

Strategy Management Semi-Islamic Boarding Schools: Case Study at Pesantren Anak Soleh (PAS) Baitul Qur'an Gontor

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ABSTRACT: *This paper aims to examine the madrasa development strategy in improving the quality of its Human Resources, which is not focused on just one, but as a whole, starting from the leaders, educators, education staff (staff), stakeholders, and guardians of the students. Correlate-apply between the family and school educational environment with the concept of semi-Islamic boarding school management. This study uses a descriptive qualitative method with a case study design, data acquisition using interviews and observation methods, and data analysis using triangulation with the research locus at Madrasah Ibtidaiyah Pesantren Anak Soleh (MI PAS) Baitul Qur'an Gontor, Ponorogo, East Java, Indonesia. The results of the study: (1) The implementation of strategies to improve the quality of human resources is very detailed, such as (a) upgrading teachers every semester, which aims to maintain the sincerity of ruhul-mudarris with the concept of the five strengths of K.H Abdullah Syukri, (b) workshops aimed at improving pedagogical and professional competencies, (c) comparative studies aimed at obtaining inspiration and public relations networks, and (d) training in al-Qur'an certification as an emphasis on the vision of the locus and (2) indicators and implications of integration using (a) musabaqah (competition) with the concept of competing with each other. in goodness (improvement of achievement), (b) parenting skills (childcare patterns) for wali santi, (c) family gathering for friendship events, (d) evaluation and scheduled work meetings. All are carried out to achieve good communication, coordination and collaboration. To deliver the institution in achieving the educational vision, mission and goals.*

Paper ini bertujuan mengkaji strategi pengembangan madrasah dalam meningkatkan kualitas Sumber Daya Manusia (SDM)nya yang tidak terfokus kepada salah satu saja, akan tetapi secara keseluruhan, mulai dari pimpinan, pendidik, tenaga kependidikan (staff), *stakeholder*, dan wali santrinya, uniknya adalah mengkorelasi-aplikasikan antara lingkungan pendidikan keluarga dan sekolah secara real dengan konsep pengelolaan semi pesantren. Penelitian ini menggunakan metode kualitatif deskriptif dengan rancangan studi kasus, perolehan data menggunakan metode wawancara dan observasi, analisis data menggunakan triangulasi dengan lokus penelitian di Madrasah Ibtidaiyah Pesantren Anak Soleh (MI PAS) Baitul Qur'an Gontor, Ponorogo, Jawa Timur, Indonesia. Hasil penelitian: (1) Penerapan strategi peningkatan kualitas SDM sangat terinci sekali,

seperti (a) *upgrading* guru setiap semesternya yang bertujuan merawat keikhlasan *ruhul-mudarris* dengan konsep lima dayanya K.H Abdullah Syukri, (b) workshop bertujuan meningkatkan kompetensi pedagogi dan profesional, (c) studi banding bertujuan memperoleh inspirasi dan jaringan humas, dan (d) pelatihan sertifikasi al-qur'an sebagai penekanan visi dari fokus. (2) Indikator dan implikasi integrasi dengan cara (a) *musabaqah* (perlombaan) dengan konsep saling berlomba dalam kebaikan (peningkatan prestasi), (b) *parenting skill* (pola asuh anak) untuk wali santi, (c) *family gathering* ajang silaturahmi, (d) evaluasi dan rapat kerja terjadwal. Semua dilaksanakan demi tercapainya *good communication*, *good coordination* dan *good coloboration*. Sehingga mengantarkan lembaga dalam mencapai visi, misi dan tujuan pendidikan.

Keywords: *Development Strategy, Human Resources, Islamic Education Management, Islamic Boarding School for Children, Gontor.*

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I. INTRODUCTION

The *madrasah ibtidaiyah* (elementary school) is an introductory level in education and learning (Noor, 2022). Here the child goes through a period of transition from childhood to adolescence in terms of thinking, shifting from concrete to abstract thinking. Physical growth also undergoes rapid changes. In addition, mental must also improve because the basic mental formation of a person starts from childhood at the kindergarten and elementary school (SD/MI) levels (Asadullah & Maliki, 2018).

