

## HUMAN RESOURCE MANAGEMENT PRACTICES AT PONDOK PESANTREN MADRASAH TARBIYAH ISLAMIAH KAPAU

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**Abstrak:** Manajemen sumber daya manusia dalam rangka meningkatkan mutu pendidikan di Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau (MTI) secara umum telah dilaksanakan, fungsi manajemen pembiayaan pendidikan, bahwa dana (biaya) memainkan peran penting dalam pendidikan pada tiga area; pertama, ekonomi pendidikan dalam kaitannya dengan pengeluaran masyarakat secara keseluruhan. Kedua, keuangan sekolah kaitannya dengan kebijakan sekolah untuk menerjemahkan uang terhadap layanan kepada peserta didik. Ketiga, pajak administrasi bisnis sekolah yang harus diorganisir secara langsung berkaitan dengan tujuan kebijakan. Selain itu, perencanaan dalam manajemen peningkatan kualitas guru di Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau yang utama (paling pokok) juga merumuskan tujuan yang ingin dicapai dalam sebuah perencanaan. Jenis penelitian yang dipakai oleh peneliti adalah kualitatif yang memanfaatkan data lapangan untuk verifikasi teori yang timbul dilapangan dan terus menerus disempurnakan selama proses penelitian berlangsung yang dilakukan secara berulang-ulangan. Subyek penelitian adalah individu-individu yang dijadikan sebagai sumber informasi yang berkaitan dengan penelitian. Adapun subyeknya adalah: (a)Pengurus setiap divisi Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau (MTI), (b) Pendidik dan tenaga kependidikan Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau (MTI).

**Kata Kunci:** Manajemen, Sumber Daya Manusia, Pondok Pesantren, Madrasah Tarbiyah Islamiyah Kapau

**Judul:** Manajemen Sumber Daya Manusia di Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau

**Abstract:** Human resource management aimed at enhancing the quality of education at Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau (MTI) has generally been implemented. The management of educational financing plays a crucial role in three main areas: First, the economics of education, which relates to overall community spending. Second, school finances, which concern the school's policies regarding the allocation of funds for student services. Third, the administration of school business taxes, which must be organized directly in alignment with policy objectives. Furthermore, planning in the management of teacher quality improvement at Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau focuses primarily on formulating clear goals that the institution aims to achieve through strategic planning. The research employed a qualitative approach, utilizing field data to verify emerging theories that were continuously refined throughout the research process. The study subjects consisted of individuals who served as key sources of information pertinent to the research. The subjects included: (a) Administrators from each division of Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau (MTI), and (b) Educators and education staff at Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau (MTI)

**Keywords:** Management, Human Resource, Pondok Pesantren, Madrasah Tarbiyah Islamiyah Kapau



## INTRODUCTION

Pesantren represents a distinctive and indigenous Islamic educational institution unique to Indonesia. However, there remains considerable scholarly debate regarding its precise origins. While the exact year of its first emergence as a centre of religious education is uncertain, Ronald suggests that the pesantren was initially pioneered by Sheikh Maulana Malik Ibrahim in 1399 CE.

The Madrasah Tarbiyah Islamiyah Kapau (MTI) is an educational organisation committed to cultivating a generation that is both intellectually sophisticated and morally grounded. Notably, the institution's current outcomes do not fully align with effective Human Resource (HR) management practices. The HR management at MTI Kapau encompasses a comprehensive range of activities, including the recruitment of teaching and educational personnel, skills development, and performance evaluation<sup>1</sup>

Most pesantren institutions depend heavily on donations, religious contributions (*infaq*), and charitable giving (*zakat*), which significantly limits their budgetary capacity for human resource management. This financial limitation directly impacts the ability to offer competitive salaries, provide adequate facilities, and develop professional development programmes for teaching staff. The financial dimension plays a critical role in educational planning, control, and evaluation. Indeed, educational financing is a fundamental component in the operational framework of educational institutions, particularly for madrasahs and pesantren. Without sufficient financial resources, the educational process cannot achieve optimal outcomes.

