

Human Resource Management in Islamic Education: Evolution, Approaches, and Challenges

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Abstract :

Human resource (HR) management is a crucial factor in improving the quality of Islamic education, as the quality of teachers, educational staff, and students significantly determines the success of an institution. Human Resource Management (HRM) presents itself as a modern approach that positions people as strategic assets, in contrast to traditional personnel management, which tends to be administrative. This study aims to understand the concept of HRM, trace its development, and examine the approaches and challenges of its implementation in Islamic education. Using a descriptive-qualitative method through a literature review, this study confirms that HRM encompasses the functions of planning, recruitment, development, performance assessment, and HR welfare. HRM is developing rapidly in developing countries thanks to technological support, while in developing countries it still faces limitations. There are five main approaches: mechanical, paternalistic, systems, humanistic, and contingency. Challenges to Islamic education include globalization, digitalization, and social dynamics. HRM plays a strategic role in building professional, adaptive, innovative, and Islamically valued Islamic education.

Keywords : *Human Resource Management; Islamic Education; Challenges and Approaches*

Abstrak :

Manajemen sumber daya manusia (SDM) merupakan faktor krusial dalam peningkatan mutu pendidikan Islam, karena mutu guru, tenaga kependidikan, dan peserta didik sangat menentukan keberhasilan suatu lembaga. Manajemen Sumber Daya Manusia (MSDM) hadir sebagai pendekatan modern yang menempatkan manusia sebagai aset strategis, berbeda dengan manajemen personalia tradisional yang cenderung bersifat administratif. Penelitian ini bertujuan untuk memahami konsep MSDM, menelusuri perkembangannya, dan mengkaji pendekatan serta tantangan implementasinya dalam pendidikan Islam. Dengan menggunakan metode deskriptif-kualitatif melalui tinjauan pustaka, penelitian ini menegaskan bahwa MSDM mencakup fungsi perencanaan, rekrutmen, pengembangan, penilaian kinerja, dan kesejahteraan SDM. MSDM berkembang pesat di negara-negara berkembang berkat dukungan teknologi, sementara di negara-negara berkembang masih menghadapi keterbatasan. Terdapat lima pendekatan utama: mekanis, paternalistik, sistemik, humanistik, dan kontingensi. Tantangan bagi pendidikan Islam meliputi globalisasi, digitalisasi, dan dinamika sosial. MSDM berperan strategis dalam membangun pendidikan islam yang profesional, adaptif, inovatif dan bernilai islam.

Kata Kunci: *Manajemen Sumber Daya Manusia; Pendidikan Islam; Tantangan dan Pendekatan*

Introduction

Human Resource Management (HR) in Islamic education occupies a key position strategic because humans are a core asset that cannot be replaced by capital, technology, or operational methods. The evolution of HRM in Islamic education is evident in the shift in perspective: initially, HR was only considered an operational workforce, but now it is seen as the main driver of educational institutions that have a role in planning, managing, and creating innovative learning systems. This evolution emphasizes that HR in Islamic educational institutions, especially teachers, does not merely function as instructors, but also as bearers of Islamic values, morals, and character that are an important differentiation in facing (Pamungkas et al. 2023). In terms of approach, HRM in Islamic education is not only oriented towards organizational effectiveness, but also on a spiritual mission, namely to form a generation that is knowledgeable, has noble character, and is competitive. This approach emphasizes the classic HRM functions of planning, recruitment, training, motivation, evaluation, and welfare but is contextualized with Islamic values (Suherman and Siska 2025) This is also reinforced by the principle of harmony and participation between leaders, educators, and students, which makes Islamic education more adaptive to the dynamics of the times. (Arifin 2025) The challenge of HRM in Islamic education lies in maintaining the quality of human resources amidst global competition, technological disruption, and demands for continuous innovation. Teachers and education personnel are required not only to have professional competence, but

also to be able to transform learning with Islamic values that are relevant to the digital era (Anhar, Darmayanti, and Usmiyatun 2023) On the other hand, HR management must be able to create a system that supports the welfare of educators while building a progressive and participatory organizational culture (Khaeruman et al. 2024) Thus, HRM in Islamic education is not merely an adaptation of modern management theory, but also a synthesis of professional approaches with spiritual values. The evolution, approaches, and challenges faced show that HRM in Islamic education must continue to transform to remain relevant, effective, and sustainable.

