ALLIMNA: JURNAL PENDIDIKAN PROFESI GURU
Volume 04 Nomor 01 2025, pp 19-31
P-ISSN:2964-0105; E-ISSN: 2962-1909;
DOI: http://dx.doi.org/10.30762/allimna.v4i01.5312

Human Resource Management in Improving the Quality of Education at State Primary School

Try Heni Aprilia[1*]

[1] IAIN Kediri, Indonesia
**Corresponding author: tryheni02@iainkediri.ac.id*

Abstract:

This study aims to analyse human resource management in improving the quality of education at SDN Jambean 1. The background of this study is the important role of human resource management in determining the quality of educational institutions, especially at the primary school level, which is the initial foundation for the formation of students' character and knowledge. The quality of education is strongly influenced by the effectiveness of the management of teaching and education personnel. The research method used is a descriptive qualitative method with data collection techniques through observation, interviews, and documentation. The analysis used includes data reduction, display, and data verification. The theory used is Desler's HR implementation, which includes several aspects, including recruitment, selection, performance appraisal, and compensation. The results showed that: 1) Recruitment is carried out through stages such as announcements, initial selection, interview tests, and moral and spiritual assessments including religious moderation; 2) Selection of prospective teachers and staff follows government and internal school policy procedures, including the appointment of honorary staff to overcome the shortage of civil servants; 3) Performance appraisals focus on intention, responsibility, integrity and seriousness at work; 4) Compensation is designed with the principle of fairness, guaranteeing rewards commensurate with individual contributions to education and school management. The implications of this study show that systematic and value-based human resource management can sustainably improve the quality of education. These findings can serve as a reference for other schools in designing effective HR management policies, as well as encouraging the formulation of educational regulations that are more adaptive to the needs of educators in the field.
Keywords*:* Education Quality; Human Resources; Management.

Abstrak:

Penelitian ini bertujuan untuk menganalisis manajemen sumber daya manusia dalam meningkatkan mutu pendidikan di SDN Jambean 1. Latar belakang dari penelitian ini adalah pentingnya peran manajemen SDM dalam menentukan kualitas lembaga pendidikan, terutama di tingkat sekolah dasar yang menjadi fondasi awal pembentukan karakter dan pengetahuan siswa. Kualitas pendidikan sangat dipengaruhi oleh efektivitas pengelolaan tenaga pendidik dan kependidikan. Metode penelitian yang digunakan adalah metode kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Analisis yang digunakan meliputi reduksi data, display, dan verifikasi data. Teori yang digunakan adalah implementasi SDM menurut Desler yang mencakup beberapa aspek, antara lain rekrutmen, seleksi, penilaian kinerja, dan kompensasi. Hasil penelitian menunjukkan bahwa: 1) Rekrutmen dilakukan melalui tahapan seperti pengumuman, seleksi awal, tes wawancara, serta penilaian moral dan spiritual termasuk moderasi beragama; 2) Seleksi calon guru dan staf mengikuti prosedur kebijakan pemerintah dan internal sekolah, termasuk pengangkatan tenaga honorer untuk mengatasi kekurangan PNS; 3) Penilaian kinerja difokuskan pada niat, tanggung jawab, integritas, dan kesungguhan dalam bekerja; 4) Kompensasi dirancang dengan prinsip keadilan, menjamin imbalan sepadan dengan kontribusi individu terhadap pendidikan dan manajemen sekolah. Implikasi dari penelitian ini menunjukkan bahwa pengelolaan SDM yang sistematis dan berbasis nilai mampu meningkatkan mutu pendidikan secara berkelanjutan. Temuan ini dapat menjadi acuan bagi sekolah lain dalam merancang kebijakan

manajemen SDM yang efektif, serta mendorong perumusan regulasi pendidikan yang lebih adaptif terhadap kebutuhan tenaga pendidik di lapangan.
Kata kunci: Manajemen; Mutu Pendidikan; Sumber Daya Manusia.