Many components support the growth and development of children in madrasas and need to be considered. One of these components is educators. Educators are teachers. Both class teachers, subject teachers, religious teachers and any teacher.

The ups and downs of an educator's spirit often occur but must constantly be revived. The essence of an educator can be restored with good management. Likewise, with the performance of educators, it can also be improved with various planned programs (Ikhwan, 2017).

Human Resources in an educational institution is the leading indicator that is active and responsible for achieving the vision and mission of the institution (Lambrechts & Gnan, 2022). Human resources in educational institutions are not only academic staff because educational staff, parents and institutional committees also significantly influence success in achieving education's vision, mission and goals (Mncube & Mthethwa, 2022).

Education Development Strategy

Development strategies in education are often referred to as education management (Kaelani, 2020). Educational management is carried out on all education-related matters (Wahyu & Swandari Tatik, 2021). The primary purpose of management is to increase the contribution of human resources to the organization to achieve organizational productivity in achieving its mission and goals are very dependent on the humans who manage the organization (Notoatmojo, 1998). Human resource management is all efforts related to the recognition of the importance of educators and

educational staff in institutions as vital human resources which contribute to school goals and utilize activity functions that ensure that human resources are used effectively and fairly for the benefit of individuals, schools and society (Supiah & Saputera, 2020);(Hifza, Susilawati, Nuraini, & Suriadi, 2020).

According to Deden Makbullah, the management process involves the main functions performed by a manager, namely: planning, organizing, Leadership and supervision (Makbullah, 2011). The definition of management from the point of view of its function in the process, planning, organizing, directing, implementing, and controlling organizational resources to achieve goals effectively and efficiently (Ilyasin, 2019).

The fundamental function of management includes several stages. These stages are planning, organizing, actuating, and controlling. Planning is a management process determining the organization's human resources movement from its current position to the desired position in the future (Pfeffer, 2003). Planning is the first step before carrying out all management processes. Planning should be carefully designed so there are no complicated obstacles during the management process. In planning management, one must think ahead to achieve future goals and look back to improve or improve evaluations in the past (Gaol, 2021).

An organization is a collection of people with a system of cooperation to achieve a common goal (Anugerah & Prabandini, 2019). The characteristics of cooperation can be seen, among others: 1) there is communication between people who work together, 2) individuals in the organization can work together, and 3) cooperation is aimed at achieving goals (Fattah, 2000). While organizing in the realm of management has two general meanings. First, it is defined as an institution or functional group. Second, it refers to a process of how work is organized and allocated among members.

Implementation or actuating is an urgent matter in management. Implementation is an effort to move all members to be willing and willing to try to achieve organizational goals. In addition to trying to make members want to achieve goals, actuating should also make members more enthusiastic about acting.

An activity can be supervised or controlled to find correct deviations in the results achieved from planned activities. Supervision in the sense of management will not exist without planning, organizing and prior movement. Supervision is part of the output of the other three types of management functions.

Human Resource Development in Education

Development is also known as development. Development is an increase that is intentional by certain parties. Development is an effort to improve employees' technical, theoretical, conceptual and moral abilities according to the needs of the job or position through education and training. Education improves employees' theoretical, conceptual and ethical skills, while training aims to improve the technical skills of employees' work implementation (Hasibuan, 2016). There are many kinds of development, including in the realm of education. One aspect that must be developed is the existing Human Resources (Sujarwo, 2008).

Human Resources is an integrated ability of the power of thought and physical strength of individuals. Behaviour and character are determined by heredity and environment, while work performance is motivated by the desire to fulfil their satisfaction (Hasibuan, 2016). Humans are the primary and strategic factor in an organization or institution that can do a job by the vision, mission and goals. Human

resources in educational institutions include educators and education staff. They start from teachers to employees of educational institutions.

Human resource management is planning, organizing, directing and supervising the activities of procurement, development, compensation, integration, maintenance and release of human resources to achieve various individual, organizational and community goals (Molina-Azorin, López-Gamero, Tarí, Pereira-Moliner, & Pertusa-Ortega, 2021). Thus, human resource management is very closely related to the management of individuals in the organization so that each individual contributes to achieving organizational goals. Human resources in educational institutions must go through the existing Human Resources management processes: planning, organizing, directing and monitoring/evaluating, and follow-up.

