

**MANAGEMENT OF EDUCATORS AND EDUCATION PERSONNEL BY THE
PRINCIPAL OF MUHAMMADIYAH AL KAUTSAR JUNIOR HIGH SCHOOL
SPECIAL PROGRAM**

**ISKA SEPTI ANNISA, ISTIQOMAH SARAH NUR INAYAH, WIWIN ASTUTI,
HELDY RAMADHAN PUTRA PEMBANGUNAN**

Faculty of Tarbiyah, Raden Mas Said State Islamic University of Surakarta

e-mail: Heldyramadhan09@gmail.com

ABSTRAK

Pengelolaan tenaga pendidik dan kependidikan bertujuan untuk menata sumber daya manusia sekolah agar dapat bekerja sesuai dengan jabatan dan kompetensinya guna menunjang proses pembelajaran. Penelitian ini bertujuan untuk memberikan pengetahuan mengenai pengelolaan tenaga pengajar dan kependidikan yang dilakukan pada Program Khusus SMP Muhammadiyah Al Kautsar secara detail, membahas tentang perencanaan, pengadaan, pembinaan, dan pengembangan tenaga pengajar dan akademik, strategi khusus yang dilakukan oleh kepala sekolah untuk meningkatkan kualitas tenaga pendidik dan kependidikan pada Program Khusus SMP Muhammadiyah Al Kautsar, pemutusan hubungan kerja tenaga pendidik dan kependidikan, tantangan yang terjadi dalam pengelolaan tenaga pendidik dan kependidikan, dan evaluasi tenaga pendidik dan kependidikan. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dan literatur. Jenis penelitian yang digunakan adalah wawancara mendalam. Penelitian ini menunjukkan bahwa Program Khusus SMP Muhammadiyah Al Kautsar merencanakan tenaga pengajar dan kependidikannya setiap tahun ajaran baru dengan menganalisis tenaga pengajar berdasarkan perubahan kurikulum dan program sekolah. Kontribusi penelitian ini adalah untuk menambah pengetahuan bagi pembaca serta sebagai bahan evaluasi pengelolaan tenaga pengajar dan kependidikan yang telah dilaksanakan Program Khusus SMP Muhammadiyah Al Kautsar.

Kata Kunci: Pendidikan; Perencanaan; Pendidik; Lembaga; Kepala sekolah

ABSTRACT

The teaching and educational staff management aims to organize school human resources to work according to their position and competencies to support the learning process. This research aims to provide knowledge regarding the management of teaching and educational staff carried out at Muhammadiyah Al Kautsar Junior High School Special Program in detail, discussing planning, procurement, coaching, and development of teaching and academic staff, particular strategies carried out by school principals to improve quality teaching and education staff at Muhammadiyah Al Kautsar Junior High School Special Program, termination of employment of teaching and education staff, challenges that occur when managing teaching and education staff, and evaluation of teaching and education staff. The method used in this research is a qualitative approach and literature. The type of research used is in-depth interviews. This research shows that the Muhammadiyah Al Kautsar Junior High School Special Program plans its teaching and educational staff every new school year by analyzing teaching staff based on changes in the curriculum and school programs. The contribution of this research is to increase knowledge for readers as well as evaluation material for the management of teaching and educational staff that Muhammadiyah Al Kautsar Junior High School Special Program has carried out.

Keyword: Education; Planning; Educators; Institution; Principal

INTRODUCTION

Education is one of the ways for humans to live decent lives according to their outlook on life because education is a need that humans must meet. Education can be used as a country's potential to be involved at a more global level (Harefa Fuad et al., 2023). This is in line with the opinion of Torik et al. (2022) that education is crucial for human life, including improving the quality of life of individuals. This is according to Annas (2017), who believes education is urgent in people's lives. Education is a deliberate breakthrough that creates learning conditions. Therefore, education develops students in religion, self-discipline, ethics, intelligence, noble morals, and their potential to achieve the competencies needed and valuable for students, society, and the country.

Holifatulbarkah & Zakiyah (2017) explained that education is indispensable for every human being, both at and outside school. Education also includes learning activities consisting of students and educators, where the two have a close relationship with each other. Educators in a school determine quality and occupy a strategic position (Dirahman et al., 2023). Therefore, the position of educators cannot be replaced by technology. Likewise, education personnel such as school principals, laboratories, library staff, administrative staff, supervisors, etc. Education personnel have the task of carrying out administration, management, development, supervision, and technical services to help the educational process in school institutions (Wildasari, 2017). The ability of people to participate in the educational process affects the quality of education. One of them is educators; here, educators have a strategic position in determining the quality of learning outcomes. To improve the quality of education, the number and quality of existing personnel need to be carefully considered. A teacher's performance must meet specific standards and specifications as measured by competency standards (Dirahman et al., 2023).

