

QUALITY MANAGEMENT OF EDUCATORS AND EDUCATION PERSONNEL BASED ON PERFORMANCE IMPROVEMENT AND SUSTAINABLE DEVELOPMENT IN THE MODERN ERA

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Abstract: This study aims to analyze the quality management of educators and educational staff at MAN 3 Malang based on performance improvement and sustainable development in the modern era. The main focus of this study is on the implementation of human resource management functions, including planning, development, and assessment, in order to improve the quality of educators' performance. A qualitative approach was used with a case study method, where data was collected through observation, interviews, and document analysis. The results of the study indicate that MAN 3 Malang places greater emphasis on improving the quality of educators through training, seminars, workshops, and encouragement to pursue formal education, rather than hiring new staff. The assessment function is carried out in a structured manner by a quality assurance team through academic competency tests, which aim to evaluate the effectiveness of teachers' work and serve as a basis for continuous development. These findings indicate that integrated sustainable development strategies and performance evaluation are key to maintaining educational quality. However, limitations in recruitment may pose a challenge in the long term if not balanced with comprehensive human resource planning.

Keywords: Quality Management, Educators, Educational Personnel

Abstrak: Penelitian ini bertujuan untuk menganalisis manajemen mutu pendidik dan tenaga kependidikan di MAN 3 Malang berbasis peningkatan kinerja dan pengembangan berkelanjutan di era modern. Fokus utama penelitian ini adalah pada implementasi fungsi-fungsi manajemen sumber daya manusia yang mencakup perencanaan, pengembangan, dan penilaian, dalam rangka meningkatkan kualitas kinerja pendidik. Pendekatan kualitatif digunakan dengan metode studi kasus, di mana data dikumpulkan melalui observasi, wawancara dan studi dokumentasi. Hasil penelitian menunjukkan bahwa MAN 3 Malang lebih menitikberatkan pada peningkatan kualitas pendidik melalui pelatihan, seminar, workshop, serta dorongan untuk melanjutkan studi formal, dibandingkan dengan pengadaan tenaga baru. Fungsi penilaian dilaksanakan secara terstruktur oleh tim penjamin mutu melalui uji kompetensi akademik, yang bertujuan mengevaluasi efektivitas kerja guru serta sebagai dasar pengembangan berkelanjutan. Temuan ini mengindikasikan bahwa strategi pengembangan berkelanjutan dan evaluasi kinerja yang terintegrasi menjadi kunci dalam menjaga mutu pendidikan. Namun, keterbatasan dalam aspek rekrutmen dapat menjadi tantangan dalam jangka panjang apabila tidak diimbangi dengan perencanaan kebutuhan SDM secara menyeluruh.

Kata Kunci: Manajemen Mutu, Pendidik, Tenaga Kependidikan, Mutu Kinerja

INTRODUCTION

Education is a very important sector in the development of a nation, both in terms of social, economic and cultural (Putra et al., 2023). The success of an education system cannot be separated from the quality of human resources involved in it, especially educators and education personnel (Rohmat & Yuslam, 2022). Educators, who in this context are teachers, play a key role in shaping the quality of the nation's next generation (Ilhami et al., 2022). Therefore, the quality of teachers determines the quality of education provided to students, which ultimately impacts the success and competitiveness of graduates in the academic world and the world of work. In this fast-paced modern era, where changes and demands for the quality of education are getting bigger, the management of educators and education personnel based on quality management is very crucial (D. C. Nawangsari et al., 2024).

Teachers as educators have two important dimensions: first, as competent professionals and second, as human resources that need to be managed effectively and efficiently to achieve optimal educational goals. Professional teachers are teachers who not only master the teaching material, but are also able to provide quality education services, meet the needs of the community, and pay attention to the potential and skills of each student. For this reason, high quality education standards must be the main

goal that must be achieved by every educational institution, including madrasah. Quality education will be achieved if it is supported by quality human resources as well, especially teachers and education personnel in it (Amrullah et al., 2023; W. Windasari et al., 2024).

