

Human Resource Management Implementation To Achieve Institutional Vision at Muhammadiyah Boarding School Tangerang

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ABSTRACT

*This study aims to explore: 1) the implementation of human resource management (HRM) in achieving the institutional vision at Muhammadiyah Boarding School Tangerang for the academic year 2020/2021, 2) the supporting and hindering factors in HRM implementation towards achieving the vision, and 3) solutions applied to address obstacles in HRM implementation to support institutional goals. Using a qualitative descriptive approach, data were collected through observations, interviews, and documentation. Data analysis followed Miles and Huberman's interactive model, which includes data reduction, data presentation, and conclusion drawing or verification. Findings indicate that: 1) HRM implementation at Muhammadiyah Boarding School Tangerang to achieve the institutional vision was carried out in stages, including planning, recruitment, selection and placement, training and development, evaluation, and supervision. 2) Supporting and hindering factors in HRM implementation include coordination challenges in planning during the pandemic, lack of qualified candidates during recruitment, time constraints in training and development, insufficient scheduled evaluation periods, and the absence of continuous oversight due to the lack of a dedicated supervisory team from the school. 3) Solutions to these obstacles involve enhancing coordination between the Director, head of the school, and other relevant authorities in aspects of planning, placement, human resource development, and scheduling synchronization for performance evaluation and supervision. **Keywords: management, human resources, institutional vision.***

A. INTRODUCTION

Human resource management in educational institutions has unique characteristics, especially in Islamic boarding schools, which hold distinctive features. Law No. 18 of 2019 on Islamic Boarding Schools defines Islamic education as one conducted within the boarding school environment, with a curriculum based on classical Islamic texts or Islamic studies and the muallimin education model. Islamic boarding schools are recognized as part of the National Education System and fulfill roles in education, religious outreach, and community empowerment.

As part of the National Education System, Islamic boarding schools face various challenges, including educational digitization, radicalism, and globalization. Additionally, religious education institutions encounter budget disparities. In 2021, out of a total education budget of IDR 550 trillion, IDR 350 trillion was managed by the Ministry of Education and Culture for primary through senior high school levels, while IDR 55 trillion was allocated to the Ministry of Religious Affairs, covering Islamic schools and higher education institutions, both public and private, as well as boarding schools (Novandri, 2021).

In Indonesia, Islamic boarding schools have shown resilience in addressing these challenges and continue to thrive amidst globalization in science and technology. The Ministry of Religious Affairs data shows a rise in the number of Islamic boarding schools from 27,230 in 2011-2012 to 28,194 in 2015-2016, with the number of students also growing significantly, from 3,759,198 students in 2011-2012 to 4,290,626 students in 2015-2016 (Putri, 2017). This capability aligns with the vision of Islamic education as stated by the Ministry of Religious Affairs: "To realize an Indonesian society that is religious, harmonious, intelligent, and holistically prosperous, working towards a sovereign, independent, and character-based Indonesia rooted in collective cooperation."

In its pursuit of this vision, Muhammadiyah has established 2,604 elementary schools, 1,722 junior high schools, 1,291 high schools, 160 Islamic boarding schools, and 177 higher education institutions across Indonesia. From its inception, Muhammadiyah has committed to making education a pathway for national advancement, as KH Ahmad Dahlan emphasized that intellectual growth and progress strengthen individuals in their endeavors (Marnati, 2015).

Muhammadiyah Boarding School Tangerang is a leading Muhammadiyah boarding school in West Banten, evidenced by its achievements in 2019, including:

- a. National Olympiad VI at UMT Tangerang:
 - 1) 1st place in Ismu In Arabic (Male and Female)
 - 2) 1st place in MTQ (Male)
 - 3) 1st place in Qur'an Memorization (Male)
 - 4) 1st place in Qur'an Understanding (Male)
- b. West Banten Province POSPEDA:
 - 1) 1st place in Arabic Speech (Male and Female)
 - 2) 1st place in English Speech (Male)
 - 3) 1st place in Indonesian Speech (Male and Female)
 - 4) 1st place in Poetry Composition and Recitation (Female), 100m Race (Male), Craft Art (Female)
 - 5) 1st place in Calligraphy (Female), 1st place in Pencak Silat Class A (Male)
- c. 1st place in Qur'an Recitation at the Banten Regional Qur'an and Arts Olympiad at As-Salam Islamic Boarding School.