The management of educators and education personnel should be included in the concept of human resource management in a school institution. This intends to regulate human resources in schools so that they can work according to their positions and competencies to support the learning process (Faizah, 2023). The management of educators and education personnel is something significant in the scope of education. This influences on improving the quality of education that students will receive (Torik et al., 2022). The highest leader in a school institution is the principal. The principal must be responsible for running the school organization. The principal has critical abilities to achieve the school's management and development goals, including administrative, managerial, and leadership activities. In this situation, the principal is responsible for planning, organizing, directing, coordinating, and supervising all educational activities. As education managers, school principals must optimize each human resource according to their respective abilities to achieve learning goals (Harefa Fuad et al., 2023). This is to explain the explanation of Banun et al. (2016) that school principals must be able to consider their actions as principals to help schools adapt to the outside world. The principal's strategy is one factor that can help schools realize their vision, mission, and goals through the planned and gradual implementation of programs.

School principals should raise awareness of the role of teachers and maximize their role as a medium in educating children and transforming them into people who benefit society. This is a process called education (Maragustam, 2010). However, in reality, many educational institutions neglect the management of educators, resulting in poor quality of teaching and learning. Starting with an indecisive recruitment process that does not meet the requirements of prospective educators until they cannot provide subject assignments with a degree in the education department. As the top leader of an educational institution, the principal is the most reliable person to manage all available resources, especially teachers. Therefore, school

principals must have an ideal leadership strategy and take the right direction to lead their subordinates (Parda et al., 2021).

Based on the background that has been explained, the author is interested in researching, studying, and understanding the management strategy, planning, improving the quality of educators and education personnel, particular strategies carried out by school principals, and challenges faced by school principals in managing educators and education personnel at Muhammadiyah Al Kautsar Junior High School Special Program.

METHOD

The method in this study uses a qualitative approach and a literature approach. A qualitative approach is carried out using case studies to understand the phenomenon that occurs holistically, in-depth, and in detail in a particular case (Irawan et al., 2021). Putra & Asmendri (2022) It was stated that literature research is a type of research carried out by collecting data information with the help of various library materials, such as books, journals, articles, notes, and others related to the problem to be solved. In this case, research was conducted on the management of educators and education personnel, especially the management of human resources at Muhammadiyah Al Kautsar Junior High School Special Program.

The data collection technique was carried out using an in-depth interview with the Principal of Muhammadiyah Al Kautsar Junior High School Special Program, which was then analyzed with descriptive techniques to describe the situation in the school, find out the strategies and methods for managing the educators and education staff in the school (Torik et al., 2022). The informant in this study is Mr. Muhammad Rifqi Nugroho, S.Pd., the Principal of the Muhammadiyah Al Kautsar Junior High School Special Program. The data sources in the study are primary data sources in the form of interview results, and secondary data sources are obtained from appropriate literature such as books, journals, or scientific articles related to the management of educators and education.

RESULTS AND DISCUSSION

Educator and Education Planning

Planning is an overview of goal setting, strategies to achieve goals, and a planning system to coordinate and integrate all organizational work to achieve goals. This also answers what to do, when, how, and who will do it (Wijaya et al., 2019). Human resource planning can be interpreted as planning the workforce to suit the needs of the organization to facilitate the realization of goals (Nurussalami, 2022). The purpose of human resource planning in educational institutions is to improve the quality of teaching and improve teachers' ability to develop the curriculum (Rahmatullah & Hidayat, 2021).

Human resource planning at Muhammadiyah Al Kautsar Junior High School Special Program is carried out at the beginning of every new school year, where the school and the leadership hold a coordination meeting to prepare the needs of teachers and education personnel. The curriculum and school program often change because Muhammadiyah Al Kautsar Junior High School Special Program is a private and dynamic school. For example, next year, Muhammadiyah Al Kautsar Junior High School Special Program will hold a United Kingdom-speaking class and require three teachers to enter; this kind of thing finally makes the need for teachers necessary. Before the new school year, the school started a coordination meeting to prepare the curriculum structure.