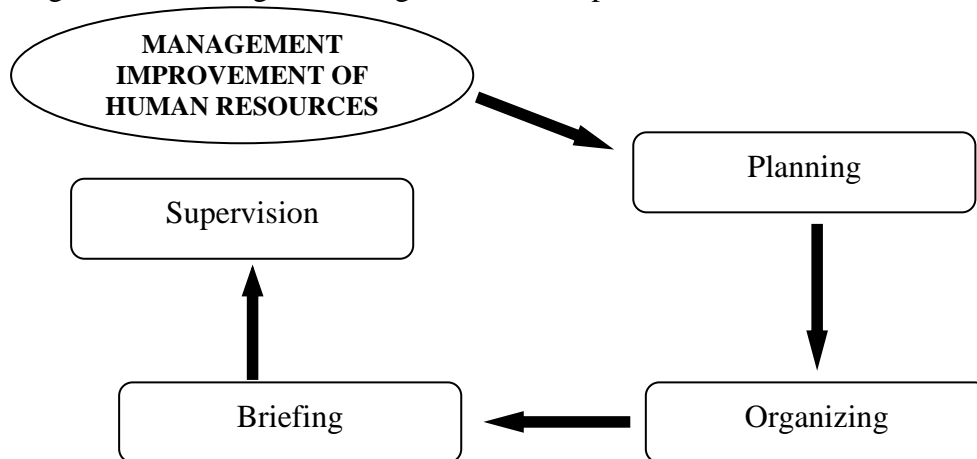


Figure 1. Human Resource Management for Educational Institutions

Thus, it is essential to pay attention to the professionalism of Human Resources in an institution. If Human Resources is a professional institution, achieving its vision, mission and goals will be easier. Many things are done to improve the professionalism of Human Resources in an institution. This study discusses the management of improving human resources for educators and education personnel.

Management of improving human resources involved in educational institutions is critical. Many studies discuss and examine Human Resources management in Madrasahs. With a variety of goals, institutions create activities and tricks to improve human resources in education. Few studies examine the improvement of human resources in an educational institution (Collins, 2021).

First, the research is written by Ika Dewi Rahmawati with the title "Human Resource Management in Improving School Quality". This research is an empirical study conducted at MI Muhammadiyah Kartasura in a particular class for 2011/2012. The results of this study describe the principal's efforts to improve human resources quality through several things: planning, selection, procurement and placement, training and development, job appraisal, welfare and termination of employment. In addition to this, there are also several ways to improve the professionalism of Human Resources, namely: attending training, workshops, seminars, upgrading, Teacher Working Groups (KKG), participating (Subject Teacher Conferences (MGMP), career development, giving rewards for achievers, creativity, as well as further education for those who have not or who have a bachelor's degree (Rahmawati, 2012).

Second, Nurdin wrote a journal in the form of school development management, "Management of Elementary School Development Based on National Character Education". This research was conducted at a primary educational institution in the Bandung area, West Java. This journal used the quantitative descriptive method. The study found that the influence of school culture, teacher professionalism and parental participation on national character education was 33.8%, while the remaining 66.2% was influenced by other factors (Nurdin, 2012).

Third, Abbas, in the educational journal "Development of Teacher Professionalism," wrote about several efforts made by an institution to improve teacher professionalism, such as pre-service education, in-service coaching mechanisms and the role of professional organizations (Abas, 2018).

Fourth, Basuki Jaka Purnama, in his journal entitled "Optimizing Human Resource Management in Efforts to Improve School Quality", states that the factors that support and hinder human resource management must be adequately managed so that good performance will be obtained, school goals can be achieved. The quality of graduates will increase (Purnama, 2016).

Fifth, according to Meila Hayudiyani, Ahmad Supriyanto and Agus Timan, examining regional cultural values can improve and develop the quality of school institutions. The research is structured with a descriptive qualitative approach. The results of the study are: planning is carried out to improve the quality of education through the development of regional culture by setting goals and analyzing the potential of the region so that it can determine the program to be implemented. The activities carried out were parenting past in the form of Panggereng and enrichment of regional languages. The organizing stage includes the selection of human resources, namely regional language teachers and the infrastructure that supports the program is the Madurese language laboratory (Hayudiyani & Supriyanto, 2020).