Successful educational management demands sophisticated financial strategies. A recurring challenge is the inability of educational institutions to effectively allocate and manage existing budgets, creating implementation disparities. The constrained financial environment necessitates that institutional managers demonstrate creativity, sensitivity to opportunities, build strategic relationships, and exercise judicious financial management<sup>2</sup>

Quality represents a fundamental indicator of institutional excellence, demanding strategic approaches to continuous improvement. Critically, quality enhancement requires comprehensive institutional engagement and the collective involvement of all members<sup>3</sup>

A significant impediment to institutional effectiveness is the persistent misalignment between teaching staff qualifications and institutional requirements. When educational institutions

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<sup>1</sup> Zainuddin, *Pendidikan Dan Pengajaran Di Pesantren: Tinjauan Pengelolaan Dan Kebijakan* (Jakarta: Raja Grafindo Persada., 2018).

<sup>2</sup> Aliza Fitri, 'Penafsiran Ayat-Ayat Hujan Dalam Kitab Tafsir Al- Munir Karya Wahbah Az-Zuhaili (Kajian Tematik Tentang Manfaat Hujan)', *Skripsi Fakultas Ushuluddin Dan Studi Islam*, 2023, 1–185.

<sup>3</sup> Ahmad Fauzi, 'Kepemimpinan Kepala Madrasah Dalam Mengembangkan Lembaga Pendidikan Islam', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 2.2 (2017), 42–53 <<https://doi.org/10.31538/nidhomulhaq.v2i2.31>>.

recruit educators lacking appropriate professional backgrounds, the fundamental goal of student personality development becomes challenging to achieve<sup>4</sup>

The recruitment process confronts multiple obstacles, including: insufficient teacher training to address learner needs, inadequate understanding of student diversity, limited institutional resources, challenges in implementing updated curriculum, insufficient classroom management capabilities<sup>5</sup>

Teachers constitute a pivotal educational component, directly responsible for managing classroom dynamics and determining the learning process's success. As the primary interface with classroom challenges, educators must cultivate a profound awareness of their managerial role. Consequently, continuous professional development is imperative, enabling teachers to deploy appropriate instructional methodologies that facilitate comprehensive student understanding.

Teachers, as a critical component of the educational system, play a pivotal role in the classroom learning process and are expected to maintain high professional standards. Consequently, ongoing competency development for educators is essential. A teacher is fundamentally an individual who imparts knowledge and facilitates learning. Teaching is a profession dedicated to educating and nurturing students by applying substantive knowledge in real-world contexts. The effectiveness of educators hinges on meeting rigorous competency standards.<sup>6</sup>

The quality of educators in Indonesia remains problematic, as reflected in the country's low global education rankings. Multiple factors contribute to suboptimal teacher performance. Notably, low salaries indicate insufficient governmental attention to educators. The current government's initiatives to redistribute teachers across Indonesia have inadvertently created additional challenges, particularly teacher placement mismatches.

In remote regions, for instance, limited teaching staff often results in educators teaching subjects outside their qualification areas. This practice compromises educational quality, as teachers lacking subject-specific expertise struggle to effectively deliver curriculum content. Similarly, even in urban centers, many educators possess formal qualifications but fail to translate academic training into practical teaching competencies. Their understanding often remains theoretical, with limited practical application in classroom settings.

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<sup>4</sup> Bustamar, Jamaludin Idris, and Khairuddin, 'Profesional Tenaga Kependidikan Pada SMA Negeri 5 Darussalam Banda Aceh', *Jurnal Administrasi Pendidikan*, 4.1 (2016), 12–22.

<sup>5</sup> Mohammad Riza Zainuddin, 'Manajemen Kepala Madrasah Dalam Pengembangan Profesionalisme Guru Pendidikan Agama Islam (PAI)', *Edukasi*, 2.2 (2014), 250–62 <<https://ejournal.staim-tulungagung.ac.id/index.php/edukasi/article/view/75>>.

<sup>6</sup> Byran B Korth, Lynnette Erickson, and Kendra M Hall, 'Defining Teacher Educator Through the Eyes of Classroom Teachers', *The Professional Educator*, 33.1 (2009), 1–12 <[http://myaccess.library.utoronto.ca/login?url=http://search.proquest.com/docview/194687907?accountid=14771%5Cnhttp://bf4dv7zn3u.search.serialssolutions.com/?ctx\\_ver=Z39.88-2004&ctx\\_enc=info:ofi/enc:UTF-8&rft\\_id=info:sid/ProQ:educationalumni&rft\\_val\\_fmt=inf](http://myaccess.library.utoronto.ca/login?url=http://search.proquest.com/docview/194687907?accountid=14771%5Cnhttp://bf4dv7zn3u.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&rft_id=info:sid/ProQ:educationalumni&rft_val_fmt=inf)>.