"What are the needs of teachers? See the current teachers and then plot if it turns out that there is a shortage of teaching staff; the city will create job vacancies. Usually, we plan for this year after Eid and create job vacancies. Because there is a new building, automatically

education personnel such as employees, cleaning personnel will increase." (Interview with Mr. Rifqi Nugroho, Wednesday, March 27, 2024).

Based on the interview, it can be concluded that the human resource planning process at Muhammadiyah Al Kautsar Junior High School Special Program is carried out flexibly according to the school's needs and the community's demands. The method of determining strategies to acquire, utilize, develop, and retain educators and education personnel (PTK) is known as educator and education personnel planning. Educators and education personnel must meet the needs of current and future educational institutions. PTK planning can also be defined as a systematic process to predict the number and type of PTK needs (demand) and availability (supply) in the future so that it can adequately plan recruitment, selection, training, and other activities (Wijaya et al., 2019).

Procurement of Educators and Education Personnel

After planning the needs of educators and education personnel, the principal procures or recruits prospective educators and education personnel. This recruitment is based on the classification and qualifications required by the school, and the school will conduct a careful and strict selection to get suitable and qualified prospective educators (Putra & Asmendri, 2022).

"For the recruitment process of teachers and education personnel, the requirements usually are that teachers must be in their respective fields. Second, because we are an Islamic school that is Muslim, it means that the commitment is that if men do not smoke, women wear hijab, and cover the aura. Then, for prospective educators who lack experience, the school is still considering again, and the maximum age is around 30 years old or if you can find someone who has just graduated or fresh graduates." (Interview with Mr. Rifqi Nugroho, Wednesday, March 27, 2024).

Based on the interview, the school recruits prospective educators according to the needs of the school. This is to the results of the research of Bulger et al. (2015) revealing that the recruitment of prospective educators needs to meet the following criteria: 1) identify the characteristics of prospective teachers, 2) adjust the basic principles that have been set, 3) be able to imply/interact with students, 4) the recruitment of educators is fulfilled as needed (Ayu et al., 2021). The needs sought at Muhammadiyah Al Kautsar Junior High School Special Program are more fresh graduates because they consider adjusting to the existing work climate easier than people with work experience. The administration that prospective new educators must carry out is a written test on the competencies of their respective fields. Then, job tests such as microteaching involve teaching and learning according to the job description. After being accepted, there is a teacher contract. The contract for new teachers or employees at Muhammadiyah Al Kautsar Junior High School Special Program is at least two years. During the interview, Mr. Rifqi Nugroho said that the employment contracts of educators and education personnel are more effective within one year and can be extended according to their respective performance. Educators who have passed the contract period and renewed the contract will have a commitment agreement signed.

Coaching and Development of Educators and Education

The development of education and education personnel, especially in human resources, leads to improving quality, improving and maximizing functions, not physically gaining weight (Wijaya et al., 2019). Efforts to improve the quality of competence at Muhammadiyah Al Kautsar Junior High School Special Program in terms of Islam are carried out by reading the Qusuian with teachers before the teaching and learning process, cult, and participating in Muhammadiyah in Kartasura. Professional competence or competencies related to their fields are carried out by holding workshops and training sessions during the holidays of the semester and the new school year. Furthermore, teachers are asked to study independently to prepare for

<https://jurnalp4i.com/index.php/manajerial>

future learning, and then a comparative study is carried out if necessary. Rewards for outstanding teachers and senior teachers to study S2 further studies are financed by the school.

"To improve the competence of our teachers in Islam (because we are in an Islamic school), our teachers, before teaching, we read the Quran, then we hold a recitation cult so that the teachers' knowledge about Islam and Muhammadiyah is also good. Moreover, in Al Islam, we will be involved in Muhammadiyah activities in Kartasura; there are studies and cooperative meetings to coach and deliver knowledge. Then competencies related to their fields are carried out every semester during vacation and at the beginning of the new school year, with a workshop and training agenda to prepare for the new school year." (Interview with Mr. Rifqi Nugroho, Wednesday, March 27, 2024)

Coaching and development activities are necessary for school principals to determine the progress and decline of the performance of educators and education staff. To restore quality and performance, a school principal must be able to conduct intensive coaching and in-depth work evaluation. For example, by conducting training and seminars on job knowledge and skills, in addition to, school principals must know the causes of weakening performance and motivation of educators and education staff to make it easier to take appropriate coaching and training steps (Putra & Asmendri, 2022).

