

Implementation of Human Resource Management at MAN 1 Cilacap

Ulil Albab,^{1*} Dian Permana², Misbahus Surur³, Ahmad Zulfi Fahmi⁴

^{1,2,3,4} Universitas Nahdlatul Ulama Al Ghazali Cilacap, Indonesia., Instit Miftahul Huda Al Azahar Kota Banjar, Indonesia., Instit Miftahul Huda Al Azahar Kota Banjar, Indonesia., Instit Miftahul Huda Al Azahar Kota Banjar, Indonesia

Abstract

This study aims to describe the implementation of human resource management in the context of educational institutions in schools. This type of research is descriptive qualitative, which is research conducted in actual conditions. The research subject is the vice principal of the curriculum. Data collection was done by observation, interview, and documentation. Data analysis used the Miles and Hubberman interactive analysis model, namely data collection, data reduction, data presentation and conclusion drawing. Meanwhile, data validity was tested by triangulating data techniques and sources. The results showed that the implementation of human resource management at MAN 1 Cilacap has been well implemented, characterised by the existence of human resource planning, recruitment and selection of professional and transparent human resources, training and development, performance management.

Article Info

Keywords:
Human Resource Management,
Implementation,
Performance Management

JEL Classification:
I00, I25, I28

Corresponding Author:
Ulil Albab
(ulilarsya448@gmail.com)

Received: 22-08-2024
Published: 30-08-2025



1. Introduction

The development of science in the 21st century has an important role in educational success. Education has a very important goal in building democratic and responsible citizens. Educational institutions, both formal and non-formal, require various supporting elements to achieve the goals of educational institutions. Management is a science that regulates the process of utilizing human resources and other resources effectively and efficiently to achieve a goal. If the management function runs well, educational services will run smoothly and obtain good results. Therefore, human resources are important in achieving quality education. (Nurunnayah, 2023)

Human resources in the modern era today have many challenges in their management. The development of technology is an example that has the biggest impact on human life today. Humans are required to be able to keep up with the times so they can compete in the current era of globalization. In this era, humanity is required to be dynamic and competitive. Without dynamic and competitive capabilities in the era of globalization, life and competition will feel difficult. (Ajie Tama Putra, 2023)

Human resources are a central factor in an organization. (Chusnul Chotimah, 2019). Human resource management as a strategic approach to skills, development motivation and management of organizing human resources to achieve the goals of educational institutions. Therefore, the existence of human resources cannot be replaced by other resources, including increasingly sophisticated or even changing technology. Superior human resources must be professional and have the qualifications needed to face today's global challenges (Michael, 2017).

In facing current world challenges, educational institutions are encouraged to be able to contribute to increasing the nation's competitiveness by implementing quality education. Various efforts have been made by the government and various other parties to achieve quality education. Efforts to improve the quality of education are not only carried out by the government but also by educational institutions through improving human resources.

Human resource management can actually be seen from two aspects, namely quantity and quality. The quantity aspect concerns the number of human resources, while the quality aspect concerns the quality of human resources, both physical and non-physical abilities (intelligence and mental). In implementing human resource management, human resources are needed that support the achievement of the goals desired by educational institutions. Because human resource management in educational institutions really contributes to helping improve the quality of education, because quality education comes from the people who manage education themselves who are quality human resources as well.

Education as an effort to improve the quality of human resources is also a measure of a nation's success. To be able to produce quality human resources, competent human resources and experience in their fields are needed. Regarding the implementation of HR management in efforts to improve the quality of education, this is an important issue to continue to study, because the success or failure of educational institutions is largely influenced by human resource management factors. In this case, human resources for educators and educational staff are the spearhead of an educational institution.

HR management must be actively involved in planning, managing and controlling the organization related to the allocation and development of human resources. Changing responsive work systems to proactive ones, and functional structures to more flexible structures and implementing strategic policies (Rachmawati, 2004). In line with that, for the world of education, strong human resource management support and the commitment of school principals are absolute for the overall success of the organization as well as development and efforts to achieve competitive advantage and improve the quality of education.