Human resource management is a field that has attracted considerable attention from researchers, studying it from various perspectives. Several previous studies generally addressed the basic and fundamental aspects of human resource management. For example, the study conducted by Muhammad Riduwan entitled "Implementation of Human Resource Management in Improving the Competence of Educators in Islamic Boarding Schools," with findings that at the Imam Muslim Islamic Boarding School, HRM in Islamic education has undergone a dynamic evolution. Initially, many educators at the Islamic boarding school only had a high school or bachelor's degree, which was actually still far from the competency demands of teachers in the global era. This reflects the early phase of HRM in Islamic education, which still focused on workforce availability, without emphasizing qualifications and professionalism. However, through the implementation of HRM management such as planning, recruitment, development, and performance evaluation, Islamic boarding schools began to move towards a modern HRM approach that emphasizes the importance of continuous training, qualification improvement, and the welfare of educators (Riduwan 2023) This evolution is in line with the view that human resources in Islamic education are not merely complementary, but the main driver of achieving educational quality (Fika and Zohriah 2024a)

In terms of approach, the research conducted by Nurul Fika and Anis Zohriah entitled "*Human Resource Management in Educational Institutions*" which focuses on the definition of human resources, the terms educators and educational personnel, the objectives of educational human resource management, as well as the substance and function of human resource management in educational institutions. (Fika and Zohriah 2024b) In line with that, research conducted by Ramadhoni Aulia Gusti et al., entitled "Effective Approaches in Human Resource Management in Islamic Educational Institutions" resulted in findings that human resource management plays an important role in MAN 1 Kota Pariaman, which can be seen from the benefits and significance of its implementation on institutional performance. (Aulia Gusli et al. 2024) In contrast to previous studies which are still limited to discussing general aspects or implementation in certain institutions, this study aims to analyze relevant human resource management approaches in the context of Islamic education, while identifying challenges in human resource management. Thus, this research is expected to enrich the scientific treasury and provide new insights for other researchers, as well as become a relevant reference source in the development of human resource management studies in the future.

Research Method

This research uses a qualitative descriptive method with a library research approach. The qualitative descriptive method was chosen because it is suitable for describing, examining, and analyzing phenomena in depth through literature sources without an experiment field. Study literature becomes important in this context, studies on *Human Resource Management* (HRM) and Islamic education are often found in books, journals, academic articles, and previous research documents that can serve as the basis for analysis. The research data sources were obtained from primary literature and secondary literature. Primary literature in the form of books mainly discusses the basics of HRM, HR management theory, and principles of Islamic education management. Secondary literature includes journal articles, proceedings, research findings, and other scientific papers relevant to the research topic. Data sources were selected purposively, meaning only literature relevant to the theme of HRM in Islamic education was included. made into references, so that research results still focus And in accordance with objective study.

Data analysis techniques were carried out through content analysis and comparative analysis. Content analysis used to identify ideas, drafts, patterns, or themes important in literature which is studied. With this technique, researchers can dig meaning, group data and identify conceptual relationships between HRM and Islamic education management. Meanwhile, comparative analysis is used to compare theories, expert perspectives, and previous research findings to identify similarities, differences, and new contributions to this study.

Result and Discussion

Definition Human Resources Management (HRM) In Education Islam

Human Resource Management (HRM) is generally defined as a series of activities encompassing planning, recruitment, selection, development, maintenance, and utilization of human resources to achieve organizational and individual goals. In the context of Islamic education, HRM encompasses more than just administrative management, but also serves to develop educational staff and education which is quality as well as morals glorious in accordance with values Al-Qur'an and Sunnah. According to Edwin B. Flippo, HRM is the process of planning, organizing, directing, and controlling various aspects of the workforce, from recruitment, development, compensation, to termination of employment, all of which are directed towards achieving institutional and societal goals. Hasibuan defines HRM as the science and art of regulating relationships and roles of the workforce to be effective and efficient in achieving organizational, employee, and societal goals. Meanwhile, Herman Sofyandi emphasizes HRM as a comprehensive strategy that involves integrated planning, organizing, leadership, and performance evaluation in every aspect of HR operations.

In Islamic education, HRM plays a strategic role because human resources are a key factor in achieving institutional success. The management of teaching and administrative staff focuses not only on professionalism but also on the internalization of Islamic spiritual values, morals, and ethics. This effort aligns with the goal of Islamic education, which is not merely to produce skilled workers but also individuals with faith and morals. Karimah, And capable become example. With thus, HRM in Islamic education can be understood as management that functions to develop human potential comprehensively academically, morally, spiritually, and socially so that educators and educational staff are able to carry out their roles optimally, and maintain the relevance of Islamic education amidst the challenges of globalization and technological developments (Kustati, Sepriyanti, and Pratiwi 2024).

