

FACULTY LEADERSHIP MANAGEMENT IN AN EFFORT TO IMPROVE UNIVERSITY QUALITY

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ABSTRACT

This research aims to find out empirical data related to Faculty Leadership Management to Improve the Quality of the University at Darul Ulum Islamic Center Sudirman GUPPI Ungaran Semarang (Undaris). This research is field research, with a qualitative approach, which is a method to obtain a description of the situation, symptoms, or responses of a particular group. Data collection techniques using observation, interviews and documentation. The data analysis technique used uses a descriptive analysis model. The type of analysis used is a systematic analysis of data obtained from interviews, field notes, and documentation, by describing related to answering problems and making conclusions described descriptively. The results of this study indicate that: First, the Faculty Leadership Management applied in efforts to improve the university is Determination, Implementation, Evaluation of implementation, Control of implementation, and Improvement (PPEPP). Second, efforts to improve the quality of the university at Undaris, especially the Faculty of Islamic Religion, have experienced both academic and non-academic developments such as the availability of curriculum and learning processes that lead to increased competence of graduates, improved facilities and infrastructure, increased number of personnel supported by knowledge and skills. The addition of study programs at the Faculty of Islamic Religion is one of the institutional developments, so it is necessary to change better management standards at the faculty level and improvements are always made by involving the university stakeholders.

Keywords: Management; Leadership; Quality

ABSTRAK

Penelitian ini bertujuan untuk mengetahui data-data empirik terkait dengan Manajemen Kepemimpinan Fakultas dalam Upaya meningkatkan Mutu Perguruan Tinggi di Universitas Darul Ulum Islamic Center Sudirman GUPPI Ungaran Semarang (Undaris). Penelitian ini merupakan penelitian lapangan, dengan pendekatan kualitatif, yaitu sebuah metode untuk memperoleh suatu gambaran mengenai keadaan, gejala, atau respon suatu kelompok tertentu. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Teknik analisa data yang di gunakan menggunakan model analisis deskriptif. Jenis analisis yang digunakan adalah analisa secara sistematis data yang diperoleh dari hasil wawancara, catatan lapangan, dan dokumentasi, dengan cara menjabarkan terkait menjawab permasalahan dan membuat kesimpulan dijabarkan secara deskriptif. Hasil penelitian ini menunjukkan bahwa: Pertama Manajemen Kepemimpinan Fakultas yang diterapkan dalam Upaya meningkatkan perguruan tinggi adalah Penetapan, Pelaksanaan, Evaluasi pelaksanaan, Pengendalian pelaksanaan, dan Peningkatan (PPEPP). Kedua Upaya peningkatan Mutu Perguruan Tinggi di Undaris Khususnya Fakultas Agama Islam megalami perkembangan baik Akademik Maupun Non Akademik seperti ketersediaan kurikulum dan proses pembelajaran yang mengarah pada peningkatan kompetensi lulusan, peningkatan sarana dan prasarana, penambahan jumlah ketenagaan yang ditunjang pengetahuan dan keterampilan. Penambahan program studi di Fakultas Agama Islam Merupakan salah satu pengembangan kelembagaan maka perlu perubahan standar pengelolaan yang lebih baik pada tingkat fakultas dan pembenahan secara berkelanjutan senantiasa dilakukan dengan melibatkan stakeholder Perguruan Tinggi.

Kata Kunci: Manajemen; Kepemimpinan; Mutu

INTRODUCTION

Education is a consciously planned effort to create an environment and an active learning process, with the aim of developing the potential of students so that they have the spiritual strength, self-control, personality, intelligence, good character, and skills needed by society, nation and state. (Indonesian Law No. 20/2003, 2003)

Education is also one of the processes or ways for humans to improve the quality of life for the better. (Kompri, 2015: 16) Humans with knowledge have a higher position than humans who do not have knowledge. This has been explained in QS Al-Mujadalah verse 11 about the position of a human being who has knowledge, as follows:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ
 انشُرُوا فَاَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

