

TEACHER RECRUITMENT MANAGEMENT AT RAUDHATUSSHALIHIN ISLAMIC BOARDING SCHOOL

Muhammad Rifai

Universitas Islam Negeri Sumatera Utara Medan, Indonesia

*Korespondensi: *muhammadrifai@uinsu.ac.id*

ABSTRACT

This research aims to describe the management of teacher recruitment at the Raudhatussshalihin Islamic Boarding School. This type of research uses a qualitative approach with descriptive analytical study methods. Data collection used observation, interview and documentation study methods. Next, the data was analyzed using data reduction techniques, data presentation, and drawing conclusions. To test the validity of the data, data triangulation techniques were used. The results of this research conclude that the management of teacher human resource recruitment at the Raudhatussshalihin Islamic Boarding School is quite good, where the implementation procedures include: planning, announcements, applications, candidate selection, recruitment tests, graduation announcements and appointments. The entire teacher recruitment and selection process at the Raudhatussshalihin Islamic Boarding School has been carried out in accordance with the procedures stipulated in the Employee Work Manual. With this SOP, the recruitment tests carried out are more objective. However, the dissemination of vacancy information through print media and online media is not optimally used, because madrasahs often use it verbally through teachers at the madrasah. At the selection stage, there were still a few problems faced by the recruitment team, namely that some applicants did not fully prepare the files or things they had to bring when applying.

Keywords: *Management, Islamic Boarding Schools, Teacher Recruitment.*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan manajemen rekrutmetmen guru di Pondok Pesantren Raudhatussshalihin. Adapun jenis penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif analitis. Pengumpulan data menggunakan metode observasi, wawancara, dan studi dokumentasi. Selanjutnya data dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Untuk menguji keabsahan data, maka digunakan teknik triangulasi data. Hasil penelitian ini menyimpulkan bahwa manajemen rekrutmen SDM guru di Pesantren Raudhatussshalihin sudah cukup baik, di mana prosedur pelaksanaannya meliputi: perencanaan, pengumuman, pelamaran, penjaringan calon, tes rekrutmen, pengumuman kelulusan dan pengangkatan. Seluruh proses rekrutmen dan seleksi guru pada Pondok Pesantren Raudhatussshalihin sudah dilaksanakan sesuai dengan prosedur yang ditetapkan dalam buku pedoman Kerja Pegawai. Dengan adanya SOP tersebut, tes rekrutmen yang dilaksanakan lebih objektif. Namun, penyebaran informasi lowongan melalui media cetak dan media *online* tidak maksimal digunakan, karena madrasah lebih sering menggunakan via lisan melalui guru-guru di madrasah. Pada tahap seleksi masih terdapat sedikit masalah yang dihadapi oleh tim rekrutmen, yaitu beberapa pelamar tidak menyiapkan dengan lengkap berkas atau hal hal yang harus dibawa saat melamar.

Kata Kunci: *Manajemen, Pesantren, Rekrutmen Guru.*

A. INTRODUCTION

Management of the education system is very important because the process of structuring educational resources (management of educational personnel, curriculum and learning, finances, educational facilities and infrastructure, as well as integrated and simultaneous involvement between government, schools and society) must be managed professionally (Nurdin, 2007; Harahap, *et.al.*, 2022). This means that all existing educational resources will not have an impact on developing quality human resources if educational management is weak. Thus, professional leadership management of Islamic education is one of the important keys in building a national education system (Badriyah, 2015; Hassama, 2023).

Heads of Islamic boarding schools, teachers, counselors and other educational staff are professionals who continuously innovate for the progress of Islamic boarding schools, not bureaucrats who simply obediently carry out their superiors' instructions (Mondy, 2008). The concept of an effective Islamic boarding school is an Islamic boarding school that has a strong profile: independent, innovative, and provides a conducive climate for its citizens to develop critical, creative and dynamic attitudes. Such Islamic boarding schools have a strong accountability framework to their students and citizens through the provision of quality services, and not solely government/foundation accountability through their compliance with instructions (Sagala, 2005).

The current educational institution development paradigm refers to the School Based Management (SBM) concept which is a strategy for achieving effective and efficient school/Islamic boarding school management (Subekhi & Jauhar, 2012). The concept of SBM first appeared in the United States, the background was when society questioned what schools/Islamic boarding schools could provide to society and also what the relevance and correlation of education was with the demands and needs of society (Sulhan, 2011).

This SBM model is an idea where decision-making authority related to education is placed in the place closest to the teaching and learning process, namely the school/Islamic boarding school itself. This concept is based on "self-determination theory" which states that if a person or group has the authority to make their own decisions, then that person or group will have a big responsibility to carry out what has been decided (Siagian, 2008).