As explained above, it is important to manage and develop human resources to realize organizational goals. This cannot be separated from the role of the madrasa head, teachers, students, facilities and infrastructure and other elements which are interrelated and continuous to become a collaborative team to create together to improve the quality of education.

2. Methods

This research was conducted using qualitative descriptive research (Sugiyono, 2019). The research subject is the deputy head of the school field curriculum. Data collection was carried out by observation, interviews and documentation. Data were analyzed using Miles and Hubberman's interactive analysis model, namely data collection, data reduction, data presentation and drawing conclusions. Meanwhile, the validity of the data was tested by triangulating technical data and sources. carried out at MAN 1 Cilacap.

3. Results and Discussion

From research conducted by the author through observation and in-depth interviews with sources and equipped with documentation studies, research data related to the implementation of human resource management (HRM) at MAN 1 Cilacap which includes planning, recruitment, selection, orientation and placement, training can be presented. and development, and performance appraisal. From these findings, the author then attempted to carry out an analysis of research results related to the implementation of human resource management at MAN 1 Cilacap.

a. HR Planning

Planning in educational institutions, especially in schools, HR planning is usually under the direct control of the school principal assisted by several appointed people. Planning is the core of management activities, because it can help minimize uncertainty in the future. Good planning allows decision makers to use existing resources to achieve goals effectively and efficiently.

The human resource planning process carried out at MAN 1 Cilacap is in line with the concept of HR planning according to Haromain (2014), HR is an irreplaceable organizational asset so what kind of quality of HR and how many do an organization need to recruit and employ them. The success of the workforce search is the beginning of quality performance for the organization. The basis for this analysis will be a short-term human resource plan that must be met according to

current and long-term needs that must be met for the future. Analyze HR needs not only in terms of quantity but also in terms of the quality required by the organization (Haromain, 2014).

Planning at MAN 1 Cilacap is carried out in two ways, namely:

- a. Planning carried out by the Ministry of Religion (Kemenag). All planning data starting from needs analysis, formation preparation, recruitment, placement, development, evaluation and monitoring are stored in the database.
- b. Planning based on submissions made by the Madrasah to the Ministry of Religion. By paying attention to the condition of existing teachers and employees. Are there teachers retiring, contracts ending, transfers and other things that cause teachers or employees to quit their duties? For example, when Madrasahs lack Indonesian language, mathematics and physics teachers, the school carries out an analysis of teacher needs to calculate the required teacher requirements, which is called the teacher and student adequacy ratio. After the analysis is carried out, the planning process is then submitted to the Ministry of Religion.

b. Recruitment and Selection

Recruitment is the search for employees in the labor market (Wibowo, 2017). Organizations can search for workers through various means such as mass media, alumni, employment offices, and so on. Recruitment must be carefully considered because it will have an impact on the selection and performance of both employees and the organization (Aziz et al, 2017).

Recruitment is one of the most important activities in human resource management because it is the beginning of activities carried out by school organizations to find the right employees to fill positions or jobs according to the qualifications and specializations required by the madrasah. The next thing that also needs to be considered in the recruitment process is determining the source and method of recruitment.

School management divides it into several sources and methods, namely internal sources including potential new staff who can possibly be obtained from existing staff and work in the school using a closed method, meaning that the principal will give new tasks to these staff based on their abilities and work performance. what he has done. Or in other words, internal candidates are obtained by the leadership providing or nominating several people as candidates for promotion (Efendi, 2005). Meanwhile, external sources consist of people who are not yet school staff and will be recruited.

In accordance with Efendi's (2005) opinion, using an open method for external sources, through job posting, namely school organizations announcing vacant positions on notice boards, verbal announcements, or social media, thus giving all employees the opportunity to submit formal applications.

