both goals can only be achieved if the education system implemented is effective and balanced.

The most important asset in Islamic educational institutions that must be owned and must be considered in management is human resources (HR). Samsudin said, they are the ones who design and produce educational innovations, supervise quality, market products, allocate financial resources, and formulate all organizational strategies and goals. Human resources are what make other resources work. Therefore, the importance of human resource management in Islamic education in order to make Islamic education, the best education with correct and good management.<sup>6</sup>

MTs Darussalam Tanjunganom Nganjuk is a boarding school-based madrasah tsanawiyah under the auspices of the Al-Ghazali Islamic Foundation. Located on Jalan KH Wahid Hasyim 126 Krempyang, Tanjunganom, Nganjuk, East Java, this institution combines the general education curriculum with Islamic values. As part of the national education system, MTs Darussalam plays a strategic role in shaping a generation that is religious in character, knowledgeable, and able to compete in the global era.

This research examines more deeply how human resources become the main pillar in improving the quality of education, so that MTs Darussalam is able to survive and thrive in the midst of global challenges. These findings are expected to be a model for similar educational institutions to optimize the role of human resources in achieving competitive advantage.

## METHOD

This research uses a descriptive qualitative approach<sup>7</sup> with a case study method to analyze the role of human resources (HR) in improving the quality of education at MTs

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<sup>6</sup> Samsudin dan Sadili, *Manajemen Sumberdaya Manusia*. Pustaka Setia, Bandung: 2006 (Bandung: . Pustaka Setia, 2006).

<sup>7</sup> Aini, Rezki. 2021. "THE RELEVANCE OF CONTEMPORARY ANALYSIS PHILOSOPHY IN ISLAMIC STUDIES (STUDYING THE PHILOSOPHY OF CHARLES SANDERS PIERCE'S PRAGMATISM IN THE CONTEMPORARY ANALYTIC PHILOSOPHY)". *Dirosatuna: Journal of Islamic Studies* 4 (1), 55-68. <https://doi.org/10.31538/drstn.v4i1.3340>.

Darussalam Tanjunganom Nganjuk. Data were collected through field observations, in-depth interviews with educators and education personnel, as well as documentation studies of madrasah profiles and madrasah data bases.

## RESULTS AND DISCUSSION

### Human Resources in Islamic Education Institutions

Human Resource Management (HRM) is the result of a combination of the concepts of management and human resources. The term "management" refers to the arrangements or procedures in managing something to achieve a predetermined goal. While "human resources" includes individuals who work and contribute in an organization or institution.<sup>8</sup>

George Terry says that Human resource management is a policy practice carried out by a manager to manage human resources through stages of screening, recruitment, training, evaluation, and reward. Meanwhile, according to John B. Miner and Mary Green Miner, personnel management is explained as a process in which policies, procedures, methods, and programs relating to individual employees in an organization are developed, implemented, and evaluated.<sup>9</sup>

It is stated in the SISDIKNAS Law Number 20 of 2003 that an educational institution consists of two models of human resources, namely educators and education personnel. Educators are meant to be professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially educators in educational units. Meanwhile, education personnel are defined by the task of carrying out administration, management, development, supervision, and technical services to support the educational process in educational units.<sup>10</sup>

In addition to academic qualifications, a teacher is required to have pedagogical competence, personality competence, professional competence, and social competence. Educational personnel in schools/madrasahs consist of principals, administrative staff, library

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<sup>8</sup> Rusmita dan Jamilus, "Manajemen Sumber Daya Manusia Dalam Pendidikan Islam."

<sup>9</sup> Hasibuan, M. S. P., *Manajemen Sumber Daya Manusia* (Bumi Aksara, 2017), <https://books.google.co.id/books?id=ZQk0tAEACAAJ>.

<sup>10</sup> Djamaluddin Perawironegoro, "PENGEMBANGAN SUMBER DAYA MANUSIA DI LEMBAGA PENDIDIKAN ISLAM," *Tajdidikasi: Jurnal Penelitian dan Kajian Pendidikan Islam* 8, no. 1 (8 Mei 2019), <https://doi.org/10.47736/tajdidikasi.v8i1.303>.

staff, laboratory staff, and cleaning staff. Each position requires academic qualifications, experience, and abilities.<sup>11</sup>

From this information, it can be seen that human resources in educational institutions have two models, namely educators and education personnel. Both models require the possession of standardized qualifications - and competencies consisting of pedagogical, personality, professional and social competencies. It is on these qualifications and competencies that human resource development activities can be carried out. Qualification development can be done by not limiting it to the minimum education level, namely undergraduate degree, which can be upgraded to undergraduate degree, and so on. If based on expertise, it can be improved through formal courses that are trusted in its implementation. Meanwhile, competency development is an activity that is closely related to education and learning activities in schools or madrasah.<sup>12</sup>

The process of developing human resources in educational institutions must be based on needs analysis and careful planning to support the achievement of institutional goals.