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Meaning: O believers! When you are told to make room in gatherings, then do so. Allah will make room for you 'in His grace'. And if you are told to rise, then do so. Allah will elevate those of you who are faithful, and 'raise' those gifted with knowledge in rank. And Allah is All-Aware of what you do. (QS Al-Mujadalah :11)

According to verse 11 of Surah Mujadalah, knowledge is positioned as a symbol of glory and a requirement that must be met by anyone, anytime and anywhere in order to obtain a better degree of life, and accompanied by strong faith as well. (Imam Bawani, 2016: 22) University as an educational institution is an important part of building the civilization of the Indonesian nation, where the basic foundation is character education in addition to educating the nation's life to achieve common welfare.

Shrode and Voich [1974], quoted by Fattah (1999) stated that the main objectives of management are productivity and satisfaction. Furthermore, Nanang Fattah (1999:13) states that managerial activities include many aspects, but the main and essential aspects are planning, organizing, actuating, and controlling. Management is needed for all types of activities organized in all types of organizations. In practice, management is needed wherever people work together (organization) to achieve a common goal (Hani Handoko, 2003: 3). Every organization always needs management because without effective management there will be no successful business for a long time. Management will provide effectiveness to human endeavors (Anoraga, 1997: 109).

The world of education also cannot be separated from the management system. In education, there are several fundamental weaknesses in the implementation of education in Indonesia, and the weakness is fundamental, namely the field of management which includes the dimensions of process and substance. At the process level, such as planning, implementation and evaluation have not been carried out with strict work procedures. At the substantive level, such as human resources, finance, facilities and infrastructure, learning instruments, auxiliary services, library services, and so on, not only the substance has not been comprehensive, but the success criteria for each of them have not been established by the principles (Danim, 2003: 6).

Darul Ulum Islamic Center Sudirman GUPPI Ungaran Semarang University (Undaris) as a formal educational institution as well as institutions in general are agents of civilization and social change. Educational institutions that are currently in the atmosphere of modernization and globalization are required to be able to play their role dynamically and proactively. Its existence is expected to be able to contribute and change, and meaningful positive changes for the improvement and progress of Muslim civilization, both at the theoretical and practical intellectual levels. Islamic education is not just a process of transforming moral values to fortify themselves from access.

Universities that are able to provide improvements and advances in civilization are strongly influenced by the readiness of all components in universities, both academic and non-academic readiness. Therefore, quality-oriented leadership is needed. Darul Ulum Islamic Center Sudirman GUPPI University of Ungaran Semarang (Undaris) is a university in Central Java that is in great demand by the community, which can be seen from the increasing demand from year to year. This university is expected to be the creator of a generation that will become fighters of Islam and developers of the nation and state. This will be realized if the management of educational institutions is in the hands of leaders both at the College level and leaders at the faculty level who adhere to Islamic values. From the existing phenomenon, researchers are interested in researching and focusing on 1) Faculty Leadership Management in Improving University Quality 2) The Faculty Leader's Efforts in Improving the Quality of Higher Education.

METHODS

This research was conducted at the Faculty of Islamic Religion, Darul Ulum Islamic Center Sudirman GUPPI Ungaran Semarang, by using qualitative methods. According to Sugiyono, qualitative research methods are research methods used to research on natural object conditions where the researcher is the key instrument, data collection techniques are combined, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. While the type of research used by researchers is descriptive. Qualitative descriptive research is intended to describe and illustrate existing phenomena, both natural and human-made, which pay more attention to the characteristics, quality, and interrelationships between activities. (Sugiyono, 2010: 9).

In addition, descriptive research does not provide manipulation or alteration treatment on the variables studied but rather describes a condition as the truth is. The only treatment given is the research itself, which is

carried out through observation and interviews. This approach is used to obtain an overview of Faculty Leadership Management in Improving University Quality.