In the implementation of SBM, it is implied that there is a task for schools/Islamic boarding schools to improve the quality of education using strategies that further empower all the potential of schools/Islamic boarding schools optimally. The implementation strategy uses management principles and strategic planning, so that each school/Islamic boarding

school will be competitive in developing and improving the quality of education (Hasibuan, 2008).

Furthermore, quality education in an Islamic boarding school can be realized by paying attention to the management problems of the Islamic boarding school institution. Institutional management in Islamic boarding schools includes Human Resources (HR) management and Non-Human Resources management. Both areas of management are important, but it should be noted that without good HR management, even non-HR components that are available in good condition will not be of much use either. The issue of human resource management occupies a strategic position in efforts to produce excellent quality education, because it will have a direct influence on the level of teacher performance (Mukhneri, 2005).

Improving education is closely related to human resources, therefore the human resource recruitment process must be carried out selectively both regarding accurate information regarding qualifications in each field of work, and to develop educational goals. Of course, the recruitment carried out must be in accordance with the provisions and requirements of the Islamic boarding school, this is done to obtain human resources who are highly dedicated and professional in their field so that they can improve the quality of Islamic boarding school education. In essence, the HR recruitment process is part of the HR planning effort (Notoatmodjo, 2003).

One of the problems that often occurs in the recruitment of teaching staff is the problem of inadequate recruitment planning, so that there is often failure in achieving school goals because many jobs that should be done by several people must be done themselves. This usually happens due to a lack of experts in certain fields of work (Danim, 2012).

Sometimes there is also a mismatch in the placement of personnel regarding their duties and functions, for example placing a music teacher only based on the applicant's talent, not based on the applicant's educational background without the support of training. In fact, the problem does not stop here, considering that the role of teaching staff is the main implementer of educational activities in Islamic boarding schools. It is not uncommon to find teachers who lack work enthusiasm in carrying out their duties, which results in less success in achieving their goals. This is caused by many factors, one of which is a lack of teacher motivation so that in carrying out their work they do not provide maximum performance (Pujianti, 2017).

Judging from internal demands and global external challenges, the advantages that Islamic boarding schools absolutely must have are mastery of science and technology and superior quality of human resources. In accordance with Indonesia's development goals to

create human beings who are physically and mentally prosperous, mastery of science and technology requires an ethical perspective and moral guidance. Because, as can also be seen in various experiences of developed countries, progress and mastery of science and technology that takes place without perspective and moral guidance will give rise to various negative consequences and impacts, which will make humans further away from their spiritual existence (Minol, 2013).

The sustainability of an organization will be more guaranteed if the cooperation contained in the implementation of the organizing function within the framework of HR management in the organization runs effectively and efficiently. The experience of various organizations shows that the longer an organization is able to survive, the level of effectiveness and efficiency of its members' willingness to make their own contribution to the joint efforts carried out also increases. This will strengthen the implementation of the organizing function in the organization because it is supported by an increasingly solid work spirit and belief within themselves that they are able to achieve the expected common goals.

The bigger an organization, the more difficult and complex it is to manage. Likewise, in an Islamic boarding school such as the Raudhatussshalihin Islamic Boarding School, he achieved various brilliant achievements. With various resources that must be optimized for use, including teachers whose educational background and employment status are not too different, problems involving human resources are certainly not as simple as those that occur in a dynamic educational institution. the change is slow.

Based on the description above, a problem that arises is found, namely that the success of schools in obtaining quality human resources cannot be separated from the efforts of Islamic boarding schools in the teacher recruitment and selection process. But why is there still less selective action at the Raudhatussshalihin Islamic Boarding School in selecting relatives to become teachers at the Raudhatussshalihin Islamic Boarding School, even though selective methods can produce professional teachers? Based on this, researchers are interested in conducting research at the Raudhatussshalihin Islamic Boarding School, with the title "*Implementation of Teacher Human Resources Recruitment at the Raudhatussshalihin Islamic Boarding School*".

B. LITERATURE REVIEW

Management

Management is the art of organizing the educational process (Fadhli, 2017). In this context, education requires systemic management so that it can run according to its respective

functions and main tasks. Furthermore, Rabiah (2019) stated that management is carried out in functions including planning, organizing, implementing, monitoring and evaluating.

Learning management as the "heart of the educational process" requires optimal management from various parties, especially school principals and teachers (Adam, 2021). Because teachers need learning leadership practices to improve the quality of learning in the classroom. The school principal is tasked with managing teacher performance improvement, as well as providing facilities that help teachers improve their personal competence, through workshops or other training (Priyatna, 2017).

Learning that is managed effectively and efficiently produces real outcomes and impacts on the development of human quality (Khorri, 2016). This further confirms the central role of management in the educational process (Subronto, *et.al.*, 2021). Furthermore, implementing management based on existing functions will help make it easier for education stakeholders to provide quality learning. Thus, management is needed to optimize teacher performance and create quality learning.

