

Exploring local wisdom in educator management: valuable lessons from well-known institutes in the lake toba region

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Abstract

This study aims to describe the management system of educators related to planning, recruiting, organizing, mobilizing and supervising educators at the Institut Agama Kristen Negeri (IAKN) Tarutung. This study used descriptive qualitative observation, with data collection techniques through observation, interviews, and documentation studies. The main informants of the research are the Head/Vice Rector I, Head of Department and supporting informants, namely Lecturers, and employees as the planning team for educators and education staff. Data analysis techniques are used by means of data reduction, data presentation and drawing conclusions. Result of research revealed 4 findings, namely; 1) planning for the recruitment of educators through the formation of civil servants and non-civil servant permanent educators/lecturers, carried out based on task analysis and analysis of temporary positions of honorary staff through application submissions and adjusted to the needs of the Department. 2) There are still teaching staff organizing staff whose placement is not in accordance with the formation of admissions as well as in the distribution of teaching loads, there are still educators/teaching lecturers not in accordance with their field of expertise. 3) In terms of mobilization, or direction, the leadership provides ideas and direction to educators to improve the quality of their work. Meanwhile, technical direction is the task and responsibility of the head of the Department. Briefing and motivation are carried out during regular meetings which are held three times a semester, namely early, mid-end meetings. 4) In conducting supervision, the leadership of IAKN Tarutung involves Quality Assurance Agency in the field of academic supervision and SPI for non-academic supervision. Meanwhile, the supervision of educators technically related to the implementation of the tridharma: education/teaching, research and community service, is carried out by the head of the Department.

Keywords: local wisdom; educator management; institutes; Lake Toba

Preliminary

The increase in status from the Sekolah Tinggi Agama Kristen Protestan Negeri (STAKPN) Tarutung to the Institut Agama Kristen Negeri (IAKN) Tarutung in 2018, greatly influenced the needs of educators and education personnel, both in terms of quantity and quality. This is due to the addition of faculties and Departments such as the Faculty of Social Sciences and Christian Humanities consisting of sociology of religion and Christian tourism

Departments. In addition, there are still additional Departments at the Faculty of Christian Education such as the Early Childhood Christian Education Department, Christian Education Management, and Religious Extension Education Department, in the Faculty of Theological Sciences of the Christian Leadership Department and in the Postgraduate of Christian Education Management Department, and Doctorate degree of Christian Education Management Department.

To meet the needs of these educators, the leadership of IAKN Tarutung seeks to recruit educators through several channels, namely the pre civil servants admission route, the non civil servants permanent lecturer admission route and the acceptance of honorary staff. The admission of educators/lecturers for the pre civil servants pathway has been carried out twice, namely in 2019 and 2021. The number who graduated in 2023 was 23 lecturers and in 2021 there were 5 lecturers. This recruitment is very urgent considering the existence of educators in 2018 as many as 102 lecturers (civil servants and honorary staff).

Based on the results of the recruitment, the number of lecturers spread across faculties and postgraduate programs is currently 164 people with the status of civil servant permanent lecturers as many as 120 people, non civil servants permanent lecturers as many as 25 people and honorary lecturers as many as 19 people (data from the field of personnel). The expertise of the majority lecturers is in the field of theology and Christian religious education.

However, based on the decree on the determination of home base lecturers at IAKN Tarutung and PDDIKTI data, the placement of lecturers in several Departments is still there that are not in accordance with the demands of the core competencies of the Department, such as; Sociology Department, Counseling Pastoral Department, Christian Education Management Department, Tourism Department, Doctorate degree of Christian Education Management Department. In addition, from the results of interviews with Head of Department, LL and ES that the lecturers recruited were not in accordance with the proposed Department, and this was supported by the pre civil servants procurement report document. This placement is certainly inseparable from the recruitment planning of educators.

The recruitment and placement of educators in the task, does not affect the quality of departments and institutions, especially in the assessment of accreditation instruments for human resource management criteria. The irrelevance of the placement of lecturers to educational qualifications and expertise will affect the accreditation score. The expertise of lecturers must be integrated in the application of the Tri Dharma of higher education, namely; education and teaching, research and community service. Based on the phenomenon above, the author is interested in researching the management of IAKN Tarutung educators in the era of globalization, with the aim of describing: 1) the planning process for the recruitment of educators, 2) organizing educators, 3) how leaders move educators, and 4) pen staffing of educators at the IAKN Tarutung.