These accomplishments, alongside achievements in previous years, reflect the effective HR management at Muhammadiyah Boarding School Tangerang. This success suggests potential future growth for the institution to become a nationally recognized establishment.

With a medium-sized student body (500 – 1,500 students), Muhammadiyah Boarding School Tangerang has seen significant enrollment growth—from 35 students in its inaugural 2007/2008 academic year to 570 students by 2020/2021—indicating its strong infrastructure and HR management, leading to consistent achievements and rising public interest. This background has led the authors to conduct a study titled “Human Resource Management Implementation to Achieve Institutional Vision at Muhammadiyah Boarding School Tangerang, Academic Year 2020/2021.”

B. THEORETICAL REVIEW

Definition of Management

Etymologically, the term "management" originates from the English word "management," which itself is derived from Latin, French, and Italian words such as *manus*, *mano*, *manage/menege*, and *meneggiare*. Initially, it referred to the act of training horses to move and act according to the trainer's direction. In terms of terminology, management has various definitions (Syamsuddin, 2017: 63-64), including:

- a. Andrew F. Sikukula defines management as a process involving planning, organizing, controlling, staffing, directing, motivating, communicating, and decision-making within an organization to coordinate resources for the efficient production of goods or services.
- b. George Robert Terry describes management as a means of achieving organizational goals with the help of others, emphasizing the importance of individual roles within the organization to achieve desired outcomes.
- c. Ricky W. Griffin interprets management as the process of planning, organizing, coordinating, and controlling resources to achieve organizational objectives effectively and efficiently. Here, effectiveness indicates that goals are achieved as planned, while efficiency refers to careful and timely management.

From these perspectives, management can be summarized as a series of sequential activities that include planning, organizing, executing, and monitoring, aiming to utilize resources effectively and efficiently to achieve organizational goals.

Elements of Management

Management consists of six interconnected elements, commonly known as the 6Ms (Effandi, 2011: 11). The six key elements are as follows:

- a. People are the most crucial element in management, as they set goals and carry out the processes to achieve organizational objectives. Without people, tasks cannot be accomplished; in an organizational context, people are the primary asset.
- b. Money serves as a vital tool necessary for worker welfare, material procurement, and operational equipment. Money enables the organization to budget for labor, equipment, and revenue generation, making it essential for achieving organizational objectives.
- c. Methods are techniques or procedures used to perform tasks smoothly and efficiently. Effective methods are designed with consideration of goals, available resources, time, and budget, but they are only effective when applied by knowledgeable and experienced individuals.

- d. Materials refer to raw or semi-finished goods needed for production. Material quality plays a role in smooth management, and skilled handling is required to turn materials into products that meet organizational needs.
- e. Machines are tools or technology that aid human efforts in organizational operations. The use of machines can improve efficiency, reduce workload, and potentially increase organizational profit.
- f. Market represents the venue where products or services are sold and generate income. Marketing, therefore, is an indispensable element, as the market determines the level of consumer acceptance of a product.

Definition of Human Resource Management (HRM)

Management consists of six primary elements: People, Money, Method, Material, Machine, and Market. The "People" element has evolved into a field of study known as Human Resource Management (HRM). Below are some expert perspectives on HRM:

According to Hasibuan Malayu, Human Resource Management is the science or art of regulating human roles and interactions efficiently and effectively to achieve organizational and societal goals (Hasibuan, 2020: 10). Mangkunegara describes HRM as an effort to manage individual resources optimally to fulfill organizational objectives while also developing individual potential (Mangkunegara, 2017: 2).

From these perspectives, HRM can be viewed as optimizing human capabilities and providing compensation through an effective and efficient process, from recruitment to career advancement, to achieve the organization's optimal objectives.

Functions and Roles of Human Resource Management

HRM has critical functions and roles that significantly impact the organization's sustainability. These functions are crucial, and any dysfunction in management could negatively affect the entire organization. Broadly, HRM functions can be categorized into two groups (Sagala, 2013: 13):

- a. Human Resources Planning: This activity is conducted by the organization to achieve positive change and development. Planning includes staffing programs such as organizing, controlling, recruiting, development, compensation, integration, maintenance, discipline, and termination.
- b. Organizing: Organizing is the process of creating a structure that consists of integrated parts connected by specific relationships among them.
- c. Directing: This activity aims to guide all employees to work together effectively and efficiently to achieve the objectives of the company, employees, and society. Directing is conducted by leaders who delegate tasks to subordinates to perform their duties well.
- d. Controlling: This function ensures that all employees adhere to company policies and work according to plan. Control includes aspects such as attendance, discipline, behavior, cooperation, and maintaining the work environment.