In this context, education quality management has an important role in improving the quality of educators and education personnel. Effective education quality management focuses not only on the teaching and learning process, but also on the management of human resources within the educational institution. One important indicator of the success of education quality management is the improvement of the performance of teachers and education personnel, which must be continuously improved. Therefore, it is necessary to have a structured managerial approach to manage the potential and ability of teachers to the maximum (S. Afiza et al., 2024; L. N. Shobah, 2023).

Related to human resource management, especially in the context of education, there are two important aspects that need to be considered, namely performance and continuous development. Teacher performance reflects the extent to which they are able to carry out their duties well, achieve the targets that have been determined, and have a positive impact on student progress (Fitri, 2023; Ma'sum, 2022; Rosdianah & Wahyudiati, 2022). However,

good performance is not enough, because to remain relevant and able to adapt to the times, teachers and education personnel must constantly develop themselves through various training and continuing education. This is the basis of the concept of sustainable development in education quality management.

Quality management of educators and education personnel based on performance improvement and sustainable development in the modern era is very relevant to be applied in educational institutions, including at MAN 3 Malang. As a madrasah that has a vision to become a superior madrasah, MAN 3 Malang continues to strive to improve the quality of its education by utilizing various managerial approaches based on performance improvement and sustainable development. Although it has met the national standards of education, quality improvement efforts are still carried out with the aim of exceeding these standards, in order to create graduates who are not only academically intelligent, but also ready to face challenges in the professional world.

In the quality management of educators and education personnel, there are several components that must be considered. One of them is the planning and implementation of a continuous performance improvement program. The principal as a leader in education management plays a very vital role. As a manager, the principal is not only tasked with achieving school goals, but must also

ensure that these goals are in line with the goals of improving the quality of individual educators and education personnel. In other words, the principal must be able to motivate and direct teachers and other education personnel to continuously improve their competence.

To achieve this, various training and professional development programs need to be well designed and implemented. This training is not only limited to improving teaching skills, but also character development, social skills and self-management skills. In addition, periodic evaluation of the performance of educators and education personnel is also very important, so that it can be seen to what extent the achievement of the goals has been set and to identify areas that need improvement (Khoiriah & Zulmuqim, 2021; Mubarrok & Bisri, 2024; Satrio et al., 2021).

In this research, the author focuses on a case study at MAN 3 Malang, which is one of the leading madrasahs in Malang city. Through this research, the author wants to explore how the quality management of educators and education personnel is implemented at MAN 3 Malang, especially in the context of performance improvement and sustainable development. MAN 3 Malang is an interesting example because this madrasah has succeeded in creating a conducive educational atmosphere and focusing on improving quality both academically and non-academically. Therefore, this study aims to provide a

clear picture of the quality management practices implemented at MAN 3 Malang, as well as their contribution to improving the performance of teachers and education personnel.

The main objective of this study is to analyze the implementation of quality management of educators and education personnel based on performance improvement and sustainable development at MAN 3 Malang. This study also aims to explore the various efforts made by the madrasah management in supporting the professional development of teachers and education personnel, and to find out the extent to which these efforts have an impact on improving the quality of education in the madrasah. This research is expected to make a significant contribution to the world of education, especially in efforts to improve the quality of education management in madrasah or schools in general.

Previous research, such as that conducted by Ilhami, Pratiwi, and Anggraini (2022), analyzed educator management in private madrasahs, while (Mubarika et al., 2023) focused on principal supervision in evaluating educator performance. Another study by (Nailan et al., 2023) examines the development of educator competencies in the context of Islamic generation, while Putra et al., (2023) examines quality management at Al-Farih Integrated Islamic Elementary School. Rosbianti et al., (2024) criticized the educator standards policy for the SD / MI level.

Compared to these studies, this research has a distinction that distinguishes it. The main focus of this research is the quality management of educators and education personnel based on performance improvement and sustainable development in the modern era. This research does not only discuss administrative policies or standards, but rather the application of quality management concepts in improving the performance of teaching and education personnel at MAN 3 Malang. This approach emphasizes sustainable development that is relevant to the needs of the times, as well as making a significant contribution in efforts to improve the quality of human resources in madrasah through management that focuses on developing competence and long-term performance.

Thus, this research will not only provide deeper insights into educational quality management, but will also provide recommendations that can be applied by other schools or madrasahs in an effort to improve the overall quality of education. As a scientific contribution, this research is expected to be a reference for the development of education policy, especially in terms of sustainable management of educators and education personnel.