MAN 1 Cilacap carries out recruitment and selection following the provisions of the existing organization and the Ministry of Religion. When recruiting civil servants, they follow the CPNS regulations from the central government. For honorary employees, this is done through internal madrasahs.

There are two recruitment patterns at MAN 1 Cilacap, namely:

- a. Recruitment of permanent staff (ASN/PNS) carried out by a selection committee formed by the Ministry of Religion consisting of Ministry of Religion officials, academics and practitioners; State Civil Service Agency (BKN); Regional Personnel Agency together with the Provincial Education Office; and related agencies.
- b. Recruitment of teachers/non-permanent or honorary employees is carried out entirely by school management. By forming a recruitment team through the school committee by making announcements or advertisements in mass and electronic media and distributing them to the general public. MAN 1 Cilacap also applies the principles of professionalism and transparency, meaning that the school management provides open opportunities for prospective applicants who have the ability and competence to submit job applications as desired based on the terms and conditions imposed by the madrasah management.

From the description above, it can be analyzed that the process of recruiting teachers and employees which is carried out independently by madrasahs has advantages, including: 1) School management can be more careful in determining prospective teachers and employees according to the specifications and qualifications required by the school. 2) In urgent situations the

recruitment process can be carried out more quickly, so that the needs of teachers and employees can be met immediately. 3) Teachers and honorary employees usually have stronger ties to the school as the institution that appointed them. This is different from teachers and state employees who sometimes have less ties to the institution because the government is the one who appoints and pays them. 4) School management can assess the capacity of prospective teachers and employees themselves through the selection process they carry out, both in relation to the professional abilities of prospective teachers and employees and their commitment to their duties. In this process, school management can set its own standards according to what the school requires. For example, related to academic quality/achievement, teaching experience, university origin, scientific background and so on. From this process, a positive value is felt for the appearance of teachers and staff in carrying out their duties. This is of course very different from teachers and employees who are packaged by the government. It is not uncommon for teachers and staff assigned to do not match the school's needs.

The selection of human resources carried out by MAN 1 Cilacap management is to screen applicants as precisely as possible according to the desired expectations and needs. Selection is carried out after obtaining job applicants. Selection is the selection of a number of applicants who are in accordance with the organization's planning and work requirements (Wibowo, 2017). Selection can be carried out through various tests or stages from administrative selection to written or oral tests. The selection process is intended to determine the applicant's knowledge and skills, as well as the suitability of his or her attitude and personality to the requirements of the organization. Currently, the HR competency that needs to be mastered is the use of information technology and the internet (Mardiyah, 2019).

There are two stages of selection at MAN 1 Cilacap, namely: initial selection and advanced selection.

- a. Initial selection or preliminary selection, school management carries out preliminary acceptance in the form of administrative selection or sorting of incoming application files and takes only a few percent of the application files.
- b. Selection test and interview, after the applicant is deemed to have met the administrative requirements, the applicant will take a test, if they pass they will be called back to do an interview test.

Selection activities at MAN 1 Cilacap have been carried out according to applicable procedures. with. Anyone has the right to submit an application, take tests and interviews to be able to work at MAN 1 Cilacap if they meet the qualifications, are competent and have experience.

c. Orientation and Placement

Orientation and placement, organizations that have received applicants who meet the qualifications will carry out employee placement. Employee placement is placing employees in task forces according to their expertise (Wibowo, 2017). Apart from the skills possessed by employees, it is also necessary to pay attention to the HR planning that has been carried out in the previous process. Employee placement will influence employee job satisfaction (Karmita et al, 2015).

In producing skilled and reliable human resources, there needs to be a plan in determining employees who will fill existing jobs in the organization concerned. Success in procuring employees lies in accuracy in employee placement, both new and old employees in new positions. The placement process is a very crucial process in getting competent employees that the organization needs, because the right placement in the right position will be able to help the organization achieve its expected goals.