The remuneration for Indonesian teachers, especially for private and honorary educators, remains notably low. By contrast, Japan provides a compelling comparative model. Japanese teachers receive substantial compensation, with average monthly salaries around ¥38 million and entry-level positions starting at ¥900,000 (approximately 17 million Indonesian Rupiah). Japan's approach recognizes educators as fundamental to national development, ensuring competitive salaries that support teachers' professional and personal welfare.

Indonesia could learn from the Japanese model by implementing more comprehensive teacher compensation strategies that reflect the profession's critical social role. Currently, the Indonesian government appears to undervalue educators, in stark contrast to Japan's systemic respect for teaching professionals.<sup>7</sup>

In Pesantren, successful educational outcomes depend on holistic stakeholder engagement, with teachers and leaders playing a crucial role in continuously improving educational quality.<sup>8</sup>

## METHOD

The research method is a systematic approach employed by researchers to collect, clarify, and analyze facts at the research site. In scientific research, data collection aims to obtain relevant, accurate, and reliable materials through rigorous methods, techniques, procedures, and tools designed to uncover truth. This study utilizes a qualitative research approach, which leverages field data to verify and continuously refine emerging theories through iterative research processes. Qualitative research employs natural settings to interpret phenomena, incorporating multiple methodological approaches<sup>9</sup>

The research is descriptive in nature, designed to provide a comprehensive overview of social settings by exploring and clarifying social phenomena. It examines multiple variables related to the research problem and investigative units: The management of pesantren Madrasah Tarbiyah Islamiyah Kapau (MTI); and Educators and administrative staff of pesantren MTI Kapau

In this study researchers collected data using several methods such as, interview method, observation method, documentation method. Data analysis is the process of simplifying data into a form that is easier to read and interpret. The analysis process simplifies data into a more readable and interpretable format. Researchers systematically organize information from interviews, field notes, and documentation to facilitate comprehension. The analytical technique employs a qualitative descriptive comparative approach, comparing objective field conditions with theoretical

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<sup>7</sup> Firman Mansir, Halim Purnomo, and Tumin Tumin, 'Penerapan Pembelajaran Pendidikan Agama Islam Berbasis Sains Budaya Lokal Di Sekolah Dan Madrasah', *TARBAWY: Indonesian Journal of Islamic Education*, 7.1 (2020), 70–79 <<https://doi.org/10.17509/t.v7i1.23478>>.

<sup>8</sup> D S D Jayanti and others, 'Penerapan Metode Takrir Dalam Penguatan Hafalan Juz 'Ammu Santri Di Pondok Pesantren Hidayatul Mubtadiin Sidoharjo Jati ...', *Unisanan Journal: Jurnal Manajemen Dan Pendidikan Islam*, 01.04 (2022), 60–73 <<http://journal.an-nur.ac.id/index.php/unisanjournal/article/view/655>>.

<sup>9</sup> K. Kartono, *Pengantar Metodologi Research* (Bandung: Mandar Maju, 1996).

ideal conditions and describing findings through narrative analysis rather than numerical representation.

## RESULTS AND DISCUSSION

Pesanten Madrasah Tarbiyah Islamiyah (MTI) Kapau represents an educational institution established in 1975, featuring two academic levels: *Tsanawiyah* (accredited B in 2014) and *'Aliyah* (accredited C in 2014). Throughout its developmental trajectory, MTI Kapau has distinguished itself through experienced leadership, robust infrastructure, and a distinguished alumni network that has achieved notable professional success across various domains.

### Financial Resources

The institution's financial resource management centers on a strategic approach to educational funding, emphasizing the critical role of financial administration in maintaining educational quality. The fundamental economic principle guiding MTI Kapau's financial strategy involves the strategic allocation of limited resources to achieve diverse institutional objectives.