METHOD

This research uses a qualitative approach with a case study method, which aims to explore the implementation of

quality management of educators and education personnel based on performance improvement and sustainable development at MAN 3 Malang. This approach was chosen because it can provide an in-depth understanding of the real practices that occur in the field, as well as how the quality management process is applied directly in the educational context. This case study refers to Robert K. Yin's theory which emphasizes holistic data collection through various sources to obtain a comprehensive picture of the phenomenon under study.

The research location was MAN 3 Malang, which was chosen because it is a superior madrasah in Malang City that has succeeded in creating a conducive educational climate and focusing on improving quality both academically and non-academically. The selection of this location aims to explore in depth how education quality management is implemented in madrasahs that have a big vision to create quality graduates who are ready to face the challenges of the professional world.

The research was conducted from June 2024 to May 2025, to provide sufficient time to collect data, make observations, and analyze relevant findings to answer the research questions.

The data sources in this study consisted of primary and secondary data. Primary data was obtained through in-depth interviews with key informants, such as principals, teachers, and other

education personnel who are directly involved in quality management at MAN 3 Malang. Secondary data was obtained through documentation studies that included annual reports, educator performance evaluation records, and related policies in the madrasah.

The data collection techniques used were interviews, observations, and documentation studies. Interviews were conducted using open-ended interview guidelines, which allowed researchers to explore informants' experiences and views in depth. Observations were conducted in classes, meetings, and professional development activities to obtain more comprehensive contextual data. Documentation studies were used to access relevant documents related to quality management and educator performance.

The data analysis technique used was thematic analysis. Data that has been collected through interviews and observations will be grouped based on emerging themes, such as planning, development and assessment in quality management. Each theme will be analyzed to explore further understanding of the quality management practices implemented at MAN 3 Malang. In addition, researchers will also conduct data triangulation, which is comparing the results of interviews, observations, and documents to ensure consistency of findings.

To ensure data validity, this research uses triangulation techniques,

both source, method, and theory triangulation. Source triangulation was conducted by involving various informants from different parties in the madrasah, such as principals, teachers, and other education personnel. Method triangulation is done by using a combination of interviews, observations, and documentation studies. Meanwhile, theoretical triangulation was carried out by referring to the theory of quality management and sustainable development, which was used as the basis for analyzing the data obtained. Thus, it is expected that the results of this study have high validity and reliability, and provide an accurate picture of the implementation of quality management at MAN 3 Malang.

RESULTS ND DISCUSSION

Management Professional Development of Teachers and Education Personnel

Professional development of teachers and education personnel at MAN 3 Malang is the main focus in an effort to improve the quality of education. One of the efforts made by the management is through the implementation of training, seminars, workshops, and encouragement to continue their studies to higher education levels, such as magister programs. This is in line with the concept of human resource management in education, which emphasizes the importance of improving the competence of educators on an ongoing basis (D. Nawangsari et al., 2024).

Training and seminars organized at MAN 3 Malang not only aim to improve teaching skills, but also to enrich teachers' insights in various fields, both related to curriculum development, learning methodology, and self-development. This structured competency improvement directly contributes to the quality of learning provided by teachers, as well as improving the quality of interactions between teachers and students, which in turn has an impact on students' academic progress (M. Afiza et al., 2024).

In addition to training, MAN 3 Malang also encourages teachers to continue their studies to a higher education level. This encouragement is in line with the view that continuing education for education personnel is one of the best ways to maintain and improve the quality of education (S. Shobah, 2023). Through this program, teachers at MAN 3 Malang have the opportunity to deepen their knowledge in the field of education, develop leadership skills, and gain new insights relevant to the development of the world of education.

It is important to note that the professional development carried out at MAN 3 Malang is not only based on efforts to improve academic competence, but also on developing teachers' character and social abilities. This is important to answer the challenges of the times that require educators to not only be proficient in terms of academic knowledge, but also have qualified social skills in interacting with students and colleagues (A.

Windasari et al., 2024). This character development is not only done through formal training, but also through informal activities such as group discussions and meetings between teachers who share experiences. With this approach, MAN 3 Malang seeks to ensure that teachers are not only competent in academic matters, but also have good character, are able to adapt to changing times, and are able to provide quality educational services for students.