The term management comes from latin, that is, from the word "manus" meaning "hand" and "agere" meaning "doing." These two words are combined into "managere" which means to handle something, organize, make something the desired one (Kristiawan, 2019). Managere is translated in English into to manage meaning to manage, with the noun management (management), and manager (manager) for people who carry out management activities. Eventually becoming management translates into Indonesian into management or management.

R. Terry in Budiyo, management is a typical process consisting of planning, organizing, mobilizing, and controlling actions carried out to determine and achieve predetermined goals through the use of human resources and other resources (Budiyo, 2022). Mary Parker Follet, management as the art of getting work done through others (Wijaya & Candra, 2019). Furthermore, Hasibuan, argues that management is the science and art of regulating the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal (Hasibuan, 2022). From this understanding, it is concluded that management is a process of cooperation of two or more people to achieve organizational goals by planning, organizing, mobilizing and controlling to achieve organizational goals by utilizing the resources owned by the organization effectively and efficiently.

While the term educator comes from the basic word educate which means to maintain and give training (teachings, guidance, leadership) regarding morals and intelligence of the mind. Then the word educate is added to the prefix *pe* to become the word educator meaning the person who educates. According to Santoso, et al., that an educator is a person who is responsible for the development of students by trying to develop all the potential of students, both affective (taste), cognitive (creation) and psychomotor (karsa) potentials (Santoso et al., 2020). Rahmat Hidayat and Abdillah, educators are those who are responsible for the growth and development of their students including physical and spiritual aspects (cognitive, affective and psychomotor) that lead them to a better direction and lead them to become servants who are obediently submissive to God Almighty (Hidayat & Abdillah, 2019). Meanwhile, in UUPS No. 20 of 2003, article 1 paragraph (6) "Educators are educational personnel who are qualified as teachers, lecturers, counselors, among others, widyaiswara, tutors, instructors, facilitators, and other designations that are in accordance with their specificity, as well as participating in organizing education" (Saifullah, 2020). Thus, educators are professionals who are qualified as teachers, lecturers, counselors, learning assistants, widyaiswara, tutors, instructors, facilitators, and other designations with their specificity that is responsible for the growth and development of students including physical and spiritual aspects and participates in organizing education. In this study, educators are lecturers community. The five aspects of waste management cannot stand alone, but must be implemented in an integrated and comprehensive manner and are interrelated with one another. In the current era of autonomy and globalization, in general, local governments, have not been able to implement an integrated and comprehensive waste management system. Therefore, the problems faced are increasingly complex, covering various disciplines.

If the two terms above are combined into one sentence, it is called educator management. Kristiawan explains the management of educators is an activity of planning, managing and organizing, communicating educational resources (educators) so that they can run or carry out their duties and responsibilities effectively and efficiently with the intention of achieving the goals of learning or educational goals as expected (Kristiawan, 2019). Management of educators is an activity that must be carried out starting from the educator entering the educational organization until finally stopping through the process of planning, recruitment, selection, placement, compensation, awards, education and training/development and dismissal (Sunarsi, 2018). Furthermore, Wijaya and Candra, the management of educators and education personnel is the process of managing educators and education personnel starting from the process of planning, organizing, directing and controlling, developing, compensating, integrating, maintaining, and dismissing as a form of utilizing and utilizing effectively all the potential that exists in educational institutions and, in order to achieve educational goals that have been launched by the institution for a certain period of time (Wijaya & Candra, 2019).

Based on this understanding, the management of educators is a systematic action of the
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leadership to regulate educators starting from recruitment planning, placement, direction to control. According to Mulyasa, that the management activities of educators and education staff include: 1). Employee planning; 2). Procurement of employees; 3). Employee Development and Development; 4). Promotion and mutation; 5). Dismissal of employees; 6). Compensation; and 7). Employee assessment. Amiruddin Siahaan, Rahmat Hidayat, and Rustam explained that to produce professional, reliable and appropriate educators and education staff, several stages are needed, namely: (1) Planning for Educators and Education Personnel; (2) recruitment of educators and education personnel; (3) Employee Development and Development; (4) Promotion and mutation; (5) Employee dissolution; (6) Compensation; and (7) Assessment of work performance. However, the management activities of educators studied in this study are dilihat in terms of management functions, namely: Planning, organizing, mobilizing and supervising educators.