Sixth, Roemintoyo, in his study entitled Management of Education Quality Improvement, revealed that improving the quality of education can be achieved if schools with various varieties are given the authority to regulate and manage themselves according to environmental conditions and the needs of their students. This thinking has encouraged efforts to provide broad autonomy to school principals so that they can actively and dynamically seek to improve the quality of education through managing school resources (Roemintoyo, 2010).

Seventh, according to Rohmat, with the results of his research on the Management Model of Character Education Based on the Integration of Religious and Multicultural Values. His research uses research and development methods. The research results are: The character education management model based on integrating religious and multicultural values is effectively used in character education at madrasah ibtidaiyah. The results of the t-test through the paired t-test method showed a significant difference between the character values before and after the implementation of character education in Madrasah Ibtidaiyah (Rohmat, 2019).

Thus, from several studies of the results of the research mentioned above that the author has explored, there have been many studies on the strategy of developing educational institutions but limited to the author's search, so far, no one has studied it in detail the management of Human Resources.

II. METHOD

The research used in this study is a descriptive qualitative method with a case study design, namely in a naturalistic way, using the natural environment not being manipulated in specific settings. Real situations are used as data (Hasyim, 2016). Events that occur naturally in a social situation are the main focus of research because researchers want to understand the performance of individuals or groups in-depth, with the research focus on Human Resources at Madrasah Ibtidaiyah Pesantren Anak Soleh (MI PAS) Baitul Qur'an Gontor naturally. The role of researchers in qualitative methods involves directly interacting and communicating with participants and informants, especially in continuous experience over a long period. To avoid subjectivity, the researcher identified the intervention of opinion, belief, espoused values and personal background in interpreting the analyzed data and information. The role of the researcher in this research is passive. Researchers here, as observers, do not participate actively in the activities carried out by the observed actors. Data collection techniques utilize observation and interviews. The analytical tool used is the Miles and Huberman qualitative analysis model of data reduction, display and verification. They check the data's validity using triangulation; credibility, transferability, dependability and confirmability (Ikhwan, 2021).

III. RESULT AND DISCUSSION

Strategy to Improve the Quality of Human Resources at MI PAS Baitul Qur'an

The use of management science in the development of educators is carried out as an effort of administrative innovation designed to develop the effectiveness of madrasas in providing educational services to educational stakeholders (Prasetyo, 2000). All educational institutions have tricks to improve the quality of their human resources. The jokes are very diverse. Sometimes, one institution with another differs in managing human resource development. However, some create groups or join in an activity to increase the existing human resources in each institution.

Researchers found management and tricks that are unique and rarely found in educational institutions other than the Islamic Boarding School for Children Sholeh Baitul Qur'an Gontor. Among these tricks are: holding teacher upgrading, holding workshops, comparative studies, conducting training, holding teacher competitions, parenting skills, certification of al-Qur'an teachers, family gatherings, monthly evaluations, and regular work meetings.

1. *Teacher Upgrades*

Teacher upgrading is carried out every semester. This program was formed to increase the knowledge and enthusiasm of teachers in teaching. In addition, this program also aims to raise the sincerity and *ruhul-mudarris* of every teacher.

Presenters are brought in from various regions. According to the institution's needs and expertise and shared vision and mission, they are starting from Jakarta, Surabaya, and Pontianak. The presenters are the core of the activity. Suppose the presenters are experts in their fields. In that case, they will be very professional in delivering the material, especially if the presenters have certain tricks to continue to bind the focus of upgrading participants. So, the selection and determination of speakers are essential in this case.

The upgrading form is not only indoor material but also outdoor. Thus, the teacher does not feel bored and remains enthusiastic. Sometimes it even requires activity, creativity and innovation from every teacher, thus challenging teachers to keep moving and being creative.

