

HUMAN RESOURCE DEVELOPMENT STRATEGY IN OPTIMIZING THE QUALITY OF EDUCATION AT KUTTAB AL FATIH DEPOK

Yan Ferdianza^{1*}, R. Deni Muhammad Danial², Erry Sunarya³

Master of Administrative Sciences, University of Muhammadiyah Sukabumi, Indonesia

*Corresponding Author: ferdianza.yan@gmail.com

Abstract

To measure the quality or quality of education in each country, one of them is through PISA conducted by The Organization for Economic Co-operation and Development (OECD). The 2022 Programme for International Student Assessment (PISA) report 2018 – 2022 released in early December 2023 shows that the quality of Indonesian education occupies the 63rd position out of 81 countries. This shows that the quality of Indonesian education is still low. The purpose of this study is to describe the strategy of human resource development in improving the quality of education at Kuttab Al Fatih Depok. This research uses a qualitative descriptive method using case study research. The results of the study stated that to prepare qualified teachers, Kuttab Al Fatih Depok held the I'dad Mudarrisin Academy program for teacher education for 2 years before being placed in Kuttab Al Fatih. Meanwhile, Kuttab Al Fatih Depok's strategy is to develop its organization by establishing closeness in the vision and mission of the institution to parents. For the development of human resources in optimizing the quality of education in Kuttab Al Fatih Depok through weekly training and providing educational scholarships such as Family Academy, Qur'an Academy, and Siroh Academy. By participating in the program, quality human resources are produced and have an impact on the quality of education at Kuttab Al Fatih Depok, namely the fulfillment of the target of graduates of at least 7 juz of Qur'an memorization.

Keywords: Human Resource Development Strategy, Education Quality, Kuttab Al Fatih Depok.

INTRODUCTION

Education is one way to educate the life of the nation as mandated in the preamble to the 1945 Constitution paragraph 4 "to educate the life of the nation, and participate in implementing world order based on independence, lasting peace, and social justice" (Helda & Syahrani, 2022). Therefore, the government strives to build the education sector in a planned, directed, and gradual manner and integrated with the overall development of the nation's life, both economic, science and technology, social, and cultural (Faisal & Martin, 2019).

Education is one of the important fields in the life of a nation because education is the main 'train' for a nation in improving its human resources to keep up with the development of a world that enters advanced technology without borders (Shaturaev, 2022). Education is essentially a process and is a system consisting of various components that are interrelated with each other (Sarkadi et al., 2020). A system that has the ultimate goal, which is to produce quality output. To measure the quality of education in each country, one of them is through PISA conducted by *The Organization for Economic Co-operation and Development* (OECD). The *Programme for International Student Assessment* (PISA) is an evaluation survey of education systems in the world that measures the performance of secondary education class students every three years, measuring through aspects of reading, mathematics, and science. Report *Programme for International Student Assessment* (PISA)

2022 based on survey data for 2018 – 2022 released in early December 2023, shows that the quality of Indonesian education occupies the 63rd position out of 81 countries. This shows that the quality of Indonesian education is still low (Sulistiyosari et al., 2020).

In addition to data from the survey conducted by PISA, the Education Statistics report data survey from BPS in 2023 shows an increase in dropout rates from elementary school to high school/equivalent (Priatna et al., 2018). At the primary school level, 1 in 1,000 people drop out of school. This figure is lower than the dropout rate at the junior high school / equivalent and high school / equivalent levels. When viewed based on regional type, there is a gap between urban and rural. The dropout rate at all levels of education in rural areas is higher than in urban areas (Zainal et al., 2021). This is because children living in urban areas have easier access to school than children in rural areas (Suwarno, 2019). Meanwhile, nationally, West Java Province has the highest dropout rate for elementary school level of 5,272 students with a percentage of 0.12% of the total students who drop out of school nationally in the 2022/2023 academic year. This figure places West Java as the first rank in Indonesia, with the category of out-of-school children at the elementary school level. Meanwhile, based on data from the Central Bureau of Statistics West Java in 2018, it was found that in Depok City out of 1,830 teachers, there were still 1,655 teachers whose status was Non-Civil Servant or around 90.43%.