Analysis Difference HRM And Management Personnel In Education Islam

Personnel management in Islamic education focuses on administration, including planning, recruitment, placement, development, and dismissal. Compensation emphasizes both material and non-material teacher welfare, although often constrained by BOS/BOSDA funds. Employment relationships emphasize coordination, communication, and a harmonious work climate. The main focus: planned administration, fair salaries, and healthy work relationships (Fuad 2019) HRM in Islamic education is strategic, encompassing teaching staff planning, competency development, and performance improvement based on technology and Islamic values. HRM emphasizes ongoing training, digital literacy, and data-driven performance evaluation. Technologies such as LMS, digital attendance, and online assessments strengthen teacher professionalism and the quality of learning.

The main difference: personnel management is administrative, traditional, and short-term, while HRM is broader, strategic, and adaptive to technological developments. Personnel maintains operational stability, while HRM encourages innovation, competency development, and readiness to face global challenges (Rahmawati, Al-Habsyi, and Mardiyah 2024).

Function Human Resources Management (HRM) In Islamic Education

1. Planning Need Power Work: The initial stage in *Human Resource Management* (HRM) is workforce planning. In the context of educational institutions, this planning includes identifying the number of teaching and administrative staff needed and the qualifications they must possess.
2. Recruitment And Selection Power Work: After the planning stage is complete, the next step is recruitment. Recruitment is the process of attracting qualified candidates to join an educational institution. This stage is crucial because the quality of human resources significantly determines the quality of education provided.
3. Orientation: Orientation is A program Which designed special For help new employees so that can know work, role, And organization place they

work. Program This important Because when somebody new accepted in something institution, He need time For adapt with environment new, Good in a way both physical and psychological.

- 4 Evaluation Performance Work And Giving Reward: Function next is do evaluation to performance power educator and educational staff. Performance evaluation plays an important role because it can be the basis for increasing work effectiveness, assessing individual achievements, and helping management determine policy Which appropriate. Results evaluation This No only used as material consideration in give award (*reward*) or incentives, but also serves as a communication tool between management and employees. Through evaluation, managers can determine the extent to which targets have been achieved and provide constructive feedback for future performance development.
- 5 Training And Development Human Resources: Training and development is a crucial function that educational institutions cannot afford to overlook. Its primary goal is to improve the competency and skills of educators so they can adapt to changes, including technological advances and curriculum demands.
6. Creation And Coaching Working Relations : A harmonious working environment is one of the determining factors for the success of an educational institution. Therefore, human resource management must be able to create a conducive working climate and build good relationships between all elements, including educators and students. power education, and party management
7. Dismissal: Dismissal is Wrong One function operative final in management human resources or *human resource management* . This term is often referred to as separation, which is the process of separating or terminating employment relationships between employees and organization. In context institution education, termination means ending the employment relationship of educational staff (teachers/lecturers) and educational staff (administrative staff, employees) TU) with the educational institutions where they work. (Hs, Anwar Us, and Shalahudin 2024)

Evolution And Activity HRM In Country Proceed And Develop In Islamic Education

The evolution of HRM in Islamic education highlights the differences between developed and developing countries. In developed countries, HRM has developed systematically, is technology-based, and emphasizes competency development, performance management, and digitalization. Islamic educational institutions have implemented *e-recruitment*, digital personnel information systems, and *e-learning*. Conversely, developing countries face budget, infrastructure, and policy constraints, so HR management still focuses on teacher quantity rather than quality. However, online training and international collaboration are beginning to be adopted. HRM activities include workforce

planning, recruitment, selection, training, development, performance appraisal, and compensation. Developed countries use a data-driven approach, while developing countries still rely on manual methods. This difference impacts the quality of Islamic education, with developed countries better equipped to integrate Islamic values with technology, while developing countries need to improve teacher professionalization and modernize HRM. (Ismayanti et al. 2024)

The application of HRM is crucial for human resource planning, performance management, and the utilization of learning technology. Human resource planning ensures teacher qualifications meet needs, performance management emphasizes objective evaluation and coaching, while technologies such as LMS and e-learning enhance digital adaptation. HRM also encompasses student development through soft skills and global competencies. (Winarti n.d.) In Indonesia, key challenges include budget constraints, minimal training, high workloads, non-transparent payroll systems, and limited infrastructure. The lack of integration of Islamic values also reduces management effectiveness. Therefore, sustainable funding strategies, professional training, performance-based rewards, provision of facilities, and consistency of Islamic values are needed (Safrudin n.d.). Opportunities include the use of digital technology, government policies, community participation, alumni support, and institutional collaboration. Islamic identity can be maximized through fairness, transparency, and accountability. Innovations such as blended learning and project-based learning have the potential to improve the quality of education (Safrudin n.d.).