History:
Received: 30 04 2025
Revised: 07 05 2025
Accepted: 21 05 2025
Published: 31 05 2025

Publisher: LPTK IAIN Kediri
Licensed: This work is licensed under a Creative Commons Attribution 4.0 License

INTRODUCTION

Human Resources is the basic capital of Development, which consists of a quantitative dimension that includes the number and structure of the population, as well as a qualitative dimension that includes the quality of life of its population (Jumadi, 2023). Meanwhile, the development of the whole person is the ideal of the nation. In other words, human resources are the key to success in organising a development to facilitate the achievement of national development, which includes the quality of Indonesian people and society as well as national discipline, which is a manifestation of obedience to State laws and norms that apply in society (Renanda & Jamilus, 2024).

Countries in the developed categorisation are determined by the quality of society, which can be seen in the level of education. The higher the level of education is reflected in the mindset and policies that are raised (Warisno, 2018). The high level of health of the population is reflected in the high life expectancy. If these two aspects are fulfilled, namely high education and health, it will produce high income figures as well as evenly distributed aspects (Murtafiah, 2021). The relationship between the two results in the higher the level of income in a family, the higher the level of education and health. One of the requirements that must be met to realise this is to increase Human Resources, which shows the number of professionals who can meet the demands of development needs and goal (Habib et al., 2023).

Thus, the quality of human resources meets an important point both in terms of the driving force and the perpetrators of development, as well as the goals and objectives of national development. Human Resources as the core of development is one of the main factors that is a determinant in the success of the national

development (Nulhaqim et al., 2016). Improving the quality of education has long been a dialogue between intellectuals in the field of education, but the reality and empirical evidence in the field have shown that the quality of education in Indonesia is still considered low (Aprilia & Munifah, 2022). For this reason, until this point, education development is still emphasised on the aspect of efforts to improve quality. The logical consequence of this effort is the need to improve the quality of all components in the education system, both human and material resources (Sartika, 2024). For this reason, to improve the quality of education, one of its components, in the form of human resources, plays a very crucial role in achieving the expected goals.

This needs to be a special concern for stakeholders and leaders in educational institutions. Attention to human resource management should be a major concern not only for teachers and employees but also for students, guardians, and the community. Because only with the readiness and skills possessed by human resources can educational institutions survive and be able to improve the quality of education (Aprillia et al., 2023). Thus, it is necessary to periodically improve the quality of human resources to support this goal.

Management in practice is needed when people work together with others to achieve goals. The complexity of managing organisations is caused by the rapid development of management and finds its importance because the people involved in the organisation have different potentials, as well as behaviours and personalities (Asrulla et al., 2024). The development of management poses challenges and problems. For example, leaders as drivers and motivators must have clear and visionary goals. The success of the organisation is determined by the success of the leader in managing the institution. Leaders must be able to move people in the organisation and bring them to safety (Tambunan & Pandiangan, 2024). For this reason, Islam has provided a good example of an irreplaceable leader, namely the Prophet Muhammad (Aprilia et al., 2022).

Human resource issues are important to pay attention to, especially in improving the competitiveness of graduates. The quality of teachers and staff is a major factor in improving the competitiveness of graduates. Quality graduates are determined by quality managers as well (Nurhasnah et al., n.d.). In other words, the

high quality of human resources in educational institutions determines the good quality of graduates produced. So that they are better prepared to face various kinds of social problems and are competitive and able to compete with other institutions.

The management of human resources is fully recognised as having a major influence on improving the quality of education (Khaeruman & Tabroni, 2024). This shows an understanding that the overall resources contained in the organisation, humans are resources that have reason, feelings, desires, abilities, skills, knowledge, sense of motivation, and karsa. The potential possessed by humans has a high influence on the aspect of achieving organisational goals (Munifah et al., 2025). Because, the progress and sophistication of technology, the development of information, and the availability of adequate facilities and infrastructure without intelligent human resources in managing it will all be in vain. In other words, the educational component in the form of Material Resources will not find the point of optimal usefulness without being supported by reliable Human Resources (Abidin et al., 2024).