The accuracy of employee placement will affect organizational performance. Apart from that, employee placement will also affect employee performance (Runtuwene et al, 2016). Employee placement at MAN 1 Cilacap is in accordance with qualifications, especially educational background. Bachelor of education graduates will be placed as teachers according to their competency. However, for administrative staff who do not yet have special qualifications related to their undergraduate study program. Administrative staff only consider the ability to carry out the work.

The presence of new personnel being recruited and selected as well as new challenges in the work environment has resulted in the management of MAN 1 Cilacap having to make arrangements/placements for new personnel or old personnel for new positions. Before carrying out placement, MAN 1 Cilacap management socializes its personnel to new jobs through orientation activities to increase more effective support.

Based on research findings on employee orientation and placement at MAN 1 Cilacap, they are as follows: 1) orientation for teachers and new employees at MAN 1 Cilacap is given non-formally and teachers and new employees are expected to be proactive in implementing adaptations to the school environment; 2) for the placement stage, there are two ways that school management can do it. First, by placing or filling positions/jobs for teachers and new employees. Second, by reassigning old teachers or employees to new, different tasks or positions; 3) for the placement of teachers and staff by considering competency and performance.

From the research findings above, it can be seen that orientation activities at MAN 1 Cilacap are important activities even though efforts to introduce the environment, culture and co-workers are not carried out formally. New teachers or employees are given guidance and direction during the internship. On the other hand, the school also tries to create a conducive work environment so that teachers or employees can adjust quickly.

The research findings above are the same as the opinion of Nawawi (2005), that the orientation program is actually an important method because it is basically an effort to help new employees to recognize and understand their duties, organizational conditions, organizational policies, co-workers, values, beliefs and so on.

In addition, as stated by Alshoubaki and Harris (2018), early interaction with the organization has a lasting effect, meaning that the first interaction with the school will have a long-lasting effect on teachers and staff, so the first meeting in orientation activities must be carried out well, providing opportunities to learn about all fields, school activities, guidance for teachers and new employees which will increase their work satisfaction and productivity.

The next activity carried out by MAN 1 Cilacap management is the placement of teachers and staff. Based on research findings, there are two ways that school management takes place in terms of placement. First, by placing or filling positions/jobs for teachers and new employees. Second, by reassigning old teachers or employees to new, different tasks or positions (Harianja: 2005).

This is in accordance with the opinion of Efendi (2005) that placement is the process of assigning/filling positions or reassigning employees to new tasks/positions or different positions. This assignment can be in the form of the first assignment for newly recruited school employees, but can also be through promotions, transfers and demotions or even termination of employment for school employees who are already working.

This placement is carried out by paying attention to personnel, meaning that for personnel who are completely new, the school management usually immediately assigns tasks in accordance with the responsibilities assigned to them and occupies positions for which formations are already available. Likewise, for personnel who have previously served and then receive new assignments or are assigned to other jobs, it is hoped that they will also be able to adapt to their new job and position. For the placement of teachers and staff, school management really considers their competence and performance and does it carefully and with full calculation, meaning that the personnel who will get new positions are personnel who truly have competence and good performance achievements.

Teachers and employees who have good competence and performance will receive a promotion, meaning raising the position of a school employee to another position that has greater responsibility. On the other hand, teachers or employees whose competence and performance are not good will receive demotion, namely the transfer of school employees from other positions that have lower responsibilities, lower salaries and lower school levels (Efendi, 2005).

From the analysis of the findings above, it can be concluded that the orientation of teachers and new employees carried out by MAN 1 Cilacap management has been carried out well, while the placement of teachers and employees is carried out in two ways, namely for teachers and new employees they are immediately assigned according to their respective formations, Meanwhile, employees who are already on duty are immediately given new tasks, of course taking into account their competency and performance.