To improve the quality of education in Indonesia, the government makes education standards through the National Education Standards Agency (BNSP) based on Law No. 20 of 2003 concerning the National Education System which consists of eight standards which include graduate competency standards, content standards, process standards, educational assessment standards, education personnel standards, facilities and infrastructure standards, management standards, and financing standards (Helda & Syahrani, 2022). These eight standards must be owned by every educational institution as a reference for the quality of education. Of the eight education quality standards set by the National Education Standards Agency, Kuttab Al Fatih Depok has now been achieved. Kuttab Al Fatih Depok has a curriculum that is different from the curriculum of the Depok City Education Office, namely the faith curriculum and the Qur'an curriculum, although Kuttab Al Fatih Depok still teaches general lessons at UASBN. It was adjusted to the theme learned in class. So that the general lesson adjusts the theme discussed in class.

Meanwhile, the selection of teacher admissions at Kuttab Al Fatih Depok applies a strict selection with the stipulation that each applicant must have memorization, add, and maintain memorization of the Qur'an while being a teacher at Kuttab Al Fatih Depok. As well as participating in teacher candidate education for 2 years held by the Al Fatih Foundation which houses Kuttab Al Fatih throughout Indonesia. In addition, Kuttab Al Fatih Depok in developing human resources training programs focuses on religion compared to officialdom. As for school operational costs, Kuttab Al Fatih Depok comes from school infaq payments from parents, donors from parents, and educational endowments through Baitul Maal Khatulistiwa (Bilistiwa). While the BOS (School Operational Assistance) funds obtained from the State are returned by Kuttab Al Fatih to the State, this as a form of commitment from the Al Fatih Foundation since its establishment in 2012 will not burden

the State's finances, one of which is from the BOS funding assistance. Al Fatih Foundation established this policy in 35 branches throughout Indonesia to implement independent, quality education, and school fees that do not burden parents. In determining registration fees and tuition fees, Kuttab Al Fatih Depok surveyed schools around Kuttab Stand and determined the standard of school infaq in the middle *grade* compared to schools with the largest school infaq. From the description and phenomenon above, this study aims to analyze human resource development strategies in optimizing the quality of education in Kuttab Al Fatih Depok.

LITERATURE REVIEW

Strategy

According to the Big Dictionary of Indonesian, strategy is a plan to enlarge influence on the market, both in the short and long term, which is based on market research, valuation, product planning, promotion and sales planning, and distribution (Gotteland et al., 2020). Meanwhile, Djamhur (2019: 1.3) suggests that a strategy is a pattern or plan that integrates the main objectives of the organization, policies, or actions into an integrated relationship. A good strategy is expected to help integrate various interests (Agus Zainul Arifin, 2020). For the internal interests of the organization, strategies are expected to help anticipate environmental changes. The wheels of the organization should advance along with the development of its environment. Strategy is the process of determining the plans of top leaders that focus on the long-term goals of the organization, accompanied by the preparation of ways or efforts on how to achieve those goals (Okano, 2019). Strategy is a very important tool to achieve competitive advantage. A more specific definition of strategy that elevates core competencies is important, namely, strategy is instrumental (always improving) and continuous action and is carried out based on the point of view of what customers expect in the future (Haiyan et al., 2021). Thus, strategy always starts from what can happen and does not start from what happens. Strategy is a plan or action taken by the company to achieve the goals that have been set (Obeidat, 2016).

Human Resources

Human resources are "employees who are ready to work, able, and ready to achieve organizational goals" (Dessler, 2017). As stated, the main dimension of the human resource side is its contribution to the organization, while the main dimension of man, man is the treatment of contributions to it which in turn will determine the quality and capacity of his life (Kusuma Widjaja, 2021). High-quality human resources are human resources that can create not only comparative value but also *competitive-generative-innovative* value by using the highest energy such as *intelligence*, *creativity*, and *imagination*, no longer solely using crude energy, such as raw materials, land, water, muscle power, and so on (Torrington et al., 2016). Meanwhile, according to Adela Pramesrianto, et al (2020: 97), human resources always play an active and dominant role in every organization, because human resources are planners, actors, and determinants of the realization of organizational goals. Human resources are the most important asset in the company because of their role as subjects of

implementing the Company's policies and operational activities (Alhidayatullah & Aziz, 2022). Human resources is an important function in any organization because it is responsible for managing the most important assets of the organization, the Human Resources Department is responsible for being able to attract opponents and recruit new employees, as well as managing the performance of the development of existing employees, *Human Resources* Also responsible for being able to create policies and procedures that regulate the behavior of its employees. Such as codes of ethics, disciplinary methods, and complaint policies (Nikmah et al., 2023).