As stated by Dessler that effective Human Resource management should implement several aspects, including: recruitment, selection, performance appraisal, and compensation (Idrus et al., 2023). Thus, human resources as a component of education that is considered to be the key to the success of education must be fostered and developed on an ongoing basis to create professional and reliable personnel. Human professionalism is an absolute element that must be fulfilled if the quality of education is to be high (Abdillah, 2024). However, how to manage these human resources to play a major and optimal role in realising quality education is not a simple matter. This form of simplicity can be seen as looking at the meaning of management itself (Hulu et al., 2024).

SDN Jambean 1 is the only elementary school in the village with a notably high level of public interest. This is evidenced by the large number of student applicants each year. However, due to the limited quota, the school implements a rigorous selection process, including an entrance examination that is considered quite competitive. The growing public enthusiasm and trust in this institution have encouraged the author to conduct research its human resource management. The quality of human resources is a key determinant of graduate excellence, and these

qualified graduates, in turn, reinforce public trust in the school. It is therefore likely that the high number of applicants reflects the institution's reputation for educational quality.

Interviews with school principals and teaching staff revealed that this institutional quality is maintained through a continuous commitment to teacher performance evaluations, moral-spiritual development programs, and strategic human resource planning. Teachers are selected not only based on competence, but also integrity and religious moderation, which has become a distinct value of the school. Additionally, staff and educators express a strong sense of ownership and dedication, contributing to the school's sustained public trust.

RESEARCH METHOD

This study employs a qualitative field research approach. Qualitative research is designed to understand social phenomena from the perspective of the research subjects in this case, the Principal, teachers, administrative staff, and school treasurer of SDN Jambean 1 through in-depth interpretation of their experiences, behaviours, perceptions, and actions in their natural context (Abidin et al., 2024). The data collection techniques used include observation, in-depth interviews, and documentation. Observations were conducted to understand daily school activities and the implementation of human resource practices. Semi-structured interviews were used to gather detailed information from key informants, allowing flexibility to explore emerging themes. Documentation analysis supported these methods by providing institutional data such as policy records, staff performance appraisals, and internal reports.

The collected data were analysed using the interactive model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing/verification. Data reduction was carried out by selecting, simplifying, and transforming raw data; data display involved organising the information in descriptive formats such as matrices or narratives; and conclusions were drawn through interpretive analysis. To ensure data validity, the study employed several triangulation techniques: source triangulation (cross-checking data from various informants), method triangulation (comparing data collected through observation,

interviews, and documents), and member checking, in which preliminary findings were discussed with the participants to confirm their accuracy. These steps enhance the credibility and reliability of the findings.

RESULTS AND DISCUSSION

A. Implementation of Human Resource Management at SDN Jambean 1

1. Recruitment

The recruitment process at SDN Jambean 1 is based on the State Civil Apparatus recruitment policy, which is held annually but still adapts to the available formations. The aspects that are emphasised in the selection of teaching and staff candidates are quality and professionalism, as well as having high integrity in carrying out their duties. Competence or ability in this context includes technical and moral abilities (Nurhasnah et al., n.d.). This shows that in recruitment, academic competence and skills are not the only factors to be considered, but also the suitability of candidates with Islamic and Indonesian values, including morals and personal integrity.

The recruitment method applied involves various stages such as: announcement, initial selection, interview test, and moral and spiritual assessment, including religious moderation. As a public primary education institution, recruitment is carried out by selecting prospective teachers who are competent in their fields, responsible, disciplined, and have high morale. In this case, the recruitment system also tries to create diversity in terms of experience, while still prioritising moral and religious values. This system reflects the understanding that teachers are not only educators of knowledge but also good role models for students. Therefore, the principle of morality is very important in the recruitment stage, to ensure that prospective teachers and staff have a great responsibility in educating the nation's generation.