First, planning is a very fundamental step and process to achieve organizational goals. The planning of educators and education staff according to Masyud is the development, strategy, and preparation of comprehensive Human Resources (HR) educators and education staff to meet the needs of the organization in the future. Then Wijaya and Candra, planning educators and education personnel is a process to establish strategies for obtaining, utilizing, developing, and retaining educators and education personnel in accordance with the needs that exist in educational institutions now and their development in the future (Wijaya & Candra, 2019). Planning of educators and education personnel can also be referred to as a systematic process to predict the needs of educators and education personnel (demand) and availability (supply) in the future, both in number and condition, so as to plan recruitment, selection, training, and other activities properly (Suryanto, 2020).

Mulyasa, the preparation of a good and appropriate personnel plan requires complete and clear information about the work or tasks that must perform in the organization (Prayoga & Risnandi, 2019). Therefore, before drawing up a plan, it is necessary to conduct a job analysis and job analysis to obtain a job description (an overview of the tasks and work that must be carried out). Recruitment is the process of finding and attracting applicants to be employed in and by an organization (Gomes, 2018). Recruitment as a series of activities to find and lure job applicants with the necessary motivation, abilities, skills, and knowledge to cover the deficiencies identified in staffing planning (Simamora, 2021). Furthermore, Wijaya and Candra, recruitment is a process of finding and attracting prospective workers who have the appropriate abilities needed by the organization in achieving organizational goals (Wijaya & Candra, 2019).

Thus, the recruitment of education personnel can be interpreted as a process of finding educators who have the ability and expertise according to the needs of the organization. According to Wijaya and Candra, recruitment of educators is a process of activities to strive for the right prospective education in accordance with the existing requirements set forth in the position classification (Wijaya & Candra, 2019). Recruitment is an activity to get qualified educators and education staff and meet the principles of the right man on the right place (Aliyyah, 2018).

Organizing is the second function of management and is a follow-up to planning related to the process of assigning and organizing a wide variety of activities. Organizing means the preparation of work duties and responsibilities (Winoto, 2020). Organizing according to Gratitude is as a process of dividing work into smaller tasks, imposing tasks on people who are as good as their abilities, and allocating resources and coordinating them in order to effectively achieve organizational goals (Utamy et al., 2020). Thus the organization of educators is an

activity of palcing, grouping, and arranging the tasks of educators/lecturers in accordance with abilities in order to achieve organizational goals. The arrangement of the duties of educators/lecturers shoul be adjusted to the skills, talents, interests, knowledge, and personality of each individual.

Third, mobilization is the implementation of planning and the most fundamental function in management. Siagian, argues that movement is the whole process of providing work motivation to subordinates in such a way that they are willing to work with sincere for the achievement of organizational goals effectively and efficiently. Briefing is an effort to provide guidance, advice and, command in the implementation of the duties of each subordinate so that it can run as planned and be on the established path (Andang, 2019).

Fourth, control is a very important managerial activity to determine the extent to which the results of work have been achieved. If the planning is good, it will facilitate supervision, and if the job placement is done correctly and the divison of tasks is determined carefully, then there is no tendency to storegan. Sarwono in Sutikno, supervision is the activity of managers who strive to make work carried out in accordance with the established plan or desired results. George R. Terry in Sutikno, supervision is a follow-up activity with the aim of identifying the implementation of programs that must be in accordance with the plan (M. Sutikno, 2021). Furthermore, Koontz and O'Donnel, in Winoto, supervision is a performance measurement of subordinates with the aim of ensuring that the plans that have been made are achieved in accordance with those set in the nature of the objectives (Winoto, 2020).

From some the understandings above, it can be concluded that supervision is a process of observation of the implementation of all organizational activities to collect data in an effort to find out the achievement of goals and what difficulties are encountered in its implementation.