A good and detailed approach will produce quality educators and education personnel. Therefore, a person can be considered a qualified teaching and education personnel in educational institutions if they show careful consideration and calculation in their actions, are not in a hurry in making decisions, and pay attention to and establish values in planning and implementing their work. Qualified human resources will emphasize the quality and quality of their work, and use time effectively and efficiently. In the world of education, educators will teach in accordance with the curriculum that has been prepared, while education personnel will provide the best service in their educational institutions.<sup>13</sup>

Competency improvement in schools or madrasah should ideally be done independently and together. Independently is done by increasing one's capacity through learning activities, adding insights and knowledge, and experimenting with this knowledge. While jointly done with other teachers, principals, supervisors, or perhaps an expert who contributes to the development. Because basically competence is about ability, while ability

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<sup>11</sup> Rusmita dan Jamilus, "Manajemen Sumber Daya Manusia Dalam Pendidikan Islam."

<sup>12</sup> Ikri Malia, "Manajemen Sumber Daya Manusia Dalam Pendidikan Islam," Proceedings of Annual Conference on Islamic Educational Management, 6 Desember 2021, 137-48, <https://proceedings.uinsa.ac.id/index.php/aciem/article/view/575>.

<sup>13</sup> Solehan., "Implementasi Pengembangan Manajemen Sumber Daya Manusia pada Lembaga Pendidikan Islam" 5 (2022): 607-13.

can be formed from adequate knowledge, assisted by experience, then given feedback (feedback) as a suggestion for improvement.<sup>14</sup>

Human resource development in Islamic educational institutions is carried out on the development of qualifications and competencies of educators and education personnel. In the development process, the role of all elements of the school or madrasah is needed to help create an environment that supports this development. With the hope of environmental harmony, it becomes a force that supports the development of the expected human resources.<sup>15</sup>

### **Profile of MTs Darussalam Tanjunganom Nganjuk**

MTs Darussalam Tanjunganom Nganjuk is an integral part of the Miftahul Mubtadiin Krempyang Islamic Boarding School which was founded by KH. Moh. Ghozali Manan in 1940. This Madrasah Tsanawiyah (MTs) was established in 1942. Located at Jl. KH Wahid Hasyim 126 Krempyang, MTs Darussalam is under the auspices of the Al-Ghazali Islamic Foundation. Since the beginning, this madrasah has been committed to integrating pesantren-based religious education with the formal curriculum of the Ministry of Religious Affairs.<sup>16</sup>

With the formal curriculum of the Ministry of Religion, so that it becomes a superior educational institution that produces graduates with noble character and achievements. MTs Darussalam has a vision of "The realization of Learners who are Superior in Achievement, Compassionate in Actions, and Have Good Morals." To achieve this, the madrasah mission includes: (1) Implementing effective learning and guidance; (2) Fostering a spirit of excellence to all madrasa residents; (3) Creating a healthy, clean, and beautiful madrasa environment; and (4) Forming students who have good morals. This vision-mission becomes the foundation in developing an educational program that is holistic and oriented towards character building.

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<sup>14</sup> Ahmad Zain Sarnoto, "SUMBER DAYA MANUSIA DALAM PENDIDIKAN ISLAM," Madani Institute : Jurnal Politik, Hukum, Ekonomi, Pendidikan dan Sosial-Budaya 6, no. 2 (4 September 2017): 51–60, <https://doi.org/10.53976/jmi.v6i2.45>.

<sup>15</sup> Perawironegoro, "PENGEMBANGAN SUMBER DAYA MANUSIA DI LEMBAGA PENDIDIKAN ISLAM."

<sup>16</sup> Mts Darussalam Krempyang Tanjunganom Nganjuk, "Data Profil Mts Darussalam Krempyang Tanjunganom Nganjuk," 2023.

The organizational structure of MTs Darussalam is led by the Head of Madrasah, Muhamad Yusuf, M.Pd.I, assisted by the BOS treasurer Asi'chul Inam, M.Pd.I, and a number of operators such as Muhamad Hafidz Ihwanushofa (EMIS and BSM Operator) and Yuli Riskianto, M.Pd (AN Operator). The madrasah is also under the supervision of the Al-Ghazali Islamic Foundation which oversees the policies and development of the institution. This structure ensures that the governance of the madrasah is transparent and purposeful.