Human Resource Management Approaches

1. Mechanical approach

The mechanical approach views teachers as part of a work system that must operate regularly, efficiently, and according to established procedures. The mechanical approach is often associated with the classical approach, which focuses on efficiency, productivity, and control. From a mechanical perspective, problems related to the workforce are viewed by equating the human element within an organization with a production factor like machines or capital (Irmayani 2022). This approach has the advantage of encouraging individuals to become more skilled in specific areas and increasing overall work effectiveness. (Nuraini 2016) Effectiveness itself is a crucial factor in supporting the long-term success of an organization, as without effectiveness, achieving goals will be difficult. The relevance of this approach is also reinforced by the results of research by Andri Stevanus Karundeng, which shows a significant relationship between workload and employee effectiveness. (Karundeng, Lapian, and Uhing 2024)

The mechanical approach also has several weaknesses that require serious attention. Implementing work patterns that overly emphasize characteristics and routines often makes work feel monotonous for organizational members, thus lowering motivation and inhibiting creativity. This is reinforced by research by Risky Amelia, which shows that the higher the workload an employee receives, the lower their creativity. (Amalia 2020)

2. Paternalistic Approach

The paternalistic approach arose from the increasingly advanced thinking of employees, who began to demonstrate the ability to free themselves from complete dependence on management or leadership. However, management attempted to balance this by providing various forms of attention and policies aimed at maintaining employee well-being, ensuring a harmonious relationship between the two. (Gandung 2021) In the context of leadership, managers who adopt a paternalistic approach position themselves as father figures toward their children. This means that managers not only perform supervisory or instructional functions but also guide, protect, and provide personal attention to subordinates. This approach aims to create harmonious and trusting working relationships, where subordinates feel cared for individually while also being directed toward achieving organizational goals. This paternalistic leadership concept emphasizes a balance between authority and attention, so that subordinates can be motivated to improve their performance while developing their personal and professional competencies. (Syafwan, Nurmaya, and Hidayat 2024)

3. Systems Approach

In the context of management, the systems approach is seen as a way of thinking that emphasizes the importance of integration between various organizational components in order to produce outputs that are valuable to the environment. This approach views organizations not only as stand-alone entities, but as part of an ecosystem that constantly interacts with its environment. Management is required to be able to manage the transformation process, namely converting various input factors originating from the environment such as human resources, capital, and information into outputs that are useful and relevant to the needs of society. (Winarti 2022) According to Johnson and Rozenwey, the systems approach is seen as a conceptual framework that integrates various complementary concepts with the principles of general systems theory, which are jointly used to analyze and understand the dynamics of organizational theory and the implementation of management practices (Santika et al. 2024).

The systems approach framework for school organizations cannot be understood as a stand-alone entity, but rather must consider the interconnectedness with the external environment that influences the sustainability and mutual benefit of education. This external environment encompasses various stakeholders. Stakeholder involvement is meaningful because each brings complementary interests, expectations, and contributions to support school quality improvement. (Jeane Mantiri 2019)

4. Humanistic Approach

The humanistic approach to human resource management views the workforce, including educators and educational staff, as key assets that determine the success of an organization. This perspective not only emphasizes their role as productive resources but also recognizes that each individual has psychological and emotional needs that form the basis of work motivation (Mayasari et al. 2025) This is in line with the idea that the quality

of learning is not only determined by technical skills alone, but also by the psychological condition and job satisfaction of teachers as educators. When these needs are met, teachers will have higher enthusiasm, dedication, and creativity in carrying out their duties, thus having a direct impact on improving the quality of the educational process and student learning outcomes.

This approach adopts the principles outlined by Abraham Maslow, known as *Maslow's Need Hierarchy Theory*, which states that when basic human needs are met, these basic needs will become dominant, which will motivate them to internalize their potential (Fauzan 2021). Educators and students who receive full motivation will actualize themselves through training, potential development, and collaborative education, which can increase mutual involvement and encourage better performance, thereby fostering a sense of togetherness that contributes to achieving common goals.