Orientation and placement are two important processes in implementing HRM in schools/madrasahs. A good and planned process will help new employees to adapt quickly and contribute optimally to the school. Flexible placement to consider new employee preferences and school needs. At MAN 1 Cilacap, the orientation process went well according to procedures and placement was adjusted to the competence and experience of new employees.

d. Training and Development

Wexley and Yulk's opinion explains that training and development is something that refers to matters related to planned efforts carried out to achieve mastery of skills, knowledge and attitudes of employees or members of the organization. Development is more focused on improving skills in decision making and human relations.

Training and development of teaching and education staff is to improve the performance of teaching and education staff now and in the future by increasing the ability of teaching and education staff to work, through learning, usually by increasing knowledge, quality of attitudes and skills. Training is different from development. Training is any activity designed to improve the performance of teaching and education staff where the teaching and education staff are currently or will be appointed to the position of the relevant teaching and education staff. (Chusnul Chotimah, 2019) Development is an effort to help individual teaching and education staff handle their responsibilities in the future.

Teachers and employees at MAN 1 Cilacap are included based on programs that have been prepared by the school management as a form of commitment and seriousness in improving and developing superior, skilled and independent personality quality education. All of these are organizational needs which are realized through a school strategy approach that takes into account the current and future environment.

Furthermore, based on the presentation of data from interviews, observations and supported by documentation studies, the following research findings were found: 1) training at MAN 1 Cilacap has carried out training in the form of programmed directions, guidance or motivation through weekly and monthly meetings; 2) education and training for Teachers and Employees, at MAN 1 Cilacap is carried out through In House Training, either carried out alone or in collaboration with other schools, also through Subject Teacher Conferences, through several education and training in the form of seminars, upgrading and training organized by the government, apart from that, further study programs, through scholarships from the government or independent fees; 3) activities organized by the government are more often intended for teachers and employees with state status. Meanwhile, there are still very few teachers and private employees.

Based on the results of the study, the author divides the patterns or methods of training and development carried out by management at MAN 1 Cilacap in the form of on-the-job training as carried out by Efendi (2005), namely carried out during working hours, both formally and informally, and off the job training, namely training and development carried out specifically outside of work.

From a series of training and development activities that were participated in and carried out by management at MAN 1 Cilacap, it turns out that it has had a positive impact on the school, especially in terms of changes in personnel behavior and also organizational improvements. The head of the MAN 1 Cilacap madrasa really understands the needs of the madrasa itself by opening the widest possible access for teachers and education staff who want to improve their competence such as training and MGMP activities, so that the competence of teaching staff does not only rely on the competence they previously had, but increases and develops. well so that teaching staff become more professional.

a. Program from the Ministry of Religion:

Madrasah teacher training such as the Ministry of Religion's smart program, professional teacher education program (PPG), PAI teacher training, Madrasah Diniyah Takmiliah Awaliyah (MDTA) teacher training. Continuous Professional Development (PKB) such as online training, independent curriculum implementation workshops (IKM), question making, learning media, seminars and teacher working groups (KKG)/subject teacher deliberations (MGMP).

b. Programs from internal madrasas

In Host Training (IHT), workshop to improve the quality of correspondence administration and archives. Continuous Professional Development (PKB) such as personal development (PD), madrasas also open the widest possible access to become professional teachers/staff through subject teacher deliberations (MGMP).

e. Performance assessment

Performance assessment is a process of considering the past and present performance of teaching and educational staff in relation to their work environment background and paying attention to the potential that teaching and educational staff have for the benefit of the school in the future. The assessment aims to help the teaching and education staff concerned achieve results for themselves and the school.

From the research findings it can be seen that the principal's assessment of teachers' performance includes:

- a. Assessment of the implementation of the teaching and learning process in the form of class supervision. The technique is carried out by visiting classes to directly observe how teachers perform in learning and to help improve the learning process so that student learning outcomes improve.
- b. Periodic assessment of work implementation for one year which is realized in a certain format known as employee performance targets (SKP) for Civil Servants (ASN/PNS). The aim is to check and assess the completeness of the administration that has been prepared by the teacher which includes; Annual Program (PROTA), Semester Program (PROSEM), Syllabus and Teaching Program Plan (RPP). Apart from that, we also check the teacher's teaching tools in the classroom, such as textbooks that are used by the teacher, student worksheets (LKS), learning media or props, assessment sheets for learning processes and outcomes, academic calendars and student attendance;
- c. Assessment of the report card model in the form of the school principal's notes.