MTs Darussalam has 109 teachers consisting of 66 male teachers and 43 female teachers. Of these, 1 teacher is a civil servant and 108 teachers are non-civil servants. A total of 16 teachers have obtained teaching certification. Teachers' academic qualifications vary, with some staff such as the madrasah head and BOS treasurer holding master's degrees (M.Pd.I). The distribution of roles includes general and religious studies teachers, administrative managers, and curriculum development teams. With a balanced teacher-student ratio, MTs Darussalam is able to provide optimal educational services to 2,158 students in the 2024/2025 academic year.<sup>17</sup>

MTs Darussalam has achieved A accreditation with a score of 91 (valid until 2022) and renewed to A in 2023. The madrasah is supported by complete facilities, including 31 study rooms, a computer laboratory, library, prayer room, and skills room. The commitment to improving the quality of human resources and infrastructure has made MTs Darussalam a trusted educational institution in Nganjuk Regency.

### **Human Resources at MTs Darussalam Tanjunganom Nganjuk**

Based on the research, MTs Darussalam Tanjunganom Nganjuk has succeeded in improving the quality of its education because all of its teachers are not only competent in teaching, but also can be a role model in good morals. The school is serious in training teachers, integrating general knowledge with religion, and ensuring students grow into a generation that is smart and has good character.

This analysis is in line with Armstrong's theory on human resource management which states that organizational success depends on the ability to align individual needs with institutional goals.<sup>18</sup> In this context, MTs Darussalam applies this principle by setting double

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<sup>17</sup> Mts Darussalam Krempyang Tanjunganom Nganjuk, "Data Base Mts Darussalam Krempyang Tanjunganom Nganjuk," 2024.

<sup>18</sup> Armstrong, Michael, *A Handbook of Human Resource Management Practice*, London: Kogan Page Limited., 1999 ed. (, London: Kogan Page Limited, t.t.).

standards for teachers: first, mastery of academic competence to ensure the quality of learning, and second, exemplary morals as the foundation of student character building.

This policy not only ensures that teachers are able to transfer knowledge (knowledge transfer), but also become examples in the practice of Islamic values, such as honesty, discipline, and social care. Thus, a synergy is created between the contribution of individual teachers and the institution's vision in building a smart and noble generation. Armstrong emphasized that this kind of alignment is the key to creating a productive work environment as well as integrity.<sup>19</sup>

This mechanism is in accordance with Government Regulation No. 19/2005 on National Education Standards which requires pedagogical, personality, professional, and social competencies. The emphasis on morals is in line with Perawironegoro's (2019) findings that human resources in Islamic institutions must combine technical and spiritual competencies.<sup>20</sup>

Some phenomena that can be used as indicators of the influence of quality human resources on the quality of education at MTs Darussalam Krempyang Tanjunganom Nganjuk include: Achievements in the academic field that have been achieved by MTs Darussalam, namely getting 1st place in the Madrasah Science Competition (KSM) Group in 2024 at the Nganjuk Regency Level.

There are also internal activities, namely competitions organized by MTs Darussalam itself to increase the spirit of learning, memorize the book of aqidah, strengthen understanding of Islamic faith, foster a sense of unity and cohesiveness between students in one class, foster student confidence and create a fun and meaningful learning atmosphere.<sup>21</sup>

Efforts to improve human resources at MTs Darussalam Krempyang Tanjunganom Nganjuk among others are also realized by always being active in training activities for educators and education personnel both organized by the madrasah institution itself and outside the madrasah such as sending delegates to the madrasah.<sup>22</sup>

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<sup>19</sup> Evans, Linda., "What is Teacher Development? Oxford Review" 28, No.1 (2002).

<sup>20</sup> Sarnoto dan Ahmad Zain, "Membangun Karakter Bermasyarakat Dan Bernegara Dengan Nilai-Nilai Pancasila."

<sup>21</sup> Anton Sofyan, 4ntonsofyan@gmail.com, "Penganugerahan Penghargaan Kompetisi Sains Madrasah (KSM)," diakses 2 September 2024, <https://mtdarussalamkrempyang.sch.id/read/4/penganugerahan-penghargaan-kompetisi-sains-madrasah-ksm>.

<sup>22</sup> Anton Sofyan, 4ntonsofyan@gmail.com, "Pelatihan Tindak Lanjut AKMI (Asasmen Kompetensi Madrasah Indonesia)," diakses 2 September 2024, <https://mtdarussalamkrempyang.sch.id/read/12/pelatihan-tindak-lanjut-akmi-asasmen-kompetensi-madrasah-indonesia>.