Theoretical Framework

Research methods

This research uses a qualitative descriptive approach. The research was conducted at the IAKN Tarutung, from April to September 2022. Data sources (informants) in the study include: Leaders/Assistant Rectors I, Heads of Departments, lecturers and committees for the admission of educators and education staff. Data collection techniques used, through observation, interviews, and documents (Moleong, 2021). Interviews are conducted in accordance with the interview guidelines that have been prepared in connection with recruitment planning, organizing, mobilizing and supervising educators. Meanwhile, documents are used to obtain written information (secondary data) related to the implementation of recruitment at IAKN Tarutung. The validity of the data is carried out by Extension of observations, Triangulation and Conductinga member check (Arikunto, 2018). Data analysis techniques start from data collection, data reduction, data display, and conclusion/verification.

Results and Discussion

The results of research related to the recruitment plan for civil servant formation pathways aducators at IAKN Tarutung, are based on the results of position analysis and workload analysis carried out by each department, accommodated by the Dean of the Faculty and followed up to the leadership to be started in the list of needs of prospective civil servants. For the non civil servant permanent lecturer path and honorary staff/lecturers, the recruitment

system is still based on needs, but the implementation is different from the civil servant formation path because it is internal. According to Mulyasa, the preparation of a good and appropriate personnel plan requires complete and clear information about the work or tasks to be performed in the organization (Ariawan et al., 2021). Therefore, before drawing up a plan, it is necessary to carry out job analysis and job analysis to collect job descriptions (an overview of the tasks and jobs that must be carried out). Furthermore, Nawawi explained human resource planning is oriented towards the results of work analysis, so that the necessary workers can be educated, both in quantitative terms (in number) and qualitative (in quality) (Amirudin & Hanny, 2022). This suggests that planning should be based on accurate data or information about the needs of educators rather than just based on estimates or conjecture but rather based on needs analysis. Needs analysis involves identifying needs, placing them in order of priority, as well as selecting the most important and ignoring the unimportant. The results showed that the planning carried out at IAKN Tarutung was based on bottom up and used traditional methods, which only pay attention to vacancies in positions without focusing on the vision as a standard of achievement so that this can result in improper planning for the recruitment of educators. The implementation of the recruitment of educators is carried out through 3 channels, namely the path through the formation of civil servants, non civil servant permanent lecturers, and the admission route for honorary lecturers. Recruitment through the acceptance of the civil servant formation line starts from the announcement; online registration; announcement of the results of administrative selection; rebuttal period; announcement of the results of the rebuttal period; selection of basic components; announcement of basic components results and announcement of field competency selection participants, consisting of work practices, ice psychos and interviews; announcement of the results of the selection; and the filing of a proposed employee identification number determination. Meanwhile, the admission path for non civil servant permanent educators/lecturers is almost the same process starting from announcement, selection; basic ability tests, microteaching and interviews, in terms of implementation are only internally held and the expected requirement is that candidates already have national lecturer identification number and functional positions, but the fact is that the average applicant does not have national lecturer identification number and functional positions. As for the recruitment of honorary students/lecturers, it is carried out without selection but based on the submission of job applications and when needed will be called to fill the vacancies of course supervisors.

Recruitment is the process of finding, holding, finding and attracting applicants to be employed in the organization (Sutrisno, 2019). Recruitment starts from the announcement of employee acceptance, registration, selection, announcement of acceptance, to re-registration (Mustari, 2018). Recruitment is a process that begins with a search and ends until a prospective employee's application is received. The goal is to fill vacancies with personnel who meet predetermined requirements and are considered capable of carrying out their duties and positions, get satisfaction so that they cannot survive in the system, become effective contributors to the achievement of goals and have motivation for self-development (Putri, 2022).