Then, based on the research findings regarding performance assessment, the author divides the performance assessment method carried out by MAN 1 Cilacap management into two things: First, performance assessment from a quantitative aspect, namely an assessment carried out using scores such as the assessment contained in the SKP which is carried out once in one year. The SKP is reported to the government, in this case the Education Office. This SKP is a report card for a teacher (ASN/PNS) in carrying out his work. This quantitative aspect assessment is a past-oriented assessment, meaning it is an assessment of work behavior in the past before the assessment was carried out (Efendi, 2005).

Second, assessment from the qualitative aspect, namely that the assessment is carried out not based on scores, only containing the assessor's description or notes on personnel performance, such as the report model assessment in the form of the principal's notes and supervision carried out in the process of teaching and learning activities. The results of supervision become the school principal's notes as a basis for conducting assessments and looking at a teacher's strengths and weaknesses in implementing teaching and learning activities. Next, the Principal will provide input on the results of his supervision to the teacher concerned so that he can improve the quality of his learning activities. This qualitative aspect assessment is a future-oriented assessment, meaning that the assessment is carried out to identify aspects of work behavior that need to be improved in the future (Efendi, 2005).

Furthermore, the results of this assessment become good input for school management to provide evaluations in the form of providing feedback to personnel regarding their performance. The evaluation includes how school management provides and determines incentives that personnel deserve, provides consideration in involving personnel in carrying out other tasks and becomes a basis for consideration for the further coaching and development process.

Teacher performance assessment (PKG) and employee performance targets (SKP) are needed to deal with low performance. The measurement of institutional success carried out by the Ministry of Religion (external), namely madrasa accreditation, includes 8 standards for

assessing the quality of education. Madrasa head performance assessment (PKKM) is an indicator for assessing the internal success of madrasas in managing human resources (HR).

At MAN 1 Cilacap, motivating and increasing the work productivity of teachers/employees is carried out by providing compensation through several stages, namely; giving awards in the form of expressions of gratitude, providing financial welfare, and giving new assignments to teachers and employees who have demonstrated good performance.

4. Conclusion

Based on the discussion that has been carried out above, the following main conclusions can be formulated: 1) Human resource planning is carried out in two ways, namely by the central government (Kemenag) and madrasas. However, it has complied with applicable procedures and rules so that HR planning can be effective. 2) The recruitment and selection process for teachers and employees is carried out very strictly to obtain competent and effective human resources. By prioritizing professionalism and transparency. 3) Orientation and placement of teachers/employees, even though it is informal, is still provided by introducing environmental conditions, culture and co-workers through meeting forums and so on. Placement according to their competence. In this way, the selection and placement of human resources is effective. 4) HR training and development is effective because it has been programmed and carried out routinely and continuously so that teacher/employee motivation and performance increases and produces good output. 5) Teacher performance assessments which are carried out by checking teacher administration and class supervision are not effective because in implementation some teachers are not used to preparing teaching tools and supervision is still a "scourge" for the majority of teachers. Compensation is carried out through several stages, namely: giving awards in the form of expressions of gratitude, providing financial welfare, and giving new tasks to teachers and employees who have demonstrated good performance. 6) Effective HRM implementation requires commitment and effort from all parties in the organization. By implementing appropriate HRM, organizations can improve their performance, productivity and competitiveness.