Particular Strategy to Improve Human Resources at Muhammadiyah Al-Kautsar Junior High School Special Program

Strategy is an overall approach to implementing ideas, plans, and activities in a specific time. A good strategy can be seen from the coordination of the work team, having a theme, and determining supporting factors that are by the principles of implementing existing ideas (Putra & Asmendri, 2022). To improve the quality of human resources at Muhammadiyah Al-Kautsar Junior High School, PK will hold workshops and training programs and reward outstanding teachers. Through workshop activities, it can make it easier for teachers to develop their competencies for the better. In addition, workshops can also increase enthusiasm and motivate teachers to get innovations in developing their competencies (Kusumaningrum et al., 2024).

"Then, at the beginning of the new school year, we will have in-house training or workshops to prepare for the upcoming teaching and learning process, so at least our teachers are knowledgeable. The program to improve the competence of teachers as well as provide rewards to teachers who successfully guide competitions, create learning media on behalf of the school, or parents who make books, journals, and print media such as newspapers, where this reward is a support and encouragement for teachers." (Interview with Mr. Rifqi Nugroho, Wednesday, March 27, 2024).

One study showed that in-house training activities (IHT) effectively improve teachers' pedagogical competence. The training provides teachers with better knowledge of creating more meaningful and structured learning materials, directly impacting classroom teaching quality. Research also confirms that good pedagogical competence is essential to ensure that the learning process goes well (Anggraeni & Riswanto, 2022; Fadil & Aryani, 2021).

In addition, as mentioned in the interviews, rewards to teachers who excel in learning media development and participation in competitions are an essential form of motivation. Studies show that such rewards not only increase teacher motivation but also have a positive impact on the quality of education in schools (Anggraeni & Riswanto, 2022). Other research also suggests that continuous professional training for teachers, including IHT activities, is essential to ensure that teachers have competencies that are more in line with current educational needs (Fadil & Aryani, 2021).

Dismissal of Educators and Education Staff

Schools dismiss teachers and education staff for several reasons, such as their employment contracts ending and their being no longer involved in school affairs and

<https://jurnalp4i.com/index.php/manajerial>

activities. The results of the study show that personal and organizational cultural factors can affect the termination of the performance of educators and education staff (Faizah, 2023).

"If there are teachers who, for work reasons, have to leave school such as wanting to go to civil servants or P3K, then one of the contents of the commitment agreement is that he will complete the work period for one year, then the next year he can resign or resign. If a teacher is married and has to accompany their partner outside Java, for example, to Sumatra, because it is a family problem, then the school allows the teacher to stop. There may also be teachers who are sick and unable to do their duties for one year; the school allows them to stop." (Interview with Mr. Rifqi Nugroho, Wednesday, March 27, 2024).

Based on the results of interviews conducted by researchers at Muhammadiyah Al Kautar Special Program Junior High School, the school dismissed its educators and education staff based on several reasons, including the following: 1) List of Civil Servants (PNS) and Government Employees with Employment Agreements (P3K), 2) Family problems, 3) Makit who is unable to carry out their duties during the contract period.

Challenges in Human Resource Management in the Digital Era

In managing human resources, there must be challenges faced. The challenge in managing human resources in the digital era is that teachers like to complain and are less able to accept new policies because they are trapped in their comfort zones. This is in line with the opinion of Bani (2016): and Nurussalami (2022) The challenges faced in preparing educators and educational institutions are changes, including the training and coaching needed to implement new policies properly and to change the culture or practices already embedded in educational institutions, making it difficult to accept the proposed changes.

"The challenge is that when there is a change where teachers have to make digital learning media, teachers must get out of their comfort zone. Those who initially studied for class only brought books and markers, and it was finished. Finally, many teachers complain; therefore, if there are complaints, we try to coordinate often regarding the problems complained about." (Interview with Mr. Rifqi Nugroho, Wednesday, March 27, 2024).

Therefore, the principal's job is as a mediator or mediator. In a school environment, a structure is made up of different individuals who have different backgrounds as well, which can lead to conflicts for the Principal to have to act as a mediator in the dispute (Banun et al., 2016).

Evaluation of Educators and Education Personnel

Evaluating educators and education personnel requires accurate and objective information about a school program. The information can be in the process of implementing the program, the impact or results achieved, the efficiency and utilization of the evaluation results that are focused on the program itself, that is, to decide whether to continue, improve, or discontinue. In addition, it is also used to prepare the following program and the preparation of policies related to the program (Wijaya et al., 2019).