Human Resource Development

In the era of the Industrial Revolution 4.0, where technology merged with society and the human body. Mastery of science and technology and innovation in line with Industry 4.0 is the key to a nation's global competitiveness in the future. The challenges of human resource development in the industrial era 4.0 result in job titles being replaced by sophisticated machines and job titles will also use automation (Nurodin et al., 2023). As a result of this impact, workers need to re-skill and/or replace skills (Mursiti et al., 2021). Development is different from training, the distinction essentially says that training is intended to help improve the ability of employees to carry out tasks now, while development is more oriented towards increasing the work productivity of workers in the future (Azainil et al., 2021). In the context of human resources, development is seen as improving the quality of human resources through training and education programs. Training helps employees understand practical knowledge and its application, to improve the skills, skills, and attitudes needed by the organization to achieve goals (Alhidayatullah et al., 2023). Education is an activity to improve mastery of theory and decision skills on issues concerning activities to achieve goals (Pathak et al., 2020). The concept of human resource development in organizations is essentially an effort to increase competitiveness against external environmental threats and efforts to increase innovative power to create opportunities (Hb, 2020). Human resource development in organizations is integral as individuals and systems and organizations as a forum for human resources in a planned and sustainable manner to improve worker competence through training, education, and development programs (Ibrahim et al., 2017). According to (Mangkunegara, 2017), Workforce development includes (a) education and training, (b) development, and (c) job performance assessment.

Education

Education is the totality of human interaction for the development of the whole person, and education is a continuous process that is constantly evolving, faced with the problem of limited resources, therefore it is necessary to implement a management system that allows the success of the mission of Education (Bøe et al., 2022). Education is one of the basic needs that must be met in the life of society, nation, and state (Oskouei & Abdi, 2013). Education is also a forum for activities that play an important role in producing quality human resources, able to compete, cooperate, be honest, disciplined, and think critically and logically (Maritasari et al., 2020). Because characters like this can happen to be formed

through the learning process. This learning process activity will encourage students to think critically, logically, systematically, honestly, and disciplined in solving problems in fields that are directly related to daily life or not (Mayliza, Riri dan Wahyuni, 2022). The need for every individual to get an education is very high and a priority, because every citizen has the same right, namely the right to get quality education, especially in an era full of competitive poverty like today, education is very important (Danial et al., 2023:231).

Quality of Education

The problem of low quality of education in Indonesia certainly cannot be answered only by changing the curriculum or increasing the education budget, even by changing the minister or director general of education. The quality of education education in Indonesia can only be answered by improving the quality of teachers (Utami, 2019). This is by article 4 of Law No. 14 of 2005, which states that the position of teachers as professionals as referred to in article 2 (paragraph 1) serves to improve the dignity and role of teachers as learning agents who function to improve the quality of education. Without improving the quality of teachers, the quality of education remains in the imagination. On the other hand, we all know that the government is intensively preparing the younger generation to face the rapid advancement of technology called the Industrial Revolution 4.0 (Wandasari et al., 2019). Therefore, teachers as educators must equip themselves because although technology is developing rapidly, the role of teachers as educators, who guide and direct students will never be replaced (Subiarto & Wakhudin, 2021). In the world of education, the quality of education is seen and interpreted as a program or result of education management that aims to meet user expectations by the level of needs and development of society or the world of work (Sarkadi et al., 2020). The quality of education is the result of the educational learning process to achieve curriculum objectives that have been designed to include *educational inputs*, processes, and *outputs* that are carried out consistently (Helda & Syahrani, 2022).

METHOD

The research method used in this study is qualitative descriptive. A qualitative approach is a process of research and understanding based on methodologies that investigate social phenomena and human problems (Sugiyono, 2019). In this approach, the researcher creates a complex picture, examines words, details reports of respondents' views, and conducts studies on natural situations. This type of research is a case study, which is one of the research methods in the social sciences (Moleong, 2017). In research using this method, an in-depth longitudinal examination of a situation or event referred to as a case is carried out using systematic ways of making observations, collecting data, analyzing information, and reporting the results. As a result, you will gain a deep understanding of why things happen and can form the basis for future research. The technique of determining data sources using *purposive sampling* is used in situations where an expert uses his judgment in selecting respondents with a specific goal in mind (Ibrahim, 2018). The informants in this study were 6 people, namely the Person in Charge of Shar'i, the Head of Kuttab, the Administration Coordinator, Teachers, Baitul Maal Khatulistiwa, and Parents. Data collection techniques in

this study are interviews, observations, and documentation. The data analysis used is SWOT analysis as internal and external factors in this study. Test data quality by testing the credibility of both observations, increased persistence, and triangulation (source and time).