2. Selection

The selection of prospective teachers and staff is carried out with procedures by government policies coupled with internal school policies, such as hiring honorary staff for shortages of civil servants. Especially in the appointment of honorary staff, the decision is made based on the results of a

meeting between the leadership and the teachers. In this case, the principal determines the acceptance of the selection based on the consideration given by the teachers and staff, considering the competence of the candidates and the available positions. This approach strengthens transparency and accountability and avoids unilateral decisions that may not reflect the values of togetherness.

The selection process not only prioritizes technical or academic criteria but also assesses candidates' character, compatibility with the Institute's vision and mission, and their ability to work in the context of basic education (Sudiantini et al., 2023). Prospective teachers and staff are also tested on their ability to impart knowledge in a way that is in keeping with school traditions, nurture students, and maintain discipline in a basic education environment. With the principle of deliberation, the decisions made are considered fairer and wiser (especially for the appointment of honorary staff), reflecting the spirit of togetherness on which the decisions are based.

3. Performance Assessment

The performance appraisal system carried out at SDN Jambean 1 emphasises more on aspects of intention, responsibility, integrity, and sincerity in carrying out work. As a basic education institution, assessment is not only measured based on performance but also on the success in delivering lesson material and student understanding. Elementary schools are educational institutions that have the responsibility to provide basic provisions that will be used by these students for the rest of their lives (Susilo & Abdurrahman, 2023). The cultivation of moral values and *uswatun khasanah* should be the foundation of the school culture.

The performance of teachers and staff is not only measured by the results achieved, such as the amount of material taught or the academic achievement of students, but also by the intention in carrying out the task. This is relevant to the concept of ihsan (doing the best job possible), which is highly emphasised in performance appraisal, where teachers and staff are expected to work wholeheartedly, uphold morality, compassionately, and set a good student example (Diniarsa & Batu, 2023).

In performance appraisal, quality is valued more than quantity (Wahyudi et al., 2023). For example, if a teacher can provide a deep understanding of religious teachings and national values in a way that is easy for students to understand, then it is considered an outstanding achievement, even though the number of lesson hours or material delivered is not as much as other teachers. The assessment is also carried out based on timeliness, where teachers are assessed to what extent they can complete their tasks by the predetermined time, as well as independence in carrying out tasks without the need for much supervision. As for staff, the assessment is carried out based on aspects of optimal service delivery and accuracy, and discipline in terms of institutional administration (Winulyo et al., 2023).

SDN Jambean 1 also assesses performance based on how well teachers and staff can guide and provide services to students to become responsible, trustworthy, and morally upright individuals. This performance evaluation is not only based on numbers or statistics, but rather a holistic assessment by considering the values of morality in every action. Although this form of assessment and evaluation has been provided in a special format for teachers and staff with state civil apparatus status.

4. Compensation

Compensation at SDN Jambean 1 is designed around the principle of fairness, which ensures that each teacher and staff member is rewarded appropriately for their contribution to the education and management of the institution. This principle prioritises fairness in terms of pay, benefits, and other facilities, taking into account aspects of basic needs, job responsibilities, and performance provided by each (Hulu et al., 2024).

The compensation provided is not only in the form of a predetermined salary, but also various allowances, such as health, meal, and transport allowances. The provision of incentives based on performance achievement is also part of the compensation system implemented, where teachers and staff who show high dedication in their work can get additional incentives as a form of appreciation (Supiani et al., 2022).

In addition, Jambean 1 public primary school also provides moral rewards, such as recognition and appreciation for the contributions made by teachers and staff in educating and guiding students. This award is not only in the form of material, but also an acknowledgement of their dedication and sacrifice in carrying out their noble duties as exemplary teachers, symbolised in the form of an award certificate. By implementing a compensation system based on the principle of fairness, SDN Jambean 1 strives to create a fair, productive, and harmonious work environment.