The financial management framework encompasses three primary domains: educational economic spending, school policy fund allocation, and administrative tax organization. This approach enables pesantren MTI Kapau to translate financial resources into direct learner services while ensuring comprehensive economic analysis of resource distribution and maintaining strict financial compliance. The core economic concept underlying this approach focuses on optimizing resource utilization within constrained financial parameters. By implementing a nuanced financial management strategy, MTI Kapau seeks to balance economic efficiency with educational excellence, recognizing that strategic fund allocation is crucial to institutional development and student success.

The relationship between financial management and educational quality is profoundly interconnected, requiring a nuanced understanding beyond simplistic financial allocation. While financing is crucial, it is not a singular solution to educational enhancement. According to Bastian (2006), educational managers must demonstrate rigorous efficiency and accountability in financial management to truly improve institutional quality.

The effectiveness of financial resources is fundamentally determined by strategic implementation rather than mere monetary investment. Educational institutions must develop comprehensive management strategies that prioritize efficiency, transparency, and targeted fund allocation. Without robust accountability measures, substantial financial expenditures cannot guarantee meaningful educational improvements. The comprehensive management of educational resources necessitates a holistic approach that extends beyond traditional budgetary considerations. Financial strategies must directly support learning processes, with budget allocations strategically designed to enhance educational quality. This approach aligns with Tjandra's theoretical framework, which emphasizes the importance of identifying diverse cost sources and establishing

appropriate financial resource control. The critical implication of effective financial management lies in its ability to support and catalyze educational activities. By allocating funds strategically to factors directly impacting the learning environment, institutions can create sustainable pathways for quality improvement. The ultimate goal remains not just financial management, but the systematic transformation of educational experiences through judicious resource utilization<sup>10</sup>

### **Quality and Qualifications of Teaching Staff**

The quality and qualifications of teaching staff at Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau are central to the institution's management, grounded in professional development and comprehensive human resource strategies. In the Indonesian educational context, teachers are required to demonstrate professional expertise alongside a strong positive character<sup>11</sup>

The approach taken by the pesantren to teacher management begins with careful planning, which includes the development of comprehensive annual programs, goal formulation, and alignment with both institutional and societal needs. This planning process involves systematically analyzing institutional requirements, identifying the strengths and weaknesses of human resources, and strategically addressing both qualitative and quantitative staffing needs. These activities were analyzed by the researchers and include all tasks performed by individuals at every level within the institution. The results of this analysis are documented as Tupoksi (Main Tasks and Functions), which corresponds to job analysis and job descriptions in management terms.

Planning is the first step in enhancing teacher quality at Madrasah Tarbiyah Islamiyah Kapau Islamic Boarding School. This involves preparing educational programs for a one-year period (two semesters), setting achievable goals, and aligning school programs with the needs of the madrasah and the community. Key activities in the teacher management quality improvement at Madrasah Tarbiyah Islamiyah Kapau include prioritizing madrasah programs and activities. The main program priorities, such as developing content standards, graduate competency standards, process standards, and educator standards, are crucial for effective planning

Research results indicate the strengths and weaknesses of the available human resources in comparison to existing workload demands. This assessment helps determine whether additional personnel or teachers (*ustadz/ustadzah*) are needed both qualitatively and quantitatively in the present and future. The process of adding or placing new personnel involves several steps: assessing the required positions, selecting staff through evaluations of academic, non-academic, and moral achievements, and making final placements.

<sup>10</sup> M. Syukri, *Manajemen Pembiayaan Pendidikan*. (medan: Pusdikra Mitra Jaya, 2002).

<sup>11</sup> Firman Mansir, 'Kesejahteraan Dan Kualitas Guru Sebagai Ujung Tombak Pendidikan Nasional Era Digital', *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS*, 8.2 (2020), 293 <<https://doi.org/10.36841/pgsdunars.v8i2.829>>.

Furthermore, a key aspect of planning for improving teacher quality at Madrasah Tarbiyah Islamiyah Kapau is to establish clear, student-oriented objectives. These goals should aim to influence students' attitudes, behaviors, and mindsets, fostering noble character in their daily lives.