RESULTS AND DISCUSSION

Strategy

SWOT analysis is a strategic planning method used to evaluate strengths, weaknesses, opportunities, and threats that occur in a project or a business venture or evaluate one's own or competitor's product lines. To conduct analysis, determine the purpose of the business or identify the object to be analyzed (Rangkuti, 2014). Based on the results of interviews with the person in charge of Syar'i and the Head of Kuttab as policy breakers in Kuttab Al Fatih Depok, researchers conducted three times by informants at different times and in different rooms. It was explained that verbally Kuttab Al Fatih Depok did not conduct a SWOT analysis. Both informants had similar and consistent answers. However, after studying observations and interviews, the researchers mapped the SWOT analysis as shown in the table below.

Table 1. SWOT Analysis

<i>Strength</i>	<i>Weakness</i>
<ol style="list-style-type: none"> 1. Kuttab's pioneer in Indonesia. 2. The curriculum is different from others. 3. Quality Human Resources. 4. Trusted officer. 5. Weekly training 	<ol style="list-style-type: none"> 1. Study room facilities 2. Limited school promotion 3. No school fence 4. Employees are not prosperous yet 5. Productive Endowments have not been maximized
<i>Opportunity</i>	<i>Threat</i>
<ol style="list-style-type: none"> 1. There are not many similar schools. 2. The needs of elementary-level schools. 3. The more expensive tuition fees are. 4. Parents' awareness of Qur'an-based schools. 5. Network of pilgrims ustad budi ashari. 	<ol style="list-style-type: none"> 1. Schools began to emerge with the same concept. 2. Negative image of PKBM 3. Low public knowledge about Kuttab.

Source: Primary data processed by researchers in 2024

Human Resource Development

The functional areas of human resource management science are related to training, development, change, and performance management programs to ensure that people with the necessary knowledge, skills, and abilities, will be available when needed to realize

organizational goals (Marwansyah, 2016). The following is a discussion about the development of human resources in Kuttab Al Fatih Depok based on the results of research, as follows:

1. Training

The training conducted at Kuttab Al Fatih Depok is weekly. This training is to support teachers both in classroom learning and in gaining knowledge about Islam. Training on learning in terms of making RKK (Kuttab Activity Plan), is carried out for learning activities for the next week.

2. Human Resource Development

Development carried out by Kuttab Al Fatih Depok by providing scholarships for teachers and staff recommended by the Person in Charge of Syar'i. Each scholarship can only be attended by one person for one academy. Academies that can be reached include I'dad Mudarrisin Academy, Siroh Academy, Qur'an Academy, and Family Academy.

3. Change

In Kuttab Al Fatih Depok, this change was also carried out both in terms of school facilities and in terms of the system.

4. Performance Management

Kuttab Al Fatih Depok has carried out performance management, that performance management here to develop employee performance as has been done so far by Kuttab Al Fatih Depok by providing training every week and scholarships to teachers and staff.

Quality of Education

Deni Koswara and Cepi Triatna (2014), stated that the quality of education is not only seen from the splendor of educational facilities owned but also the extent to which the output (graduates) of an education can build as a complete human being as well as the stages of education.

The quality of education is seen based on the application of the curriculum used by Kuttab Al Fatih Depok, namely the Faith Curriculum and the Qur'an Curriculum. In the faith curriculum, there is an insert material (murofaqot) that is taught during the Lessons of faith. The murofaqot is tried to be linked and drawn in a straight line to be in harmony with faith such as only science murofaqot which contains science knowledge material, so it can be combined with verses of the Qur'an that are being discussed in one theme or sub-theme. Likewise, social studies murofaqot which has the content of social knowledge and social interaction is associated with Islamic civilization and morals. While in the Qur'an Curriculum is targeted to memorize the Qur'an as much as 7 juz, namely juz 23 to juz 30. The target of memorizing this 7 juz is to accommodate graduates from Kuttab Al Fatih who will continue to the Madrasah Al Fatih level. These Qur'anic lessons include reading, memorization, writing, listening, and rote deposit.