References

- Afifah, S. A., Azahra, N. N., & Ardana, N. A. (2024). Implementasi Manajemen Sumber Daya Manusia. *Jawda: Journal of Islamic Education Management*, 87-97.
- Arief, M. (2021). Manajemen Sumber Daya Manusia dalam Meningkatkan Mutu Pendidikan (Studi Kasus di SD Insan Amanah Malang). *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6 (1), 1-13.
- Budiarta, P. S. (2019). Strategi Implementasi Kebijakan Peningkatan Mutu Di Sekolah Menengah Pertama Negeri 1 Srandakan. *Spektrum Analisis Kebijakan Pendidikan*, 8(1), 41-50.
- Chotimah, C., & Nisa, K. (2019, November). Peran Manajemen Sumber Daya Manusia Dalam Meningkatkan Mutu Pendidikan Di MA Bertaraf Internasional Amanatul Ummah Pacet. In *Prosiding Seminar Nasional Multidisiplin* (Vol. 2, No. 1, pp. 125-128).
- Danumiharja, M. (2014). *Profesi tenaga kependidikan*. Deepublish.
- Nurunnayah, A. (2023). Manajemen Sumber Daya Manusia Dalam Peningkatan Profesionalisme Guru. *THE JOER: Journal Of Education Research*, 2(2), 261-272.
- Permana, Dian, and Hisam Ahyani. "Implementasi Pendidikan Islam Dan Pendidikan Multikultural Pada Peserta Didik." *Jurnal tawadhu* 4.1 (2020): 995-1006.
- Permana, Dian, and Mahin Ainun Naim. "Pendampingan Pembelajaran Membaca Al-Qur'an Bagi Lansia Di Nusamangir Kemranjen Banyumas." *Jurnal Penelitian Dan Pengabdian Masyarakat* 1.1 (2023): 20-26.
- Permana, Dian, and Mr Supean Chemo. "PENDIDIKAN ISLAM DALAM PEMIKIRAN SYEIKH AHMAD SURKATI." *Jurnal Tawadhu* 7.1 (2023): 75-86.
- Permana, Dian, et al. "Pemikiran KH. Abdul Wahid Hasyim Tentang Pendidikan Islam dan Relevansinya Terhadap Pendidikan Islam Kontemporer." *Journal of Islamic Education* 1.2 (2023): 80-91.

- Permana, Dian. "THOUGHTS OF KH BADAWI HANAFI ON TAUHID EDUCATION IN HIS WORK" THE BOOK OF NIAT INGSUN NGAJI" AND THE IMPLEMENTATION IN STUDENTS OF THE AL IHYA ULUMADDIN ISLAMIC BOARDING SCHOOL, CILACAP." *PROCEEDING AL GHAZALI International Conference*. Vol. 1. 2023.
- Permana, Dian. "TINJAUAN VALIDASI DATA DI LAPANGAN TENTANG STANDAR PENGABDIAN PADA MASYARAKAT: PADA PRODI PGSD, UNIVERSITAS NAHDLATUL ULAMA AL GHAZALI CILACAP." *Jurnal Tawadhu* 8.1 (2024): 31-40.
- Putra, A. T., Fradito, A., & Septuri, S. (2023). Implementasi Manajemen Sumber Daya Manusia dalam Meningkatkan Efektivitas Sekolah. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, 8(1), 31-40.
- Sholihah, H. (2018). Implementasi Manajemen Sumber Daya Manusia Di MAN Yogyakarta III. *Al-Fikri: Jurnal Studi Dan Penelitian Pendidikan Islam*, 1(1), 58-71.
- Sidik, Muhtar, and Dian Permana. "INTEGRASI PENDIDIKAN KARAKTER DALAM PEMBELAJARAN AL-QUR'AN HADIS DI MTS. SALAFUL MUHAJIRIN, SINGKUT." *Jurnal Tawadhu* 6.2 (2022): 101-106.
- Utamy, R., Ahmad, S., & Eddy, S. (2020). Implementasi manajemen sumber daya manusia. *Journal of Education Research*, 1(3), 225-236.