RESULTS AND DISCUSSION

Faculty Leadership Management in Improving University Quality

The definition of leadership is the process of influencing human behavior to achieve predetermined goals in an organized manner. Leadership in an educational unit will be shown in the way leaders determine policies, reflective basis in decision making, methods and who gets the authority, as well as reference attitudes in work and reference supervision. Therefore, every institution, including education units, needs leaders who have a vision and mission, are close to customers, have innovative ideas, are friendly and have a high work passion. Meanwhile, Abi Sujak argues that leadership is the ability to influence, mobilize and direct an action in a person or group of people, to achieve certain goals in certain situations. (Sujak, 1990: 1).

Leadership in universities is expected to be able and skilled to influence the behavior of others, especially subordinates, to think and act, work with enthusiasm and trust in such a way that through positive behavior, they make a real contribution to the achievement of the vision and goals of the university. To ensure the continuity of the educational process, college leaders fulfill two equally important capacities, namely as managers of education in universities as a whole; and formal leaders of education in universities. In the first capacity, university leaders are responsible for the successful implementation of educational activities by carrying out university administration with all its substance. In addition, they are also responsible for the quality and competence of the human resources available to carry out educational tasks. Therefore, university leaders as managers of educational units have the task of developing the performance of personnel (especially lecturers and employees) towards the expected professional competencies.

In their capacity as formal leaders, university leaders are responsible for achieving educational goals through efforts to move subordinates toward achieving predetermined educational goals. In this case, the Dean as the main leader in the faculty is tasked with carrying out leadership functions, both functions related to achieving educational goals and creating a university climate conducive to the implementation of an effective and efficient teaching and learning process.

According to the author, all university management activities should be done well so that students can learn better and feel that the campus is a good place to learn. To achieve this goal, university leaders need to change their focus by bringing all the functions of various elements of university education to a single point, namely student learning. The change in the role and function of higher education, from the static past to dynamic and functional-constructive in the information era, gives a broader responsibility to the universities, especially the higher education organizers. They must have sufficient knowledge of the real needs of society, as well as the willingness and skills to continuously study the changes that occur in society so that universities, through the educational programs they present, can always adapt to new needs and new conditions.

The weak leadership of universities is mainly caused by weak management which is their responsibility. University leaders often have a pure intellectual background or are influential figures who often have difficulty dealing with administrative tasks and do not have organizational experience such as the organization of Lecturer workload (BKD), Lecturer certification, educational qualifications, centralization of power (one-man show) slow distribution of information and tasks, lack of careful planning in the context of institutional development.

In improving the Quality of Higher Education, the Dean as the Faculty Leader is very influential in improving the quality of the faculty. Through an interview with the Dean of the Faculty of Islamic Religion (FAI) Mrs. Ida Zahara Adibah, M.S.I. she explained that the leadership management of a leader is very much needed. There are several things that faculty leaders do to improve quality in the faculty environment, including the following:

1. Quality Determination

Standard setting activities for standards that have been set by the university. In its implementation, the Dean and the Team compile and determine the documents needed at the faculty level.

2. Quality Implementation

Activities carried out to fulfill standards. Implementation of quality execution is the suitability of the implementation of activities with plans in each unit, including implementation time, implementation of manuals and quality standards, implementation of activities, achievement of targets and results of activities, implementation of coordination and synchronization of activities with other units. The output of quality implementation is in the form of activity implementation reports.

3. Quality Evaluation

Activities compare between implementation outcomes and standards. Implementation of the Evaluation stage of the results of the implementation of activities, including the suitability of the results of activities with plans in each unit, problems encountered in completing activities, and potential development to

increase the effectiveness of the implementation of activities. Output of quality evaluation 1) Results of activity implementation. 2) Identification of problems and potential for improving the effectiveness of the implementation of activities.