5. Contingency Approach

The contingency approach to human resource management is based on the assumption that no single management model is universal and can be applied effectively in every situation. Each Islamic educational institution has different characteristics and complex conditions, so management strategies must be formulated contextually, taking into account the dynamics of both the internal and external environments. Contingency theory emphasizes the urgency of flexibility and adaptability in the face of change, so that human resource management practices remain relevant, responsive, and able to optimally support the achievement of educational organizational goals. The contingency approach allows managers to adapt human resource policies to factors such as organizational size, job complexity, and environmental dynamics that can change over time. The contingency approach to human resource management is increasingly gaining relevance in the era of globalization and rapid technological development. (Mayasari et al. 2025)

This approach emphasizes that every strategic decision regarding human resources cannot be viewed in isolation but must be considered holistically, taking into account the variables that influence organizational dynamics. These variables include internal factors, such as organizational culture, the institution's vision and mission, the competency of teaching staff, and managerial structure, as well as external factors, such as technological developments, social dynamics, government policies, and changing societal needs. Therefore, the contingency approach provides an adaptive framework that allows institutions to adapt their human resource management strategies to constantly changing conditions. (Sulistriana and Nabila 2025).

Challenges in Human Resource Management

1. The teaching staff come from different backgrounds

Challenges The challenges of human resource management in the educational context become increasingly apparent when institutions must manage a workforce that comes from diverse cultural backgrounds, ages, and skill sets. On the one hand, this diversity can be a source of strength that drives

productivity, creativity, and innovation in educational delivery. Teachers and educational staff with different experiences, perspectives, and competencies can complement each other in achieving the institution's goals. However, on the other hand, this diversity also demands more specific and contextual human resource management strategies to create harmony and synergy among individuals with different backgrounds.

2. Integration between the use of technology and values in the learning process. In the 4.0 era, humans, as the actors in life's processes, face new challenges, particularly in the workplace, where internet usage and the achievement of results through sophisticated technology and information are becoming increasingly integrated. This situation demands that educational institutions, including Islamic education, prepare students not only with academic competencies but also with the ability to adapt to the ever-changing developments in digital technology. This challenge becomes even more complex when Islamic educational institutions are faced with the dilemma of how to utilize modern technology without neglecting moral and spiritual values.
3. The demand to meet ever-evolving competency standards Teachers, for example, are no longer simply required to have a theoretical grasp of subject matter; they are also required to possess pedagogical skills that adapt to the increasingly diverse needs, characteristics, and learning styles of their students. In the context of Islamic education, this challenge becomes even more complex because teachers serve not only as instructors but also as moral and spiritual role models for their students. This means that teachers are expected to be able to integrate mastery of knowledge with the Islamic values that define the educational institution.
4. Rapidly developing technology.

The rapid technological developments in the Industrial Revolution 4.0 era pose significant challenges to human resource management, including in the education sector. This change is marked by the emergence of automation and artificial intelligence (AI), which are not only transforming work practices but also influencing the types of skills required in various fields. While AI has the potential to improve the efficiency, effectiveness, and quality of educational services, concerns are also emerging about the diminishing role of human labor due to technological replacement. This situation demands increased competency and mastery of new skills, particularly digital skills, to ensure human resources remain relevant. (Nurdiana and Ulum 2023)

5. Demographic changes Demographic change is one of the external factors contributing to challenges in human resource management in educational institutions. This dynamic can include an increase in the number of students, changes in student profiles, or the emergence of special needs that require more attention from the school. (Muhammad Fajrin Alfadilah,dkk 2025)For example, the increase in the number of students with special needs requires the recruitment of additional teaching staff with the competence, skills, and experience to support this diversity.

Conclusion

1. Human resource management (HRM) in Islamic education is crucial because it plays a direct role in improving the quality of teachers and educational staff. Unlike personnel management, which focuses solely on administrative matters, HRM is more strategic and long-term, emphasizing competency development, technology utilization, and character development in line with Islamic values.
2. In practice, HRM covers many things, starting from planning workforce needs, recruitment and selection processes, orientation for new employees, performance evaluation, training, building harmonious working relationships, to the dismissal process if necessary.
3. The development of Human Resource Management (HRM) in developed countries has become more modern, systematic, and digitally based. However, developing countries, including Indonesia, still face limitations in budgets, infrastructure, and teacher professionalism. Nevertheless, significant opportunities exist for growth, for example through the use of digital technology, government policies, community support, and inter-institutional collaboration. If managed properly, HRM in Islamic education will not only produce professional teachers but also educators with noble character, ready to face global challenges, and adhering to the values of the Quran and Sunnah.
4. The approach to human resource management in Islamic education varies, ranging from mechanical which emphasizes efficiency, paternalism which places the leader as a protector, a system which views the institution as a unified subsystem, humanistic which places teachers as the main asset with psychological and emotional needs, to contingency which adapts strategies to the context, culture, and needs of the institution.
5. The main challenges of HR in Islamic education include the demands of digital literacy in the era of the Industrial Revolution 4.0, the influence of globalization, demographic changes, and the complexity of teacher competencies that include academic, pedagogical, social, and moral-spiritual aspects.

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