C. RESEARCH METHOS

This study employs a qualitative descriptive method in the form of a case study. This approach seeks to obtain a comprehensive and in-depth understanding of certain events and phenomena that occur within specific subjects and objects with unique characteristics. In a case

study method, information is collected and described narratively to provide an overall understanding of the phenomenon under investigation (Sanjaya, 2013: 47-48).

Data Collection Techniques

To gain a comprehensive understanding of HRM implementation in achieving the vision at Muhammadiyah Boarding School Tangerang, the following data collection steps were undertaken:

- a. Observation: This involves observing the research object, either directly or indirectly, to obtain the necessary data (Komariah, 2011: 21). Observation is fundamental to all sciences and allows researchers to understand the context of data within a broader social situation (Prastowo, 2012: 43). This study used non-participative observation, where the researcher does not directly engage in observed activities but instead monitors to understand and find evidence of HRM implementation in achieving the institution's vision.
- b. Interviews: This involves a communication interaction between the interviewer and the respondent to gather information. Respondents in this study were individuals knowledgeable about the research topic. Interviews were used to collect data, especially when the researcher aimed to conduct a preliminary study to identify research problems or gain deeper insights from respondents. Interviews enable constructive information and idea exchanges on specific topics (Komariah, 2011: 21).
- c. Documentation: In addition to observation and interviews, data was also gathered through documentation. According to Arikunto (2016, 127), this method involves searching for data in the form of records, transcripts, books, newspapers, inscriptions, magazines, meeting notes, and other relevant documents to the research.

Data Analysis Techniques

Data analysis in this study uses qualitative methods conducted in stages before, during, and after data collection in the field Sugiyono, (2016:126). The analysis model used is the flowing or interactive model by Miles & Huberman in Sugiyono, (2016:135), which includes three components: data reduction, data presentation, and conclusion drawing or verification.

- a. Data Reduction: Collected data from interviews and documentation is written in detailed narrative form. Excessive data can complicate analysis; thus, data reduction is necessary to summarize and select relevant information while identifying themes or patterns.
- b. Data Presentation: Reduced data is presented in a systematic report, making it easier to read and understand, both as a whole and in sections.
- c. Conclusion Drawing and Verification: Initial conclusions may be unclear or uncertain, but as more data is gathered, they become more focused. Conclusions are verified by reviewing the reduced and presented data, ensuring the final conclusions align with the analyzed data.

RESULTS AND DISCUSSION

Implementation of Human Resource Management (HRM) Planning

To address the staffing needs of MBS Tangerang and establish the required qualifications to fulfill the institution's vision and mission, a teacher requirement analysis was conducted for each class and subject. The established qualifications include: (1) High levels of faith and piety,

aligning with MBS Tangerang's Islamic values; (2) Educational qualifications relevant to the subject, particularly for teaching staff; (3) High dedication and loyalty; (4) Possession of a unique identification number (NBU); (5) Participation in the selection process at the madrasah and Majelis Disdakmen PDM Tangerang. With these requirements, MBS Tangerang ensures that staff members uphold the quality aligned with the institution's vision.

Human Resource Planning (HRP) is defined as a process to determine labor requirements through analysis and forecasting, development, implementation, and control of staffing needs that align with organizational plans, ensuring the right number of employees are available, properly assigned, and economically efficient (Mangkunegara, 2017:22).

Considering the Islamic values embedded in MBS Tangerang's vision, the qualifications sought for HR not only meet the necessary economic requirements but are also in line with the institution's vision and mission. Consequently, teaching staff are prioritized based on their faith and piety as well as their educational qualifications relevant to their teaching subjects. For continuity and sustainability, employees are expected to show high dedication and loyalty.