"We can control and evaluate it once a week during coordination. Later, we will check that there are problems not in the learning process, such as sometimes teachers have problems with students or infrastructure. Later, the leaders will guide and assist in solving all problems. Evaluation from the administrative side: in civil servants, there is a record of discipline, attendance, and permits. So, teachers who arrive on time will be rewarded, and teachers who are late will be punished with punishments such as transportation fee deductions and other things. What we evaluate from each teacher is the problem of discipline during work here, the development of their competence, then their duties such as the presence of the teacher during teaching in the classroom, and also the discipline in making questions and teaching according to the target or not, then the evaluation is also carried out during academic supervision." (Interview with Mr. Rifqi Nugroho, Wednesday, March 27, 2024).

In education, rewards and punishments have proven effective in improving teacher discipline and performance. Rewards such as recognition for teachers who arrive on time or achieve learning objectives can encourage them to continue performing at their best. Punishments such as cutting allowances for teachers who are late also play an essential role in maintaining rules and discipline. This system encourages a more organized and productive work culture (Indrawati et al., 2021; Rohmah & Rindaningsih, 2023).

In addition, periodic academic supervision is essential for maintaining the quality of education. This supervision includes evaluating teachers' performance in administrative tasks such as class attendance, question-making, and achieving learning targets. It helps school leaders find and resolve problems during teaching and learning (Rohmah & Rindaningsih, 2023). Furthermore, rewards given to teachers who engage in academic activities or develop learning media are essential in improving their competence. These rewards provide motivation and recognize their contribution to improving school education (Indrawati et al., 2021; Rohmah & Rindaningsih, 2023)

Overall, it has been shown that incorporating rewards and punishments along with regular supervision successfully maintains discipline, increases desire, and improves teachers' abilities in their work.

CONCLUSION

Muhammadiyah Al Kautsar Junior High School Special Program plans educators and education staff every new school year by analyzing the needs of teaching staff based on curriculum and school program changes. Recruiting educators is carried out based on the qualifications and requirements determined by the school through written tests and teaching demonstrations (micro-teaching). To improve competence, the school organizes routine coaching by reading the Quran and cults, training, and rewarding outstanding educators. The particular strategy is training at the beginning of the new school year and providing rewards as encouragement. The dismissal of educators is carried out if the contract has expired or due to personal factors and family interests. The challenge of human resource management in the digital era is the difficulty of educators adapting to changes, so school principals play the role of mediators. Evaluations are carried out periodically through coordination to overcome problems and provide rewards based on performance and discipline.

REFERENCES

- Anggraeni, D., & Riswanto, A. (2022). the Role of in-House Training Activities in Improving Teacher Pedagogic Competence. *International Conference on Digital Education and Social Science (Icdess) 2022, September*, 56–63.
- Annas, A. N. (2017). Manajemen Peserta Didik Berbasis Kecerdasan. *Manajemen Pendidikan Islam*, 5(2), 132–142.
- Ayu, S. A., Putri, K., Studi, P., Pendidikan, M., Pendidikan, F. I., & Surabaya, U. N. (2021). Sistem Rekrutmen Guru Dalam Upaya Meningkatkan Mutu Pendidikan. *Inspirasi Manajemen Pendidikan*, 09(01), 229–239.
- Bani, S. (2016). Tantangan lembaga pendidikan di tengah persaingan global. *Inspiratif Pendidikan*, 5(2), 447–458.
- Banun, S., Yusrizal, & Usman, N. (2016). Strategi Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Di Smp Negeri 2 Unggul Mesjid Raya Kabupaten Aceh Besar. *Jurnal Administrasi Pendidikan*, 4(1), 137–147.
- Bulger, S., Jones, E. M., Taliaferro, A., & Wayda, V. (2015). *If You Build It, They Will Come (or Not): Going the Distance in Teacher Candidate Recruitment*. 67(1), 73–92. <https://doi.org/http://dx.doi.org/10.1080/00336297.2014.984731>