Outside the madrasah such as sending teacher delegates as participants in the AKMI follow-up organized by the Ministry of Religion of the Republic of Indonesia via zoom and the material presented essentially discusses reading literacy, science, Numeracy and Socio-Culture. Furthermore, all participants are obliged to disseminate to teachers in their institutions.<sup>23</sup>

Implementation of dissemination at MTs. Darussalam, which is a follow-up to AKMI 2024, was held on October 16, 2024 and took place at Al Ummah Building, 2nd Floor, MTs Darussalam Tanunganom Nganjuk. With this activity, it is hoped that teachers can understand the literacy that has been delivered by the speaker and follow up with students, so that students are able to understand and implement literacy as well as possible.

Efforts to improve the quality of human resources at MTs Darussalam Krempyang Tanjunganom Nganjuk are also shown by the active participation of the madrasah head in participating in PKK (madrasah head performance assessment) activities by madrasah supervisors who are under the auspices of the Nganjuk Regency Ministry of Religion. This activity, which is carried out periodically, aims to evaluate the performance of madrasah principals in carrying out their duties and functions and is also an integral part of the madrasah principal coaching and development system.<sup>24</sup>

### **Challenges of Human Resource Management in Islamic Education**

Challenges in human resource management (HRM) are things or situations that hinder or complicate the process of managing the workforce in an organization. These challenges vary greatly depending on the context and conditions of a particular organization. Challenges in human resource management are divided into two, namely internal challenges and external challenges;<sup>25</sup>

1. External challenges are external factors that affect company activities and human resource management (HRM), either directly or indirectly. To overcome these external challenges, leaders need to actively monitor environmental changes and dynamics. This is done by accessing the latest information from various sources. Then the information

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<sup>23</sup> Anton Sofyan, antonsofyan@gmail.com, "Diseminasi Pelatihan Tindak Lanjut Hasil AKMI tingkat Madrasah 2024," diakses 2 September 2024, <https://mtdarussalamkrempyang.sch.id/read/11/diseminasi-pelatihan-tindak-lanjut-hasil-akmi-tingkat-madrasah-2024>.

<sup>24</sup> Anton Sofyan, antonsofyan@gmail.com, "Penilaian Kinerja Kepala Madrasah (PKKM)," diakses 2 September 2024, <https://mtdarussalamkrempyang.sch.id/read/15/penilaian-kinerja-kepala-madrasah-pkkm>.

<sup>25</sup> Rusmita dan Jamilus, "Manajemen Sumber Daya Manusia Dalam Pendidikan Islam."

obtained must be immediately responded to and carefully analyzed. Some forms of external challenges include: technological challenges,

2. Economic, political and socio-cultural conditions, geographic and demographic challenges, availability of adequate human resources, competitors, globalization and rapid change.
3. Internal challenges in human resource management are problems or obstacles that arise from within the organization and affect the way human resources are managed. These include issues such as lack of communication between departments, conflict between employees, lack of skills development, or ineffective policies in managing human resources. Solutions to these internal challenges usually have to come from within the organization itself and often require actions such as restructuring, training, or changes in organizational culture.

MTs Darussalam Tanjunganom Nganjuk, as an Islamic educational institution, has succeeded in improving the quality of education thanks to good human resource management. However, this school also faces a number of challenges, namely:

1. The development of technology requires teachers to be able to use digital tools in teaching. To overcome this, the school organizes technology training for teachers, such as workshops that are directly guided by madrasah supervisors and experts in their fields.
2. Changes in government policies, such as new curriculum rules, require schools to adapt quickly. MTs Darussalam formed a special team tasked with monitoring and implementing the latest policies, then socializing them to all teachers and staff so that all parties are ready to implement them.
3. The growing number of students requires more teachers and classrooms. The school responds by regularly recruiting new teachers and expanding infrastructure, such as building additional learning spaces, with the support of foundations or donors.
4. Teachers need to continuously improve their teaching skills and religious understanding. In this case, MTs Darussalam conducts regular training 2 to 3 times every semester, both on teaching methods and deepening Islamic teachings, as well as sending teachers to educational seminars or competitions to broaden their horizons.

With a combination of training, cooperation with outside parties, and integration of Islamic values in every aspect of education, MTs Darussalam has succeeded in maintaining

the quality of its human resources. This makes the school still excel in producing students who are not only academically smart, but also have noble character, even though they are faced with various challenges of the times.

## CONCLUSION

From this research, it can be concluded that human resources (HR) have an important role in improving the quality of education at MTs Darussalam Tanjunganom Nganjuk. Good quality human resources can improve student academic achievement and character development in accordance with Islamic values. With a combination of training, cooperation with outside parties, and integration of Islamic values in every aspect of education, MTs Darussalam has succeeded in maintaining the quality of its human resources. This makes the school still excel in producing students who are not only smart academically, but also have noble morals, despite being faced with various challenges of the times. Therefore, effective and efficient HR management is essential to achieve holistic educational goals.

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