Educators at this institution always emphasise applying the five leadership powers described by the late. K.H. Abdullah Syukri, in his book, is used as a reference by the research locus. The five forces are thrust, endurance, fighting, adaptability and creative power. Every teacher is a leader, but leaders are not necessarily teachers. Thus, the teacher must possess the five powers mentioned above.

2. *Workshop*

Workshops are also one way to improve the human resources of educators. Not only homeroom and subject teachers (mapel). But it also applies to mosque takmir, extracurricular teachers, administrative staff and the ziswaf handling section. Workshops are not only conducted internally in madrasas. Often, the followed workshops are workshops held by other institutions related to education and teaching.

3. *Comparative Study*

Comparative studies are also an urgent matter in improving the quality of human resources. As an educational institution, it is not enough just to study theory. But must use real examples. Thus, visiting other unique institutions will be better because they will immediately see real examples. In addition, they can talk to specific sections of the institutions called so that it will be more straightforward and transparent.

The comparative study destinations are located in various regions in Indonesia. The institution is a preeminent institution with a unique and orderly system and administration; that is the destination to be visited. Several times, he has seen the districts of Malang, Surabaya, Yogyakarta, and even the capital city of Jakarta. All this is to improve the quality of human resources and existing systems within the institution (Interview, 2021).

The purpose of the comparative study is not only to visit. And the main thing is to get positive inspiration that can be applied to the institution you are occupying. So that the programs in the curriculum will be better and more developed, the right program will make the existing education staff and students better and achieve better.

4. *Certification Training*

Conducting training for educational staff is a must that is always carried out in an educational institution. It's different from workshops, which tend to be primarily theoretical. Training is more about practicum and application. Among the activity that has been carried out is training in making learning media and training for the Qur'an and tahfidz.

Learning training is specifically for teachers, so the learning continues to develop and improve. Various teacher training was carried out, starting from homeroom teachers, subject teachers, Koran teachers and tahfidz teachers. All aspects of educators need to be trained because theories are often found that are different from the actual situation when implemented.

The Qur'an and tahfidz training is aimed at reciting and tahfidz teachers. The training tutors are experts and experts in the field. Teacher training participants were given

material in theory, field practice, evaluation and mentoring. The tutor carries out the every semester one to two times supervision. All of this shows the seriousness of the institution in improving the quality of education and totality of learning. All carried out *lillah*, hoping to achieve all educational goals as much as possible.

Not only recitation and tahfidz teachers but even mosque ta'mir training was also carried out. The mosque is an educational centre for a pesantren. This institution is based on Islamic boarding school education, so of course, the centre of its activities is the mosque. Thus, reviving the mosque with various Islamic activities is very necessary. Thus, it is essential to carry out mosque ta'mir training to increase mosque-based Islamic movements.

Principles of Human Resource Development at PAS Baitul Qur'an

Everything carried out in actuating HR management in institutions cannot be separated from the principles of developing educators. The codes are as follows:

- a. Performed for all types of education personnel, both for structural staff, operational staff and technical personnel for education providers.
- b. Oriented to changes in behaviour in the context of increasing professional and technical abilities to implement daily tasks by their respective portions.
- c. Encourage and increase each individual's contribution to the educational organization or school system and provide rewards, welfare and incentives for the optimal fulfilment of socio-economic and socio-psychological needs.
- d. Educate and train someone before and after occupying a position.
- e. They are designed to meet the demands of job growth, professional development, problem-solving, remedial activities, maintenance of work motivation and resilience of educational organizations.

Integrated Indicators & Implications of Human Resources PAS Baitul Qur'an

1. Musabaqah (Contest)

A teacher creativity competition was also held to measure and improve the integrity and creativity of teacher human resources at PAS Baitul Qur'an Gontor. All teachers are required to participate in the contest. With a match, automatically, all teachers learn to practice and issue their creative ideas for *musabaqoh* in goodness. Various kinds of competitions are presented. Starting from the taste, thought and exercise.

Apart from these events, competitions are also held on national and Islamic holidays. Competitions to commemorate significant holidays are applied to teachers, and all employees are allowed to participate. This type of competition is adapted to the theme of the big day. For example, on August 17, a kind of competition was held around the independence race. When commemorating Isra' Mi'raj, competitions were held around Islam, such as a storytelling competition for the story of Isra' Mi'raj of the Prophet Muhammad SAW., and so on.