B. Barriers in Human Resource Management at SDN Jambean 1

a. The obstacle in the recruitment process is that the quota for teachers and staff with state civil apparatus status is still lacking. This is because the availability of formations does not match the needs of the Institute.
b. Obstacles in the selection process are some candidates who have not met the qualification standards set by the school, especially in the interview stage. For example, employees do not have the capacity, experience, and integrity that are by their educational background for honorary employees.
c. The obstacle in the performance appraisal process is the effectiveness of time which often hindered because there is no specific schedule and also the formation of a special team to conduct evaluations. Because so far it is only limited to carrying out tasks in accordance with what has been determined by the state and the lack of personnel if you have to form a special team to carry out the validation process.
d. The obstacle in the compensation process is the limited budget, because policies related to it often change.

C. Solutions in Human Resource Management at SDN Jambean 1

a. The solution to overcome obstacles in the recruitment process is to communicate and establish good relationships with relevant stakeholders and synchronize schedules and coordination with related teams.
b. The solution to overcome obstacles in the selection process is to improve coordination with school principals and related parties so that the placement

of employees is in accordance with their capacity and educational background.

c. The solution to overcome obstacles in the performance appraisal process is to form a team of evaluators and in evaluation activities, coordination is needed and the preparation of the right supervision agenda so that it does not clash with other activity agendas.
d. The solution to overcome obstacles in the compensation process is the preparation of careful budget planning despite policy changes. So as not to cancel or not give the rights that should be obtained by them.

CONCLUSION

Human Resource Management in its implementation at SDN Jambean 1 consists of several stages, including recruitment, selection, performance appraisal, and compensation. Recruitment is carried out by involving various stages such as: announcement, initial selection, interview test, as well as moral and spiritual assessment including religious moderation. Selection of prospective teachers and staff is carried out with procedures in accordance with government policies coupled with internal school policies, such as appointing honorary staff for those who lack the number of staff from civil servants. Performance appraisals emphasise intention, responsibility, integrity and sincerity in carrying out work. Meanwhile the compensation is designed with the principle of fairness, which ensures that each teacher and staff member is rewarded commensurate with their contribution to the education and management of the Institution.

REFERENCES

Abdillah, F. (2024). Peran Perguruan Tinggi dalam Meningkatkan Kualitas Sumber Daya Manusia di Indonesia. *EDUCAZIONE: Jurnal Multidisiplin*, *1*(1), Article 1. https://doi.org/10.37985/educazione.v1i1.4

Abidin, A. Z., Subandi, S., Romlah, R., & Maulidin, S. (2024). MANAJEMEN SUMBER DAYA MANUSIA DI PONDOK PESANTREN DARUL FALAH BATU PUTUK BANDAR LAMPUNG. *As-Salam: Jurnal Studi Hukum Islam & Pendidikan*, *13*(02), Article 02. https://doi.org/10.51226/assalam.v13i02.734

Aprilia, T. H., Masrof, A. H., & Humaidi, A. (2022). Pesantren In Social Construction Perspective (The Educational Orientation Of The Sidogiri Pesantren). *TARLIM : JURNAL PENDIDIKAN AGAMA ISLAM*, *5*(2), Article 2. https://doi.org/10.32528/tarlim.v5i2.7903

Aprilia, T. H., & Munifah, M. (2022). Manifestation Of Prophetic Leadership Values In Islamic Education. *Tadbir : Jurnal Studi Manajemen Pendidikan*, *6*(2), Article 2. https://doi.org/10.29240/jsmp.v6i2.4896

Aprillia, T. H., Masrof, A. H., Ahid, N., & Huda, S. (2023). Pesantren and Tradition (Study Of Ta'dzim Affiliates in Character Education Al-Ghazali and Thomas Lickona). *Edukasi Islami: Jurnal Pendidikan Islam*, *12*(01), Article 01. https://doi.org/10.30868/ei.v12i01.2738

Asrulla, A., Samsu, Indriyani, T., & Jeka, F. (2024). TANTANGAN MANAJEMEN SUMBER DAYA MANUSIA DALAM PENDIDIKAN DI ERA SOCIETY 5.0. *Jurnal Genta Mulia*, *15*(1), 161–178.