4. Quality Control

Activities to analyze the causes of non-achievement and/or deviations from the implementation of standards for corrective/corrective action. In this case, the implementation is monitoring the evaluation of the results of the implementation of activities, including handling and follow-up plans to solve problems encountered in the completion of activities, steps that will be taken to realize the potential for developing increased effectiveness in the implementation of activities, as an effort to increase the effectiveness of the implementation of activities. The output in quality control at the faculty level is Management Review Meetings, Follow-up activities, Follow-up Results.

5. Quality Improvement

Activities to improve standards to be higher than the predetermined standards. Monitoring the implementation of quality assurance recommendations on the implementation of activities, operational steps to solve problems encountered in the implementation of activities, the impact of various steps taken to increase the effectiveness of the implementation of activities, and increase the effectiveness of the implementation of activities. The output in quality improvement is Quality Assurance Benchmarking, Quality Assurance Activities in Study Programs.

From the explanation above, the faculty leadership management that has been implemented is in line with the Implementation of Higher Education Standards in forming a cycle that includes Determination, Implementation, Evaluation of implementation, Control of implementation, and Improvement (PPEPP). The legislation in Article 52 paragraph (2) of the Higher Education Law states that quality assurance is carried out through 5 (five) main steps abbreviated as PPEPP, namely Determination, Implementation, Evaluation (implementation), Control (implementation), and Improvement of Higher Education Standards. This means that the five main steps must be present in implementing SPMI, even the most important thing of SPMI in every university.

So, the standard indicator of a leader's success is measured by the quality of education in the institution he leads. In the context of education, the notion of quality includes inputs, processes, and educational outcomes. Educational input is everything that must be available as needed for the process. The educational process is the transformation of something into something different by integrating college learning inputs to be able to create an interesting learning process, high motivation and interest in learning. Educational production is the performance of an institution that can be measured by quality, productivity, efficiency, innovation and work ethic. In a broader concept, the quality of education means a comparison of the process and results of the entire educational process, which is determined according to certain approaches and criteria.

The efforts of Faculty Leadership in improving the Quality of the University.

Undaris's Islamic faculty has developed every year. It proves that this University experiencing progress in a better way. Thus, many things need to be fixed to the standards of University Management. Because the standards of university management have changed from seven criteria to nine criteria.

The management efforts of Islamic Faculty who oriented on quality referring to Standards of National Higher Education. Standards of National Higher Education is a standard that covers Standards of Higher Education, Standards of National Study and Standards of National Community Service. As also stated in Indonesia Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and The Management of Universities Chapter III Management of Universities article 23 management autonomy in Universities includes:

Academic Field	1	Determination of norm, operational policy and implementation of education consists of: academic requirements of students who will be accepted by the learning curriculum, graduation requirements and graduation.
	2	Determination of norm, and operational policy, as well as carrying out the research and community service.
Non-academic field	1	Determination of norm, operational policy, and implementation of an organization consists of the strategic plan annual work plan; and internal quality guarantee.
	2	Determination of norm, operational policy, and financial implementations of: make agreement with the third party in the scope of Tridharma University; the recording system and financial reporting according to the laws and regulations.

- 3 Determination of norm, operational policy, and the implementations of students consisted of intracurricular and extracurricular student activities; student organization; and development of student talents and interests.
 - 4 Determination of norm operational policy, and the implementation of personnel consist of: assigning and developing human resources and preparing work targets and career paths.
 - 5 Determination of norm operational policy and implementation of the utilization of facilities and infrastructure consist of: the use of facilities and infrastructure and; maintenance of facilities and infrastructure; and utilization of facilities and infrastructure according to the provisions of statutory regulations.
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Based on the regulations, all the components of the University especially Undaris's Islamic Faculty which includes academic and non-academic activities must be managed professionally. Professional management will be greatly influenced by the ability of the leader to move, affecting all parties involved in the management. The efforts of faculty leaders in improving the quality of the university are as follows:

a. Quality of Academic Field Management

1. Reception of New Student

The quality of academic management of academic fields in the University especially in Undaris's Islamic Faculty has experienced progress. The academic quality document starts from new student admission documents, study program curriculum, graduation learning processes, and graduation have become available, despite there still documents that require improvement. Based on the results of research, the occurrence can be seen that the development of university quality management in the Islamic Faculty of Undaris, especially in the selection of new student admissions because the activity is based on IT and the new student orientation system refers to the relevant rules and carried out with a humanist approach.