The objectives of HR Planning at MBS Tangerang include:

- a. Determining the quality and quantity of staff for each organizational position.
- b. Ensuring the availability of employees in the present and future to complete assigned tasks.
- c. Avoiding management errors and task overlaps.
- d. Facilitating coordination, integration, and synchronization to improve productivity.
- e. Preventing staff shortages or surpluses.
- f. Providing guidance for recruitment, selection, development, compensation, maintenance, discipline, and termination of employees.
- g. Serving as a reference for managing and retiring employees.
- h. Serving as a basis for employee performance evaluation.

Effective HR planning is essential for MBS Tangerang to maintain a competitive edge amid intense educational competition. Although competitive advantage is a primary goal, it tends to be short-term as other institutions strive to achieve it through similar strategies. Thus, the challenge in HR management is developing a strategy that provides sustainable competitive advantage. The evolving competitive environment presents challenges to HR planning, which includes integrating marketing strategies and budgeting considerations.

Simamora (2017:43) emphasizes that HR planning must be responsive to change. The primary challenge in HR planning and business strategy is adapting plans to evolving trends. Rigid, inflexible planning insensitive to market dynamics results in plans that are difficult to realize.

Implementation of Recruitment, Selection, and Placement in HRM

Recruitment is the process of searching and screening suitable personnel to meet organizational needs and achieve desired goals. This stage is critical as it marks the initial step in securing human resources. In recruitment, candidates are sourced and then selected. Selection is the process of gathering information about potential employees to determine who is eligible or not. Through selection, the organization identifies candidates meeting criteria for specific roles. The next HRM stage is placement, where selected candidates are assigned roles aligned with the defined job descriptions (Mardiyah, 2016:23).

The use of centralized recruitment at MBS Tangerang supports operational efficiency. Alwi (2014, p. 48) explains that large organizations typically adopt centralized recruitment to reduce costs, particularly when multiple departments need personnel for similar roles. MBS Tangerang's selection process employs both internal (graduates of the institution) and external

(outside applicants) sources, in line with Bernardin and Russell's view of the two main recruitment sources: internal and external. Internal recruitment offers advantages like lower costs, organizational familiarity with applicants' skills, and increased employee morale and job satisfaction. External recruitment introduces fresh ideas, although it may disrupt team unity and tends to be costlier than internal recruitment (Alwi, 2014:59).

The HR selection process at MBS Tangerang includes several steps: (1) manpower needs analysis, (2) announcement, (3) selection, (4) notification of acceptance or rejection, and (5) secondary selection by the Majelis Disdakmen PDM Tangerang. The selection process involves administrative checks, interviews, practice (worship and Qur'an reading), micro-teaching for prospective teachers, and computer tests for administrative staff. HR selection is crucial in ensuring that only qualified candidates with the necessary skills are accepted, supporting the organization's performance and competitiveness (Alwi, 2014:57).

At MBS Tangerang, employee placement considerations include educational background, skills, dedication, and compliance with government and foundation regulations. New employees are placed based on alignment with educational background and vacant position requirements. For existing employees, dedication and loyalty, along with educational background and skills, are key considerations.

According to Mangkunegara, placement decisions are typically made by line managers with input from the HR department to ensure adherence to institutional policies. Placement of existing employees can involve promotions or appointments to new positions, which increase responsibility, salary, and organizational standing. Promotions may be based on performance, seniority, or a combination of both, to support employee development and boost work motivation (Mardiyah, 2016:128).

Implementation of Training and Development in HRM

After recruitment, selection, and placement processes, the next step is implementing training and development programs tailored to employees' needs. MBS Tangerang offers various training options for new staff, including: (1) In-House Training, such as teaching methodology and curriculum for educators or school management for staff; and (2) Initial orientation focusing on introducing MBS Tangerang's vision and mission to new staff. For current employees, training and development options include: (1) In-House Training, (2) Seminars/Training sessions (internal and external), (3) Annual orientation, (4) Weekly coaching sessions every Thursday, and (5) Workshops.

Training and development aim to enhance knowledge, skills, and attitudes to achieve organizational goals effectively and efficiently. The programs are designed to address three core competencies required by employees: technical, interpersonal, and conceptual skills (Katz, 2019:142).