<https://jurnalp4i.com/index.php/manajerial>

- Dirahman, F., Setiawan, F., & Abdillah Iskandar, U. (2023). Peran Kepala Sekolah Dalam Mengoptimalkan Tenaga Kependidikan. *Al Wildan: Jurnal Manajemen Pendidikan Islam*, 1(3), 114–125. <https://doi.org/10.57146/alwildan.v1i3.707>
- Fadil, A., & Aryani, I. K. (2021). Improvement of Teacher Pedagogical Competence through In House Training Activities. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 13(2), 89. <https://doi.org/10.30595/dinamika.v13i2.11551>
- Faizah, N. (2023). Manajemen Tenaga Pendidik Dan Kependidikan Di Sekolah Dasar Islam. *Al Amin: Jurnal Kajian Ilmu Dan Budaya Islam*, 6(1), 112–121.
- Harefa Fuad, Z. M., Hadiya, Y., & Chaniago, S. N. (2023). MANAJEMEN PENDIDIKAN ISLAM & HUMANIORA. *Jurnal Islami*, 2(1).
- Holifatulbarkah, & Zakiyah, Q. Y. (2017). Manajemen Tenaga Pendidik Di Madrasah. *ISEMA Islamic Educational Management*, 2(2), 7–15.
- Indrawati, I., Marzuki, M., Syafi'urrohman, S., & Malik, A. R. (2021). Investigating the Effect of Reward and Punishment on the Student's Learning Achievement and Discipline. *Linguistic, English Education and Art (LEE) Journal*, 4(2), 337–350. <https://doi.org/10.31539/leea.v4i2.1860>
- Irawan, T., Hasan, M., & Fernadi, M. F. (2021). Supervisi Akademik Kepala Madrasah Dalam Meningkatkan Mutu Pembelajaran Di Madrasah Tsanawiyah Hidayatul Muftadi'in Jati Agung Tahun Pelajaran 2020/2021. *Jurnal An-Nur: Kajian Pendidikan Dan Ilmu Keislaman*, 7(2), 47–67.
- Kusumaningrum, D., Persada, Y. I., Ulfa, N., Romhan, A., Nuriyah, D., Al-addawiyah, Sa'adiyah, I., Fauziah, A., & 'Iyad, F. 'Arfatul. (2024). MENINGKATKAN KOMPETENSI GURU MELALUI WORKSHOP IMPLEMENTASI PEMBELAJARAN BERDIFERENSIASI PADA KURIKULUM MERDEKA. *Jurnal Edukasi Pengabdian Masyarakat: EDUABDIMAS Vol. 3 No. 1, Januari 2024*, 3(1), 20–25.
- Maragustam. (2010). Mencetak Pembelajar Menjadi Insan Paripurna. In *Falsafah Pendidikan Islam*. Nuhalitera.
- Nurussalami. (2022). Pengelolaan Tenaga Pendidik dan Kependidikan dalam Peningkatan Mutu Pendidikan. *Jurnal Intelektualita Prodi MPI*, 11(1), 125–138.
- Parda, A., Sarifudin, & Kohar, A. (2021). Strategi Kepala Sekolah dalam Mengembangkan Profesionalisme dan Kompetensi Tenaga Pendidik di MA Al-Hidayah Warungkondang Cianjur. *Jurnal Ilmiah Cendekia Muda Islam*, 1(1), 163–182.
- Putra, J., & Asmendri. (2022). Manajemen Tenaga Pendidik dan Kependidikan. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 1(2), 241–246.
- Rahmatullah, & Hidayat, W. (2021). PERAN PENGELOLAAN MANAJEMEN SUMBER DAYA MANUSIA DALAM MENINGKATKAN MUTU SEKOLAH DI SMPN 2 PAREPARE. *AL-ISHLAH Jurnal Pendidikan Islam*, 19(2), 158–170.
- Rohmah, U. F., & Rindaningsih, I. (2023). Management of Educator Professionalism : “ Reward And Punishment ” Manajemen Profesionalisme Pendidik : “ Reward And Punishment .” *Academic Journal*, 33, 94–99.
- Torik, M., Tamyis, T., & Kulsum, U. (2022). Manajemen Pendidik Dan Tenaga Kependidikan Untuk Meningkatkan Mutu Pendidikan di Madrasah Aliyah Nurussalam Sidogede Ogan Komering Ulu Timur Sumatera Selatan Tahun Pelajaran 2022/2023. *Unisan Journal*, 2(2), 195–202.
- Wijaya, C., Hidayat, R., & Rafida, T. (2019). *MANAJEMEN SUMBER DAYA Pendidik dan Tenaga Kependidikan* (Abdillah (ed.); 2019th ed.). LPPPI.
- Wildasari. (2017). Manajemen Tenaga Pendidik Dan Kependidikan Wildasari. *Sabilarrasyad*, 2(1), 100–114.