Diniarsa, M. R., & Batu, R. L. (2023). EVALUASI PENERAPAN KEBIJAKAN DIVERSITAS DAN INKLUSI DALAM MANAJEMEN SUMBER DAYA MANUSIA TERHADAP KINERJA ORGANISASI. *Jurnal Ilmiah Manajemen, Ekonomi, & Akuntansi (MEA)*, *7*(2), Article 2. https://doi.org/10.31955/mea.v7i2.2852

Habib, M. H., Fuadi, I., & Mutohar, P. M. (2023). Implementasi Manajemen Strategik Dalam Meningkatkan Mutu Pendidikan Madrasah Ibtidaiyah Darunnajah. *eL Bidayah: Journal of Islamic Elementary Education*, *5*(1), Article 1. https://doi.org/10.33367/jiee.v5i1.3284

Hulu, F., Zega, Y., Waruwu, M. H., Oktapiani, M., & Aziza, P. F. (2024). PENGARUH PENGEMBANGAN KARIR, HUBUNGAN KERJA DAN MOTIVASI KERJA TERHADAP KEPUASAN KERJA KARYAWAN. *JURNAL ILMIAH EDUNOMIKA*, *8*(2), Article 2. https://doi.org/10.29040/jie.v8i2.13067

Idrus, S., Ruhana, F., Amalia, M. R., Rosyid, A. F., & Kuswandi, D. (2023). IMPLEMENTASI KEBIJAKAN MANAJEMEN SUMBER DAYA MANUSIA YANG EFEKTIF DALAM MENINGKATKAN KINERJA ORGANISASI DI ERA BISNIS GLOBAL. *Jurnal Ilmiah Manajemen, Ekonomi, & Akuntansi (MEA)*, *7*(1), Article 1. https://doi.org/10.31955/mea.v7i1.2879

Jumadi, A. (2023). MANAJEMEN SUMBER DAYA MANUSIA DALAM MENINGKATKAN MUTU PENDIDIKAN DI SEKOLAH DASAR INKLUSI AL IRSYAD AL ISLAMIYYAH DEPOK | UNISAN JURNAL. *UNISAN: Jurnal Manajemen Dan Pendidikan*, *2*(2), 84–90.

Khaeruman, K., & Tabroni, T. (2024). Strategi Efektif Manajemen Sumber Daya Manusia dalam Meningkatkan Kinerja Karyawan di Era Bisnis Modern. *EKOMA : Jurnal Ekonomi, Manajemen, Akuntansi*, *3*(2), Article 2. https://doi.org/10.56799/ekoma.v3i2.2789

Munifah, Aprilia, T. H., & Hamida, U. D. (2025). Asset Management Information Systemin Private Islamic College Environment. *Al-Hayat: Journal of Islamic Education*, *9*(1), Article 1. https://doi.org/10.35723/ajie.v9i1.38

Murtafiah, N. H. (2021). ANALISIS MANAJEMEN PENGEMBANGAN SUMBER DAYA MANUSIA YANG HANDAL DAN PROFESIONAL (STUDI KASUS: IAI AN NUR LAMPUNG). *Edukasi Islami: Jurnal Pendidikan Islam*, *10*(02), Article 02. https://doi.org/10.30868/ei.v10i02.2358

Nulhaqim, S. A., Heryadi, D. H., Pancasilawan, R., & Ferdryansyah, M. (2016). PERANAN PERGURUAN TINGGI DALAM MENINGKATKAN KUALITAS PENDIDIKAN DI INDONESIA UNTUK MENGHADAPI ASEAN COMMUNITY 2015 STUDI KASUS: UNIVERSITAS INDONESIA, UNIVERSITAS PADJADJARAN, INSTITUT TEKNOLOGI BANDUNG. *Share : Social Work Journal*, *6*(2), 197. https://doi.org/10.24198/share.v6i2.13209