2. Parenting Skills

Human resource development activities aim not only at educators and education staff but also at parents. The increase in human resources for the guardians of students is carried out with parenting skills. Parenting skills are skills in parenting. According to the Ministry of Education and Culture of the Republic of Indonesia, parenting is

understood as an interaction between parents and children to support physical, emotional, social, intellectual and spiritual development.

The process of educating children should not be left to the school alone. However, the family also needs to pay attention to it. Schools provide theories and examples, while their habits must be monitored with each child's family at home. So, every parent needs to understand this.

In parenting activities, you don't just invite a guardian; some considerations are needed to determine several things in the action. Among them are the selection of tutors and parenting themes. Determination of parenting skills tutors based on the needs of the school and the student's parents. The article's conclusion is based on a survey of student problems from teachers and students' parents. When parenting skills activities are carried out, all parents, teachers and employees must attend these activities.

Every teacher at this educational institution is a teacher of the Koran. So, every teacher must participate in tahsin, kasih and teacher certification activities of the Qur'an. Tahsin is an improvement in memorization. Tahsin is an assessment of the achievement of tahsin. If you pass the tahsin, the teacher continues to the certification level. Teachers who have been certified can teach at the initial level of the Koran. Those who have not been approved can lead according to their tahsin achievements. For example, if teacher A passes in volume 5, it can teach only volumes 1 to 5.

3. Family Gathering

Family gatherings are held as a forum for friendship between families of educators and education staff. This activity is mandatory for teachers and school employees, bringing their families. Thus, the families of teachers and employees know each other. In addition, it aims to understand the family of the responsibilities of teachers and employees while serving at school. The more teachers and employees of an institution, the more critical the nature of family gatherings are. The bigger an institution, the more critical this activity is.

4. Routine Evaluation

Evaluation is needed to measure and respond to learning and educational activities and to renew the spirit of educators and education. Evaluation can be carried out once or twice a month. Evaluation in education is critical. This serves to measure how far the achievement of educators and educational staff in their targets is to achieve the agreed goals. If the achievement is known, it can be estimated that it must be maintained or improved again. In addition, evaluation is also necessary to enhance intentions. To be more enthusiastic about acting in the field of education. Teachers and employees who are getting bored and lazy to move will be charged again in the monthly evaluation activities so that they are full of power and ready to carry out the existing tasks.

5. Scheduled Work Meeting

Before going through the educational process, it is necessary to carry out educational planning and activities that will be passed for the following year. At this institution, it is called a working meeting. Raker is the root of all activities. This is where the old program is evaluated, and the formation of a new program is implemented. The Working Meeting is held once a year, i.e. before the entry of the new school year. The working meeting was attended by all educators and educational staff working in the institution.

The existing management aims to improve the human resources of educators and education personnel in an institution. If the human resources are good, the institution will want to continue to grow. Vice versa, if human resources are not good, the institution's development will also be hampered and move very slowly.

From an institution's findings, it can be concluded that improving human resources in educational institutions is not only for teachers but includes principals, teachers, school employees, teachers' families and school employees, and parents.

Human Resource Management at PAS Baitul Qur'an

Human Resources development was carried out at MI PAS Baitul Qur'an as in the findings, including comprehensive or comprehensive Human Resources management. All the things that have been arranged and programmed are nothing but to improve the professionalism of human resources for educators and education staff and are supported by parents. Not only that, all programs must be able to cultivate *ruuhuljihad* and the spirit of sincerity in each personnel.