The strategy set by Kuttab Al Fatih Depok Through SWOT Analysis

Based on the results of research through SWOT analysis, it was obtained:

- a) The strength possessed by Kuttab Al Fatih Depok was first as a pioneer of Kuttab in Indonesia. Kuttab Al Fatih Depok was established in 2012 and became the first Kuttab in Indonesia. As a pioneer, Kuttab made Kuttab Al Fatih Depok as a benchmark or reference for other Kuttab in Indonesia. The second strength is that the curriculum is different from the others. Kuttab has its curriculum compared to other elementary schools, both Islamic and public schools. This happened because Kuttab had an operational license as a PKBM (Community Learning Activity Center) so Kuttab was given freedom in terms of curriculum use and also study time. The third strength is quality human resources, human resources are well prepared starting from preparing teachers who will teach them and also providing scholarships to increase teacher knowledge. The fourth strength is trustful employees. Kuttab Al Fatih Depok does not use attendance systematically either using cards or fingerprints. It can be seen that so many trustful employees at Kuttab Al Fatih Depok who do not cheat in terms of attendance. And the last fifth strength is training every week. This training will further support teacher performance in teaching, not only directly related to students but also training on Islam which further increases faith in Allah.
- b) The first weakness in Kuttab Al Fatih Depok is the study room facilities. The facilities provided by Kuttab Al Fatih Depok are very simple, with asbestos roofs and gypsum study room walls, of course, this looks uncomfortable to be used as a student study room. The second weakness is limited school promotion, Kuttab Al Fatih Depok only promotes schools through its accounts on Instagram and Facebook. Even around the school, there are no banners or billboards about school promotion. The third weakness is the absence of school fences, it is very dangerous and will even be troubling if there are unscrupulous or bad people who just enter when there are no security officers at the location. The fourth weakness is that employees are not prosperous. This level of welfare is seen in the vehicles of employees who still use their home license plates and also found in vehicles that have died of tax. The fifth weakness is that productive endowments have not been maximized. Based on an interview with Depok Bilistiwa, it was found that the existing productive waqf only covers 20% of operational costs.
- c) The first opportunity possessed by Kuttab Al Fatih Depok is that there are not many similar schools. You could say that there are not many schools with the Kuttab concept, of course, this makes Kuttab Al Fatih generally the choice of parents who want their children to be educated based on the curriculum taught by the Prophet of Allah. The second opportunity is the need for elementary school (Elementary School). Elementary school becomes the foundation of children's education, this is where children are taught about knowledge and also about morals. So at the elementary school level, there are many enthusiasts. The third opportunity is the increasing cost of schooling. Seeing the current phenomenon of schools becoming business land for private schools, not only displays the quality of education but selling more student achievements. Parents will be more selective in choosing schools both in terms of cost and terms of quality, while Kuttab Al Fatih Depok itself applies school fees in the middle position based on surveys of surrounding schools. The fourth opportunity is about parents' awareness of Qur'an-based schools. This

is due to the anxiety of parents seeing the younger generation who are increasingly far from the Qur'an and even fall into disobedience. So parents to fortify this look for Qur'an-based schools. The fifth opportunity is the network of pilgrims Ustadz Budi share. It is undeniable that the figure of Ustadz Budi Ashari as the Supervisor and also as the Ustadz at the National level makes an attraction to attract parents to send their children to Kuttab Al Fatih.

- d) The first threat posed by Kuttab Al Fatih Depok is that schools have begun to emerge with the same concept, in this case, the Kuttab concept. Having a school with the same Kuttab concept will create competition. The second threat is the negative view of PKBM (Community Learning Activity Center). It is still found in the community when schools in PKBM are not legal and education is not legal because the school is not the same as the official. The third threat is the low public knowledge about Kuttab. Kuttab is still unfamiliar with society, so when choosing a school in Kuttab parents are still hesitant.

Human Resource Development in Kuttab Al Fatih Depok

Based on the results of the research above, it is stated that the development of human resources in Kuttab Al Fatih Depok is carried out with a system of training, development, change, and performance management.

Quality of Education in Kuttab Al Fatih Depok

The results of the study explained that in optimizing the quality of education in Kuttab Al Fatih Depok, namely by applying a curriculum that prioritizes the faith curriculum, and the Qur'an curriculum.