Nurhasnah, N., Kustati, M., Sepriyanti, N., Tiffani, T., Pratiwi, S. H., & Sarbaini, S. (n.d.). *Manajemen Sumber Daya Manusia dalam Pendidikan Islam | JIIP - Jurnal Ilmiah Ilmu Pendidikan*. Retrieved 30 April 2025, from https://www.jiip.stkipyapisdompu.ac.id/jiip/index.php/JIIP/article/view/3430

Renanda, R., & Jamilus, J. (2024). PENGEMBANGAN SUMBER DAYA MANUSIA DALAM PENDIDIKAN ISLAM. *Jurnal Ilmiah Manajemen, Ekonomi, & Akuntansi (MEA)*, *8*(2), Article 2. https://doi.org/10.31955/mea.v8i2.4027

Sartika, G. (2024). Peran Strategis Manajemen Sumber Daya Manusia dalam Mendukung Keberlanjutan Organisasi melalui Penerapan Triple Bottom Line. *Jurnal Ekonomi dan Bisnis*, *4*(1), Article 1. https://doi.org/10.56145/ekonomibisnis.v4i1.155

Sudiantini, D., Naiwasha, A., Izzati, A., W, A. A., A, B. P., & Rindiani, C. (2023). Penggunaan Teknologi Pada Manajemen Sumber Daya Manusia Di Dalam Era Digital Sekarang. *Digital Bisnis: Jurnal Publikasi Ilmu Manajemen Dan E-Commerce*, *2*(2), 262–269. https://doi.org/10.30640/digital.v2i2.1082

Supiani, S., Nurdin, N., Syahid, A., & Fakhrurrozi, H. (2022). Manajemen Sumber Daya Manusia pada UPT Perpustakaan Universitas Tadulako Palu. *Jurnal Integrasi Manajemen Pendidikan*, *1*(2), Article 2. https://doi.org/10.24239/jimpe.v1i2.1216

Susilo, A. E., & Abdurrahman, A. (2023). Manajemen Sumber Daya Manusia Untuk Meningkatkan Kinerja Karyawan Melalui Absensi Digital. *Jurnal Educatio FKIP UNMA*, *9*(1), Article 1. https://doi.org/10.31949/educatio.v9i1.4629

Tambunan, H. N., & Pandiangan, S. M. T. (2024). Pengaruh Kegunaan Manajemen Sumber Daya Manusia (MSDM) dalam Meningkatkan Kinerja Organisasi. *AKADEMIK: Jurnal Mahasiswa Humanis*, *4*(2), Article 2. https://doi.org/10.37481/jmh.v4i2.993

Wahyudi, A., Assyamiri, M. B. T., Aluf, W. A., Fadhillah, M. R., Yolanda, S., & Anshori, M. I. (2023). Dampak Transformasi Era Digital Terhadap Manajemen Sumber Daya Manusia. *Jurnal Bintang Manajemen*, *1*(4), Article 4. https://doi.org/10.55606/jubima.v1i4.2222

Warisno, A. (2018). PENGEMBANGAN SUMBER DAYA MANUSIA DALAM PENINGKATAN MUTU LULUSAN PADA LEMBAGA PENDIDIKAN ISLAM DI KABUPATEN. *Ri'ayah: Jurnal Sosial Dan Keagamaan*, *3*(02), Article 02.

Winulyo, J. M., Aziz, A., & Rachman, P. (2023). MANAJEMEN SUMBER DAYA MANUSIA DALAM IMPLEMENTASI PROGRAM SEKOLAH PENGGERAK DI SDN SUKABUMI 2 KOTA PROBOLINGGO. *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi*, *10*(3), Article 3. https://doi.org/10.47668/edusaintek.v10i3.873