With various activities, it creates a lot and frequent communication between one person and another. This has an impact on good communication between Human Resources. In addition, every program always has a committee, from which coordinated communication and activities are formed, so that collaboration between individuals will be excellent and effective in teamwork, as the author describes in the following chart:

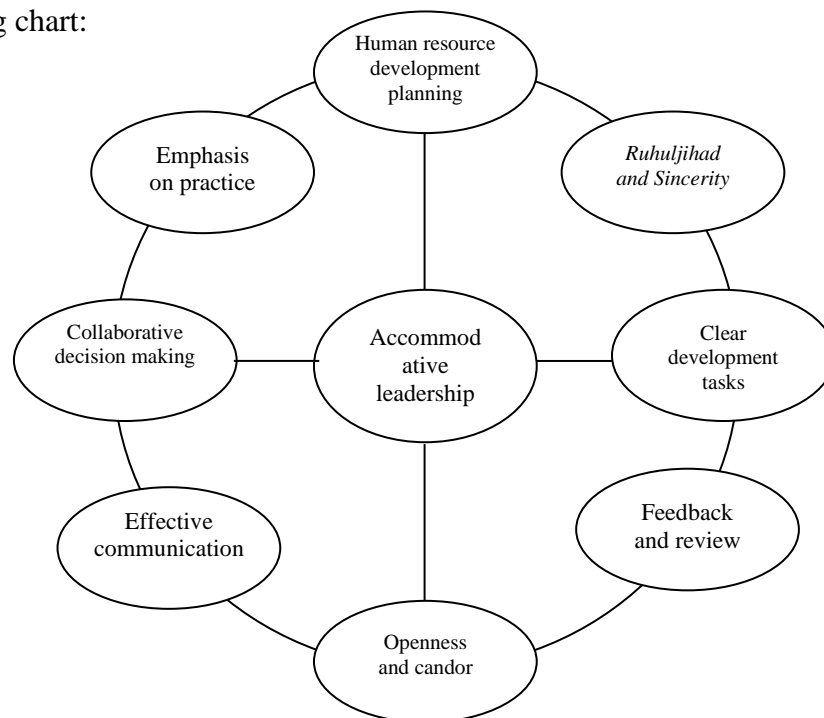


Figure 2. Implementation of MI PAS Baitul Qur'an Gontor Management Management

All Human Resources improvement management activities go through several processes. The process or steps the authors analyze are as follows:

1. Analyze Needs

Needs analysis is carried out by identifying performance skills, developing appropriate programs, conducting research and improving performance.

2. *Develop Instructional Plans*

The instructional design includes several things, namely: objectives, instructional methods, media, sequence and description of the training material, which is the curriculum for the training program.

3. *Validate the Training Program*

A training program must obtain consideration and approval from the authorized agency element.

4. *Implementation Stage*

The implementation program stage uses various training techniques such as discussions, workshops, and seminars to convey knowledge to the training program participants.

5. *Evaluation and Follow-up Stage*

In the evaluation and follow-up stages, the extent of the success and failure of the program that has been implemented is assessed. Aspects that need to be evaluated include ability and learning outcomes, participants' reactions to the program, and performance behaviour after joining the program.

With various programs to improve human resource management at MI PAS Baitul Qur'an Gontor, the head of the madrasa does not forget to always adhere to the principles of human resource management by the rules set by the government through the ministry of education. There are four basic principles in human resource management in schools that must be adhered to by school principals, namely: (1) In developing schools, human resources are the most valuable component; (2) Human resources will play an optimal role if appropriately managed to support the achievement of institutional goals; (3) The culture and organizational atmosphere in the school, as well as the managerial behaviour of the principal, greatly influence the achievement of school development goals; (4) Managerial personnel in schools in principle strive so that every school member can work together and support each other to achieve school goals (Depdikbud, 1999).

IV. CONCLUSION

Human resource management is all efforts related to the recognition of the importance of educators and education personnel in institutions as vital human resources, which contribute to the goals of madrasas and utilize the function of activities that ensure that human resources are used effectively and fairly for the benefit of individuals, schools and society.

Management's fundamental function includes several stages: planning, organizing, actuating, and controlling. Planning is a management process in determining the organization's human resources movement from its current position to the desired position in the future.

Management and tricks that are unique and rarely found in other madrasah institutions in a sustainable, comprehensive and consistent manner are: holding teacher upgrading, holding workshops, comparative studies, conducting training, holding teacher competitions, parenting skills, teacher certification of the Qur'an, family gatherings, routine evaluations, and scheduled work meetings that are not only applied to

educators and education staff but parents of students are also included as a form of implementing the integration of the family and madrasa education environment which is provided as a whole.

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