Research findings demonstrate that work comprises a series of activities aimed at collecting and organizing information about various tasks, job types, and responsibilities associated with each position. The analysis results are typically documented as job or position descriptions. These descriptions, the final product of job analysis, provide a concise overview of the duties and responsibilities of ustadz/teachers and align with the concept of *Tupoksi*. This job analysis was developed and compiled by the caretaker of the institution with assistance from several collaborators.<sup>12</sup>

Based on the staffing needs (ustadz/ustadzah) at Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau, the job description is outlined as follows:

- a. Develop teaching programs, including the daily activity plan (*Rencana Kerja Harian: RKH*) and weekly activity plan (*Rencana Kerja Mingguan: RKM*).
- b. Analyze teaching materials.
- c. Prepare worksheets for students.
- d. Implement teaching activities.
- e. Create teaching aids, such as teaching props or learning media.
- f. Check the attendance list of students before the teaching process begins.<sup>13</sup>

Efforts to improve Human Resources (HR) quality are linked to the transformation of the pesantren, aiming to ensure its sustainability and foster its development in a better direction. These efforts focus on the addition and modification of both physical and non-physical components.

Teachers are considered professional when they have mastered the curriculum, teaching materials, techniques, methods, classroom management skills, commitment, and the ability to serve as a role model for both their students and the surrounding community. There are five criteria that define a teacher as professional:

- a. Demonstrates commitment to students in teaching.
- b. Possesses in-depth knowledge of the subject matter and teaching methods.
- c. Is responsible for monitoring students' learning progress through various evaluation techniques.
- d. Is capable of systematic thinking in carrying out tasks.
- e. Acts as part of a learning community within their professional environment.

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<sup>12</sup> Muhammad Riduwan, Damrah Khair, and Sri Lestari, 'Implementasi Manajemen Sumber Daya Manusia Dalam Upaya Meningkatkan Kompetensi Tenaga Pendidik Dan Kependidikan Di Pondok Pesantren Imam Muslim Kecamatan Sei Rampah', *Unisan Jurnal: Jurnal Manajemen Dan Pendidikan*, 2.04 (2023), 436–45 <<https://journal.an-nur.ac.id/index.php/unisanjournal>>.

<sup>13</sup> I Afriadi, *Kualitas Dan Kualifikasi Tenaga Pengajar*, 2024.

## **Teacher Welfare**

Based on the research findings, it was found that Pondok Pesantren Madrasah Tarbiyah Islamiyah has made efforts to improve the welfare of teachers through human resource management. These efforts include providing allowances to teachers, enhancing teacher competencies through teacher working groups, and allocating time according to the teaching needs of the educators (Afriadi). Furthermore, the institution possesses highly qualified intellectuals, in line with the government's policy that teachers must hold certification as proof that they are qualified and meet the necessary criteria to be professional educators capable of delivering quality instruction. However, the author argues that the policy established by the government is overly burdensome for new teachers. Meanwhile, out there, every day, every week, every month, and even every year, many teachers are anxious about their welfare and the uncertainty of their livelihood. This situation highlights the high professional standards required of teachers. However, when considering their capabilities, welfare, and the facilities available to them, it seems exceedingly difficult for teachers to sustain their profession and remain motivated to continue in their roles.

## **CONCLUSION AND RECOMMENDATIONS**

According to the researchers, human resource management aimed at improving the quality of education at Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau (MTI) has generally been implemented. However, there are still many shortcomings in several areas that need to be developed by the pesantren so that, in the future, it can further enhance the empowerment of existing human resources. These efforts are solely carried out in order to improve the quality of education at the pesantren. The criteria for quality education can be observed through several aspects: the quality of educational services, the availability of facilities and infrastructure that support the educational process at the pesantren, the quantity and quality of teaching staff, students' academic achievements, parents' satisfaction and trust in the existing educational system, and the competency of graduates in life - specifically, their ability to become knowledgeable and religious individuals.

In the context of education financing management, funds or financial resources play a crucial role in three main areas. First, the economics of education, which is related to overall community spending. Second, school finances, which are associated with the school's policies regarding the allocation of funds for student services. Third, the administration of school business taxes, which must be organized directly in line with policy objectives. The central focus of this economic concept is how to allocate limited resources to achieve various, potentially diverse, goals.

The implementation of teacher quality management at Pondok Pesantren Madrasah Tarbiyah Islamiyah Kapau is carried out by meeting educator standards, such as fulfilling the qualifications and specialization in education or academics.



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