CONCLUSION

The strategy was set by Kuttab Al Fatih Depok through social media such as Instagram and Facebook on the Kuttab Al Fatih Depok page. While making brochures, baling and banners are not carried out. In addition, Kuttab Al Fatih Depok maintains close communication with parents through monthly study activities of parents every month. This strategy is most effective through relationships with parents, this is evident from those who have registered now to become prospective students at Kuttab Al Fatih Depok as much as 60% of information from parents. While 20% are from social media, and the remaining 20% are from others. Human resource development in Kuttab Al Fatih, namely training, development, change, and performance management. Training which is a routine weekly activity in the form of making a Kuttab Activity Plan (RKK) and also Islamic studies discusses the Islamic book and Qur'an halqah. The development is carried out by providing scholarships to teachers recommended by the Person in Charge of Shar'i to attend the Family Academy, Qur'an Academy, and Siroh Academy which is held for a period of one year. These two human resource developments in Kuttab Al Fatih Depok have a positive impact on improving the quality of education because the result has an impact on the learning process. The application of the curriculum in Kuttab Al Fatih Depok is twofold, namely the faith curriculum and the Qur'an curriculum. This curriculum is carried out by the direction

of the Foundation with the target of memorizing the Qur'an 7 Juz. It is hoped that this research will provide benefits to Kuttub Al Fatih Depok, to further maximize the development of existing human resources. It is expected that the next researcher who will research on the same topic, to be able to expand research with Kuttub's reach throughout West Java and is expected to add a mixed method to further clarify future research.

REFERENCES

- Agus Zainul Arifin, R. D. (2020). Strategic Orientation on Performance: The Resource Based View Theory Approach. *Jurnal Akuntansi*, 24(1), 131. <https://doi.org/10.24912/ja.v24i1.661>
- Alhidayatullah, A., & Aziz, Muh. A. (2022). The Role of Job Training in Improving Employee Performance. *Adpebi International Journal of Multidisciplinary Sciences*, 1(1), 21–30. <https://doi.org/10.54099/aijms.v1i1.186>
- Alhidayatullah, A., Sudarma, A., & Amal, M. K. (2023). Efektivitas Pelatihan Kerja Dalam Meningkatkan Prestasi Kerja Karyawan. *Coopetition: Jurnal Ilmiah Manajemen*, 14(1), 119–130. <https://doi.org/https://doi.org/10.32670/coopetition.v14i1.2373>
- Azainil, A., Komariyah, L., & Yan, Y. (2021). The effect of principal's managerial competence and teacher discipline on teacher productivity. *Cypriot Journal of Educational Sciences*, 16(2), 563–579. <https://doi.org/10.18844/CJES.V16I2.5634>
- Bøe, M., Heikka, J., Kettukangas, T., & Hognestad, K. (2022). Pedagogical leadership in activities with children – A shadowing study of early childhood teachers in Norway and Finland. *Teaching and Teacher Education*, 117. <https://doi.org/10.1016/j.tate.2022.103787>
- Dessler, G. (2017). *Human Resource Management*. Pearson Education, inc.
- Faisal, & Martin, S. N. (2019). Science education in Indonesia: Past, present, and future. *Asia-Pacific Science Education*, 5(1), 1–29. <https://doi.org/10.1186/s41029-019-0032-0>
- Gotteland, D., Shock, J., & Sarin, S. (2020). Strategic orientations, marketing proactivity, and firm market performance. *Industrial Marketing Management*, 91, 610–620. <https://doi.org/10.1016/j.indmarman.2020.03.012>
- Hb, B. (2020). Development of “Kids Athletics” Model on Children's Gross Motor Skills and Self-Concept in Physical Education. *International Journal of Psychosocial Rehabilitation*, 24(5), 625–631. <https://doi.org/10.37200/ijpr/v24i5/pr201728>
- Helda, H., & Syahrani, S. (2022). National Standards of Education in Contents Standards and Education Process Standards in Indonesia. In *Indonesian Journal of Education (INJOE)* (Vol. 2, Issue 3).
- Ibrahim, R., Boerhannoeddin, A., & Kazeem Kayode, B. (2017). Organizational culture and development: Testing the structural path of factors affecting employees' work performance in an organization. *Asia Pacific Management Review*, 22(2), 104–111. <https://doi.org/10.1016/j.apmr.v.2016.10.002>
- Ibrahim. (2018). *Metodelogi Penelitian Kualitatif*. Alfabeta. Bandung.