An organization must conduct employee training and development programs, as these provide individual benefits, such as: (a) Improved decision-making abilities; (b) Enhanced problem-solving skills; (c) Increased motivation; (d) Continuous improvement encouragement; (e) Greater capacity to manage stress, frustration, and conflict, along with confidence-building; (f) Access to programs that enhance technical and intellectual skills; (g) Increased job satisfaction; (h) Greater recognition of individual abilities; (i) Improved independence; and (j) Reduced fear in facing new tasks (Rohmah, 2018:17).

In addition to individual benefits, training and development programs offer organizational advantages, such as: (a) Increased organizational productivity; (b) Promotion of harmonious relationships between supervisors and subordinates; (c) Faster and more accurate decision-making; (d) Improved employee morale and organizational commitment; (e)

Enhanced management transparency; (f) Facilitated effective communication; and (g) Functional conflict resolution (Rohmah, 2018:24).

Implementation of Human Resource Management Evaluation

Human Resource (HR) performance appraisal is a crucial aspect of HR management, serving as a basis for compensation, management improvements, feedback, documentation, and decisions related to promotions, transfers, dismissals, training needs analysis, and employee development (Alwi, 2014:72).

At the school-based management level in Tangerang, employee performance evaluations are conducted through several approaches: (1) in-class and out-of-class evaluations specifically for educators; (2) weekly evaluations every Thursday; and (3) an annual evaluation at the end of the academic year. Evaluation indicators include teacher presence in class, staff attendance in the office, participation in school activities, task completion, as well as responsibility and a sense of ownership.

This appraisal process is seen as objective by employees, as it involves input from the institution's head, the principal, and other teachers. This evaluation occurs twice at the beginning of each academic year and involves assessments by the institution leader, principal, and other teachers.

The performance appraisal is a systematic evaluation that assesses employees' contributions relative to their positions and their potential for development. Performance measurement focuses on evaluating the effectiveness and efficiency of organizational activities in achieving its objectives (Yos Indra Mardatillah, 2013:24).

Supporting Factors in Implementing Human Resource Management

a. HR Planning

Several supporting factors in HR planning at the Tangerang school include:

- 1) The use of electronic HR information systems for recruitment and data collection, allowing for more complete data on potential employees.
- 2) Staff rotation within the institution facilitates yearly staff regeneration.
- 3) Availability of infrastructure to accommodate additional staff as the institution grows.
- 4) Young HR workforce with high enthusiasm and idealism that drives rapid institutional growth in a competitive era.
- 5) Training and development programs for teachers and staff that advance the institution and open opportunities for future staffing needs.

b. Recruitment, Selection, and Placement

Key supports for recruitment include:

- 1) Easily accessible information channels such as social media, pamphlets, and community organizations, which broaden the reach of recruitment information.
- 2) Selection processes are conducted at the institution and by the educational council to identify staff aligned with the institution's vision, mission, and goals.
- 3) Objective selection assessments are conducted directly by the institution's head, leaders, and principal.
- 4) Dedication, loyalty, capacity, and performance appraisals of employees are considered to ensure placement matches their competencies.

c. Training and Development

Factors supporting training and development include:

- 1) One-roof coordination under the institution, which promotes integrated training.

- 2) Active participation from all teachers and staff supports smooth training operations.
- 3) Availability of resources, time, desire for innovation, and employee loyalty further support this program for existing staff.
- d. Performance Evaluation

Factors supporting performance evaluation include:

 - 1) Availability of evaluation tools tailored to each position.
 - 2) Evaluation conducted by leaders knowledgeable about their subordinates' work.
 - 3) Professional standards for teachers and supervision practices that support the evaluation process.

For objective assessments, evaluators need training, direct observation capabilities, and ideally multiple evaluators to reduce bias.

Constraints in Implementing Human Resource Management

a. HR Planning Constraints

Constraints in HR planning include: (a) environmental conditions, such as during the pandemic, which may disrupt planned workflows; (b) differences in employee motivation and performance, which can impact planned work execution; and (c) lack of coordination, leading to activities that do not align with plans. HR planning must be professionally executed as it influences the qualifications of recruited staff and significantly impacts the organization's success or failure in achieving its vision and maintaining future viability (Nawawi, 2011, p.136). In designing HR planning, managers (individuals or groups) should follow these steps, according to Hasibuan (2020, p.254): (1) clearly establish the required quality and quantity of HR; (2) gather data and information on HR; (3) analyze the collected data; (4) devise alternative solutions; (5) select the best alternative for planning; and (6) inform employees about the plan.