Integration of Sustainable Development Strategies and Performance Evaluation in Maintaining Education Quality

The sustainable development strategy implemented at MAN 3 Malang is not only to improve the quality of educators, but also to maintain the continuity of educational quality. In this context, performance evaluation plays a very important role as part of the quality management system. Performance evaluation is conducted systematically by the quality assurance team with the aim of assessing the effectiveness of teachers' work and providing useful feedback for future professional development.

This evaluation function is carried out through academic competency tests, which aim to determine the extent to which teachers have met the established competency standards, both in terms of knowledge, teaching skills and interpersonal skills in interacting with students. This competency test is not only used as an assessment tool, but also as a

reference for planning further development steps for educators at MAN 3 Malang. For example, if the results of the competency test show that a teacher has deficiencies in certain aspects, the management will design a more focused training program or workshop to improve these weaknesses.

The implementation of this structured performance evaluation is in line with the concept of education quality management which emphasizes the importance of continuous monitoring and evaluation to ensure that the learning process is effective (Ilhami et al., 2022). This evaluation also provides an overview of the extent to which teachers can maintain and improve the quality of their learning, as well as how effective they are in managing the classroom and achieving the set learning objectives.

However, the integration of continuous development strategies and performance evaluation also creates challenges. While this system can maintain the quality of educators in the short term, the absence of long-term planning related to educator regeneration is a potential obstacle in the long term. According to Robert K. Yin in his theory of case studies, this research shows that it is important to have a long-term strategy to ensure that educator development does not only occur among existing teachers, but also ensures the recruitment of educators who have the quality according to the future needs of the school (Yin, Robert K., 2003).

In an effort to overcome this challenge, MAN 3 Malang needs to consider planning for human resource needs as a whole, including planning for the recruitment of new educators. This is important so that not only the quality of existing educators is continuously improved, but also so that there is continuity in the quality of education provided to students. This planning also needs to include developing the managerial capacity of the principal and other education personnel, so that they can be more effective in leading and managing the school in the future.

In addition, although MAN 3 Malang has successfully implemented a continuous development program for teachers, there needs to be an improvement in the long-term monitoring system to assess the impact of the development program that has been implemented. The evaluation should not only focus on aspects of academic competence, but also on how the development of teachers' character and social skills can contribute to improving the overall quality of education.

The Relationship Between Continuous Development and Education Performance

In the modern era, continuous development is one of the most important elements in improving the quality of education. In the context of MAN 3 Malang, continuous development focuses not only on improving teachers'

competencies, but also on holistic performance management that includes several important dimensions. This performance management includes not only the effectiveness of the teaching carried out by teachers, but also skills in managing the classroom, as well as interpersonal abilities in interacting with students and peers.

Continuous development is an ongoing process to improve the quality of teachers professionally. In human resource management theory, continuous development plays a crucial role in ensuring that every member of the organization-in this case, educators-always has competencies that are relevant to the changes and needs of the times. According to Armstrong (2017), continuous development is a systematic approach to improving the skills and abilities of workers, including teachers, in order to achieve the long-term goals of the organization, which in the context of education is to improve the quality of learning and the quality of graduates.

In this case, the role of the principal as an education manager is very important. As a leader, the principal at MAN 3 Malang is not only tasked with leading and directing teachers in achieving educational goals, but also as a motivator who encourages teachers and other education personnel to continue to develop their competence. Effective education management must include careful planning, good organization, and continuous supervision of teacher

performance. Therefore, principals need to design development programs that are in accordance with the needs of teachers and education personnel, and support the implementation of these programs with adequate facilities (Yulk, 2010).

Performance management at MAN 3 Malang includes performance evaluations that are conducted systematically. This evaluation allows the principal to provide constructive feedback to teachers. This feedback is important as a form of supervision and coaching so that teachers can identify weaknesses and improve them to achieve better results in teaching. In terms of management, this relates to the concept of management by objectives proposed by Peter Drucker (Drucker, 1954). Management by objectives is a managerial approach that emphasizes the importance of setting clear and measurable goals, and periodic evaluation to ensure the achievement of these goals. In the context of MAN 3 Malang, systematic performance evaluation allows the school principal and teachers to work together to set clear goals, measure achievements, and plan the steps needed to achieve higher goals.