2. Curriculum of Study Program

Islamic Faculty of Undaris has one study program which is S1 Islamic Education. The study program has been credited to B. In 2023 there was an additional study program which is Master of Islamic Education. Through institutional development, by adding a program at the Faculty of Islam it is hoped that there will be distinctions/differences from other faculties. With the addition of the Master Program of Islamic Education, there must be enthusiasm in conducting innovation. The management must be more accountable, professional, and administrative management systems are more modernly arranged and human resource capacity must be improved. An institutional development program through the opening of the new order, this is an indicator that there has been a change in the University, especially in the Islamic Faculty, due to the existence of transformative leadership, willingness and cooperation of various related parties. Likewise, based on analyzing documents and interviews, it's known that the S1 study program for Islamic Education is based on the Merdeka Kurikulum Kampus Merdeka (MBKM). The course of the study program courses and learning process lead to the achievements of each Study Program profile. However, one thing on researcher notes is that Information Technology-based learning still needs to be improved.

In the efforts to increase the Competence of Study Programs, various experiences are given to students in the classroom, or in the community. In addition, there are also various comprehensive course exams, thesis proposal exams, and final exams of the thesis. The implementation of exams has been regulated in the Operational Standard of Procedure. Students during college were accompanied by an Academic Advisor Lecturer (PA). The lecturer is obligated to guide students to succeed in their studies. The Thesis Advisor should not change as long as there are still students, except in certain conditions such as the lecturer's learning duties, passing away, chronic pain or similar. The purpose of the Supervisor Lecturer not changing is because the Academic Lecturer can monitor the progress of students' studies. Therefore, students are expected to consult with their supervisors on an ongoing basis.

3. Implementations of Research and Community Service.

Universities are obligated to carry out education, research, and community service in addition to what is mandated by Law Number 20 of 2003 concerning the National Education System Article 20. In line with the obligation, Law Number 12 of 2012 concerning Higher Education Article 45 confirms that research in University is directed at developing science and technology, as well as improving the welfare of the community and the competitiveness of the nation. In this article, it is also emphasized that community service is an activity of the academic community in practicing and cultivating science and technology to advance the general welfare and make the life of the nation intelligent. With its role as facilitator, strengthener and empowerer, the Directorate of Strengthening Research and Development

(Ditjen Risbang) continues to monitor research and community service in higher education. The management of research and community service in higher education is directed towards:

- a) Realizing research excellence and community service at higher education
- b) Increasing the competitiveness of universities in the field of research and community service at national and international levels.
- c) Increase the participation rate of lecturers/researchers in carrying out quality research and community service.
- d) Increasing research management capacity and community service in higher education.
- e) Functioning the potential of higher education in supporting the nation's competitiveness.

Lecturers at the Faculty of Islamic Studies are encouraged to carry out research activities. The research in the last two years is different from the last three years because it was carried out online and checked by national reviewers from various universities. The output of the research is in the form of books, HAKI, journals, modules, lookbooks and research reports. This will add to the accreditation value of institutions and Study Programs. One of the outputs of the lecturers' research results is publication in journals. Journals at the university level are experiencing rapid development. And for journals at the Islamic Faculty level, they will be submitted for accreditation and management will continue to be maximized with the target of being accredited by Sinta as a whole. Apart from research, community service is also carried out at the Faculty of Islam. Community service at Undaris is carried out by LP2M, faculties and study programs. Based on document tracing, in 2023 Lecturers at the Faculty of Islamic will provide community assistance.

b. Quality Management in Non-Academic Fields

1. Human Resources Management

Human is Allah's creation, who has a very high position among Allah's other creatures, even angels are commanded to bow to him. Through Allah's teaching to Adam, humans can know the laws of nature and through Allah's submission to nature, humans can get the benefit from the entire universe, as Allah says in QS. Al-Jatsiyah (45) : 12.