b. Recruitment, Selection, and Placement Constraints

Constraints in recruitment include: (a) applicants whose qualifications do not match the needs, limiting the options for suitable candidates; (b) insufficient promotion and limited time, leading to fewer applicants due to lack of awareness; (c) poor coordination, which may result in recruitment not meeting expectations. Selection challenges include: (a) large numbers of applicants can complicate the selection process, while fewer applicants limit choices; (b) lack of applicant interest and skill due to insufficient motivation or qualifications; (c) limited time, affecting the selection phases; (d) poor preparation and insufficient promotion, leading to an unsuccessful selection process. Placement challenges include: (a) mismatch of capacity with requirements, such as when employees have the necessary skills but do not meet certain requirements, like length of service for leadership roles; (b) limited opportunities, especially in organizations with fewer levels, reducing the number of structural positions available; (c) scheduling issues, especially for teachers working at multiple institutions, leading to conflicts in scheduling. Recruitment, selection, and placement processes are highly related to organizational growth and development. Business growth typically triggers the need for new positions, whether through promotions of current employees or hiring of new employees.

c. Training and Development Constraints

Constraints in training and development for new staff include: (a) limited time, which restricts training content; (b) scheduling conflicts with other agendas, due to inadequate coordination. Constraints for existing staff training include: (a) limited

time, reducing the scope of training; (b) conflicting schedules, often overlapping with other agendas due to poor coordination. For effective training and development programs, several factors need consideration: (1) selecting appropriate participants for training; (2) choosing trainers, who may be internal or external to the organization, such as supervisors, coworkers, or consultants; (3) selecting media, such as lectures, discussions, or alternative methods like role-playing or simulations; (4) determining training level, such as basic skills or interpersonal abilities; (5) applying training principles like motivation, anticipation of opportunities, or reinforcement; (6) adhering to learning principles such as participation, repetition, relevance, and feedback; (7) selecting a training location, whether on-site, at the workplace, or off-site (Rohmah, 2018, pp. 7-8).

d. Performance Evaluation Constraints

Constraints in performance evaluation include: (a) numerous agendas that interfere with scheduled HR evaluations; (b) overlapping schedules with other activities, leading to rushed evaluations that are less effective for HR quality improvement or promotions; (c) lack of dedicated time for evaluation, resulting in casual assessments with little impact on employee promotion or performance improvement. Proper performance evaluations are crucial for enhancing organizational performance. Therefore, evaluation documentation must be followed up on, as: (a) accurate records are essential as evidence for decisions like employee termination or counseling for declining performance; (b) written documentation must be consistent with objective and numerical assessments; (c) documentation must be consistent across evaluators (Alwi, 2014, pp. 75-77).

D. CONCLUSION

Based on research on the implementation of Human Resource Management in achieving the institution's vision at Muhammadiyah Boarding School Tangerang, the following conclusions can be drawn:

- a. HR management implementation starts with planning, conducted annually by analyzing teacher needs for each class and subject at MTs and MA, and staff needs based on student numbers in the boarding school. MTs and MA HR needs are analyzed by the school heads, while dormitory needs are analyzed by the head of the boarding unit. This analysis is then reported to the Director, who makes the final decision regarding HR requirements.
- b. Planning forms the foundation of HR needs analysis, followed by recruitment, selection, and placement. Recruitment at MBS Tangerang is centralized, meaning HR is recruited by the institution and can be assigned to either the boarding school, MTs, or MA. Recruitment is open to internal (graduates) and external candidates who meet the institution's qualifications, and the selection process includes two stages: internal MBS selection and selection by DIKDASMEN Muhammadiyah Tangerang.
- c. Performance evaluation is based on fair and routine supervision. All teachers and staff must adhere to institutional discipline rules under the supervision of the Director, with additional monitoring by the boarding school head, as well as MTs and MA principals.
- d. Challenges in HR Management Implementation 1) Planning challenges include limited coordination in pandemic situations, affecting employee performance and motivation to varying degrees. 2) Recruitment, selection, and placement challenges arise from a lack of qualified candidates meeting the institution's standards, limited time for proper promotion, and coordination, particularly in placement, where

employees with capacity and integrity may not yet meet the educational requirements for their roles.

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