- Kusuma Widjaja, M. E. L. (2021). Strategic Orientation and Human Resources Management in Public Sector Organizations in the Society 5.0 Era. *Proceedings of the 18th International Symposium on Managemen*, 18(1), 235–240.
- Mangkunegara, A. P. (2017). *Manajemen Sumber Daya Manusia Perusahaan*. PT Remaja Rosdakarya Bandung.
- Maritasari, D. B., Setyosari, P., Kuswandi, D., & Praherdhiono, H. (2020). The effect of training and supervision on teacher performance through teacher competence as a mediating variable in primary schools. *Universal Journal of Educational Research*, 8(11 C), 105–112. <https://doi.org/10.13189/ujer.2020.082312>
- Mayliza, Riri dan Wahyuni, G. (2022). Effect of Training and Work Environment On Employee Achievement At Bank Tabungan Negara Padang Branch. *Management Studies and Entrepreneurship Journal*, 3(2), 379–387.
- Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya.
- Nurodin, I., Alhidayatullah, A., & Sudarma, A. (2023). The Role Of Leadership And Motivation In Improving Employee Performance. *HBR Husnayain Business Review*, 3(1), 43–49. <https://doi.org/10.54099/hbr.v3i1.539>
- Obeidat, B. Y. (2016). The Effect of Strategic Orientation on Organizational Performance: The Mediating Role of Innovation. *International Journal of Communications, Network and System Sciences*, 09(11), 478–505. <https://doi.org/10.4236/ijcns.2016.911039>
- Oskouei, A. G., & Abdi, S. (2013). Correlates of Disciplinary Function in Secondary School Students: A Case-Control Study. *Procedia - Social and Behavioral Sciences*, 84, 682–685. <https://doi.org/10.1016/j.sbspro.2013.06.626>
- Pathak, A., Chatterjee, N., & Sinha, S. (2020). The developmental trajectory of the *Caenorhabditis elegans* nervous system governs its structural organization. *PLoS Computational Biology*, 16(1), e1007602. <https://doi.org/10.1371/journal.pcbi.1007602>
- Priatna, T., Jamaluddin, D., & Hasanah, A. (2018). *The Development of Madrasah Laboratory in Islamic Higher Institution: A Case Study in Indonesia and New Zealand*.
- Sarkadi, Syarif, S., & Casmana, A. R. (2020). The policy of education based on character values for the best quality of education is “an analysis of the zoning system policy imposed by the Ministry of Education and Culture in Indonesia.” *Universal Journal of Educational Research*, 8(8), 3423–3429. <https://doi.org/10.13189/ujer.2020.080816>
- Shaturaev, J. (2022). *Indonesia: Superior Policies and Management for Better Education (Community development through Education)*. <https://orcid.org/0000-0003-3859-2526>
- Subiarto, S., & Wakhudin. (2021). The Role of Teachers in Improving The Character of Students. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 13(2), 71–75. <https://doi.org/10.30595/Dinamika/v12i2>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R dan D*. Alfabeta.
- Sulistiyosari, Y., Irene Astuti Dwiningrum, S., Qurrotu Aini Zummi, N., Wisnu Tomo, S., & Indrahadi, D. (2020). *Examining the Basic Educational Rights in the Newly-Implemented School Zoning Policy in Indonesia*.

- Suwarno, P. (2019). *Equality in Education and Employment for Sustainable Development of Diverse Indonesia: Enhancing Equal Opportunity, Volunteerism, and Philanthropy*.
- Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2016). *HUMAN RESOURCE MANAGEMENT*. www.pearson.com/uk
- Wandasari, Y., Kristiawan, M., & Arafat, Y. (2019). Policy Evaluation Of School's Literacy Movement On Improving Discipline Of State High School Students. *International Journal of Scientific & Technology Research*, 8(4), 190–198. www.ijstr.org
- Zainal, S., Yunus, S., Jalil, F., & Khairi, A. (2021). The Policy of Local Government to Implement Peace Education at Secondary School Post Armed Conflict in Aceh Indonesia. In www.jsser.org *Journal of Social Studies Education Research SosialBilgilerEğitimiAraştırmalarıDergisi* (Vol. 2021, Issue 2). www.jsser.org