اللَّهُ الَّذِي سَخَّرَ لَكُمْ الْبَحْرَ لَتَجْرَىٰ أَلْفُكُ فِيهِ بِأَمْرِهِ وَلِتَبْتَغُوا مِنْ فَضْلِهِ وَلِعَلَّكُمْ تَشْكُرُونَ ﴿١٢﴾

Meaning: "Allah is the One Who has subjected the sea for you so that ships may sail upon it by His command, and that you may seek His bounty, and that perhaps you will be grateful." (QS Al-Jatsiyah (45) : 12.)

Based on the verse above, Allah SWT states that He is the one who subdued the oceans for human needs. This means that Allah created the ocean only for humans. Currently, strategic management of Human Resources (HR) development has received great attention, because the determining factor of success of an institution, agency or company is determined by its human resources. Therefore, higher education institutions, especially the leadership of the Islamic Faculty, carry out strategic planning to improve human resources both from a quantitative and qualitative perspective. Furthermore, in efforts to develop the competency of all human resources at the Undaris Faculty of Islamic Studies, various forms of activities have been carried out, including comparative study activities, education and training, workshops and seminars, and so on.

Training is a vehicle for building human resources in a globalization era full of challenges. In this regard, it's realized that training is also fundamental for human resources. Therefore, training activities, workshops, seminars and other activities cannot be ignored, especially in entering an era of intense, sharp and heavy competition in the millennium century.

2. Management of Facilities and Infrastructure

The existence of facilities and infrastructure is necessary in the educational process. Without educational infrastructure, the educational process will experience very serious difficulties, and can even thwart education. Educational facilities are tools and equipment that are directly used in the teaching and learning process, such as buildings, classrooms, desks and chairs, as well as teaching media. Educational infrastructure is a facility that indirectly supports the teaching process. Such as courtyards, gardens, parks, and roads leading to campus. Therefore, there is a need for infrastructure management to organize and maintain educational infrastructure.

From the explanation of the interview result, it is known that the facilities and infrastructure of the Islamic Faculty have undergone changes and additions, both procurements and rehabilitation. This is made clear from observations made by researchers that there has been a change and rapid development, but information and technology facilities still need to be improved,

such as adding servers so that there are no longer any delays or disruptions in providing academic services. LCD and mobile equipment for faculties and study programs still need to be added and adjusted to needs and procure Study Program Student Association facilities.

CONCLUSION

Faculty leadership management that has been implemented is in line with the Implementation of Higher Education Standards in forming a cycle that includes Determination, Implementation, Evaluation of implementation, Control of implementation, and Improvement (PPEPP). The legislation in Article 52 paragraph (2) of the Higher Education Law states that quality assurance is carried out through 5 (five) main steps abbreviated as PPEPP, namely Determination, Implementation, Evaluation (implementation), Control (implementation), and Improvement of Higher Education Standards. This means that the five main steps must be present in implementing SPMI, even the most important thing of SPMI in every university. So, the standard indicator of a leader's success is measured by the quality of education in the institution he leads. Educational production is the performance of an institution that can be measured by quality, productivity, efficiency, innovation and work ethic. In a broader concept, the quality of education means a comparison of the process and results of the entire educational process, which is determined according to certain approaches and criteria.

Efforts to improve the quality of the University at Undaris, especially the Faculty of Islamic Religion, have experienced both academic and non-academic developments such as the availability of curriculum and learning processes that lead to increased competence of graduates, improved facilities and infrastructure, increased number of personnel supported by knowledge and skills. The addition of study programs at the Faculty of Islamic Religion is one of the institutional developments, so it is necessary to change better management standards at the faculty level and improvements are always made by involving university stakeholders.

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