The results of research related to the organization of educators show that there are still educators/lecturers who are placed not in accordance with the formation of admissions as well as in terms of the division of duties there are still educators/lecturers who teach less relevant to their competencies. Syukur organizing a system as a process of dividing work into smaller tasks, imposing tasks on people who are within their abilities, and allocating resources and coordinating them in order to effectively achieve organizational goals (Syukur, 2021). The implementation of educators is an activity of placing, grouping and arranging the tasks of

educators/lecturers in accordance with their abilities in order to achieve organizational goals. placement is the division of duties of new personnel taking into account educational background, so that this placement minimizes gaps in the mastery of the material to be delivered to students (Farizi & Suparna, 2019). Placement and placement is the process of handling new employees who have carried out re-registration to be informed in which field they are placed in (Mustari, 2018). In order for personnel to carry out their duties appropriately, efficiently and successfully, it needs to be organized based on the principle of the right man on the right place and the right men in the right job (Hasibuan, 2022). This principle needs to be applied to avoid the occurrence of mismanagement. Result of research related to mobilization, in general the leadership or Rector, directing and motivating educators/lecturers by providing ideas, and advice to educators in initiating the implementation of the duties and responsibilities to be carried out. Specifically, it is carried out by the *para ka.prodi* through technical guidance, which is carried out periodically, or through regular meetings and is attended by home base lecturers and non-permanent lecturers at the home base. Briefing is carried out so that the activities carried out together continue through the *yes ng route* has been established, there are no deviations that can cause waste. Briefing is an effort made by the leader to provide explanations, instructions and guidance to those who are his subordinates before and during the performance of duties (Amtu, 2021). Mobilization or direction is the entire process of providing work motivation to subordinates in such a way that they are willing to work sincerely for the achievement of organizational goals effectively and efficiently (Siagian, 2019). Function mobilization will foster the willingness of the *pendidik* to work actively, because the teaching staff is a very important factor in the achievement of organizational goals. Without human organizations will not advance as *Arwildayanto* argues, no matter how good the vision, mission and goals, facilities and infrastructure of the institution, without good human resources, educational institutions will tend to be static and maintain the status quo (*Arwildayanto*, 2020).

Result of research related to the supervision of educators, that the leadership carries out supervision to all educators/lecturers both civil servants, non civil servants, and honors, by involving Quality Assurance Agency for supervision of the academic field, and Internal Supervisory Unit for non-academic supervision. Civil servants, Non-Civil Servants and Honor lecturers are required to submit daily reports and semester reports to the leadership through Quality Assurance Agency. Meanwhile, supervision of the implementation of the duties of educators/lecturers related to *Tridharma*, is monitored by each Department and Faculty, by monitoring the progress of lecturer teaching through lecture minutes, lecture attendance lists coordinated by each class commissioner.

Supervision is a managerial activity in terms of supervision is very important, for the accountability of subordinates to the leadership in terms of carrying out tasks, and ensuring whether the duties and responsibilities that have been give have been achieved according to standards (Winoto, 2020). Supervision is the process of observing the implementation of all organizational activities to collect data in an effort to find out the achievement of goals and what difficulties are encountered in the implementation of tasks (M. S. Sutikno, 2018). If planning is good, it will facilitate supervision, and if the placement of work is carried out appropriately and the division of tasks is carefully determined, then there is no tendency to deviate from supervision.

Conclusion

Based on the results of research and discussion, several conclusions can be submitted

as follows. First, the management of educators at IAKN Tarutung related to the planning of civil servant formation educators, non-civil servants/permanent lecturers and honorary staff/lecturers is carried out bottom-up, which is based on the needs of each study program, but in the recruitment system it is different because there are internal ones. Second, organizing which means the placement of educators is still there that is not in accordance with the formation of admissions and also in the division of duties there are still educators/lecturers who teach not in accordance with their field of expertise. This is contrary to the principle of the right men in the right place. Third, in terms of mobilization and direction, the leadership provides ideas and advice to educators to improve the quality of their work. Meanwhile, technical movements are the duties and responsibilities of the head of the department.

Recommendation

The suggestions that can be put forward include: (1) for the leadership of IAKN Tarutung to increase educational personnel in the field of position analysis, in order to be able to map the needs of manpower at IAKN Tarutung. (2) the head of the college must be consistent with the established formation so that the placement of lecturers is relevant to the admission formation and in accordance with the expertise of the educators and the core competencies of the study program to which they are assigned. (3) for the head of the study program, in order to assign teaching load tasks in accordance with the expertise possessed by educators.

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