In addition, effective communication between principals and teachers is also a determining factor in performance management at MAN 3 Malang. According to Robbins and Judge (2018), good communication between managers and their team members can increase understanding, reduce uncertainty, and improve the quality of

mutually supportive working relationships. Principals must be able to listen to the needs and challenges faced by teachers in carrying out their duties, and provide the necessary support so that teachers feel valued and motivated to develop.

Performance management that involves regular evaluation and constructive feedback also contributes to better achievement of educational goals. In the context of MAN 3 Malang, performance evaluation conducted in a structured and sustainable manner serves to create graduates who not only have good knowledge, but are also ready to face challenges in the professional world. As explained by Putra et al., (2023), planned and structured teacher performance development will produce quality and highly competitive education, which in turn will produce graduates who excel in the academic field as well as in the professional world.

Overall, sustainable development and integrated performance evaluation at MAN 3 Malang have proven to be important factors in maintaining the quality of education. However, despite the significant achievements, the biggest challenge remains in long-term planning, particularly regarding the regeneration of the teaching force. According to human resource management theory, effective HR planning includes projecting the needs of educators in the long term to ensure that the quality of education is not only maintained, but also continuously

improved along with the times (Mathis & Jackson, 2011). Therefore, there is a need for more careful planning regarding the recruitment and training of educators who can maintain the continuity of education quality in the future. Thus, performance management based on continuous evaluation and continuous development of teacher competence is the key to maintaining and improving the quality of education at MAN 3 Malang. However, to face future challenges, this educational institution must overcome problems related to human resource planning and the regeneration of educators in order to continue to produce graduates who are ready to face global challenges.

This research brings several new findings that can make a significant contribution to the field of education quality management, especially in the management of human resources at MAN 3 Malang. One of the main findings that distinguishes this study is the strong integration between continuous professional development and educator performance evaluation, which is implemented systematically by the madrasah management. MAN 3 Malang implements a quality management concept that not only focuses on improving teachers' academic competence, but also prioritizes character development and social skills, which are very important in today's educational context.

Another uniqueness revealed in this study is MAN 3 Malang's approach to

managing existing educators, which emphasizes the development of teachers' internal competencies through training, seminars, workshops, and encouragement to continue their studies. This shows that the management in this madrasah tends to prioritize improving the quality of existing educators rather than recruiting new educators. With this strategy, MAN 3 Malang has managed to maintain the quality of its education and maintain the continuity of the quality of education.

In addition, this study also highlights the challenges in long-term planning for the regeneration of teaching staff, which has the potential to become an obstacle in maintaining the continuity of educational quality. This study emphasizes the importance of developing a more holistic human resource management strategy, including recruitment planning and managing the quality of new teaching staff. The findings provide new insights into the importance of sustainable human resource management in maintaining long-term education quality, especially in madrasah settings. Thus, the main contribution of this study lies in a deeper understanding of the implementation of quality management of educators and education personnel based on performance improvement and sustainable development integrated with systematic performance evaluation at MAN 3 Malang.

CONCLUSION

The conclusion of this study shows that the professional development of

teachers and education personnel at MAN 3 Malang is a key factor in improving the overall quality of education. This research reveals that the development management in this madrasah focuses on improving teachers' internal competencies through various programs such as training, seminars, workshops, and encouragement to continue their studies to higher education levels. This strategy is in line with the concept of human resource management that focuses on improving competencies on an ongoing basis and focuses on developing teachers' character and social skills, which are very important in facing current educational challenges. Performance evaluation at MAN 3 Malang is systematically implemented to assess teaching effectiveness and provide constructive feedback for professional development. This demonstrates the success of structured performance management, which enables continuous improvement of learning quality. However, this study also highlights major challenges related to long-term planning, particularly in terms of educator regeneration, which need to be addressed immediately. Therefore, there is a need for more careful human resource planning, including recruitment planning and managing the quality of new educators. Overall, the results of this study provide important insights into the importance of integration between continuous development, performance evaluation and holistic HR planning to

maintain the quality of education at MAN 3 Malang in the long term.

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