Rekrutmen Guru

Guru memiliki peranan penting dalam upaya mewujudkan pembelajaran berkualitas. Kualitas ini yang menjadi acuan utama sebagai indikator penilaian masyarakat (konsumen) terhadap citra suatu lembaga pendidikan. Sentralitas peran guru tersebut, mengharuskan adanya upaya yang komprehensif dari hilir ke hulu dalam menyeleksi dan memberdayakan guru. Dengan demikian, personalitas hingga profesionalitas guru menjadi perhatian penting bagi pengembangan setiap lembaga pendidikan (Putri & Irawan, 2021).

Rekrutmen sebagai proses input, pelaksanaan hingga luaran ataupun *outcome* pendidikan tidak terpisah dari peran sentral guru. Ini menjadikan guru menjadi satu kajian menarik untuk terus diulas sebagai aspek manajemen sumber daya (SDM) pada lembaga pendidikan. Sebab, kinerja guru dipandang menjadi penentu keberhasilan capaian suatu lembaga pendidikan. Permasalahan utamanya tentu aspek kesejahteraan yang kerap kali dikeluhkan oleh para guru. Lebih lanjut, permasalahan kesejahteraan ini tentu hulu dari permasalahan yang ada pada bagian hilir berupa tahap penerimaan atau rekrutmen guru (Amirudin, *et.al.*, 2021).

Guru yang mengetahui total pendapatan dan pembagian kerja, tentu lebih optimal mengajar daripada guru yang dirahasiakan seputar hal tersebut. Sebab, sejak awal guru mengetahui konsekuensi dari pekerjaannya, sehingga dapat mengabdikan totalitas bagi pengembangan sekolah/madrasah. Perihal ini menjadi bahan pertimbangan yang baik bagi setiap penyelenggara pendidikan, bahwa haruslah terus terang kepada guru selama proses rekrutmen, sehingga dapat meyakinkan guru bahwa kinerjanya diberi setimpal dengan

pendapatan yang diperolehnya (Rony, 2018). Dengan demikian, rekrutmen guru menjadi aspek penting dalam mencapai keberhasilan pendidikan berkualitas.

C. METHOD RESEARCH

This research uses a qualitative approach with a descriptive analytical study approach (Sugiyono, 2006). The focus of discussion in this research examines teacher recruitment management at the Raudhatussalihin Islamic Boarding School. The research setting is located at Jalan Kutacane Medan KM. 12, Darussalam Village, Bukit Tusam District, Southeast Aceh Regency. Data collection uses observation, interviews and documentation studies methods. Next, it is analyzed using data reduction techniques, data presentation and drawing conclusions. To test the validity of the data using data triangulation techniques (Assingkily, 2021).

D. RESULTS AND DISCUSSION

Teachers, Students and Employees at the Raudhatussalihin Islamic Boarding School

The teaching staff at the Raudhatussalihin Islamic Boarding School are those who have experience in the field of religious education because the majority are Islamic boarding school graduates and experts from domestic universities. Data on teaching and educational staff at the Raudhatussalihin Islamic Boarding School totals 21 people and 3 administrative staff. Based on the teacher data above, it can be seen that the final education of the teaching staff or subject teachers mostly meets the standards, namely one person with a master's degree, 20 people with a bachelor's degree. The teaching staff at Raudhatussalihin Islamic Boarding School have a sincere spirit of service and are willing to fight together.

Teacher Recruitment Planning at the Raudhatussalihin Islamic Boarding School

Planning for teacher recruitment at the Raudhatussalihin Islamic Boarding School can be done in several stages, namely: (a) Estimated workforce needs; (b) Estimated Internal Supply of Human Resources, (c) Supporting Factors for Planning the Recruitment of Raudhatussalihin Islamic Boarding School Teachers, and (d) Inhibiting Factors/constraints for Planning the Recruitment of Raudhatussalihin Islamic Boarding School Teachers.

Implementation of Teacher Recruitment at the Raudhatussalihin Islamic Boarding School

The teacher recruitment system at the Raudhatussalihin Islamic Boarding School is as follows; First, there is a Standard Operating Procedure (SOP). The SOP for recruitment and staffing at the Raudhatussalihin Islamic Boarding School is in accordance with government standards, although not 100% because the Raudhatussalihin Islamic Boarding School has its own rules and principles for recruiting prospective teachers. As expressed in an interview with Mr. Amon Yadi, as Head of the Raudhatussalihin Islamic Boarding School, “*maybe we don't follow government regulations 100%, because we are private and what's more, the Islamic boarding school pattern is basically anyone who wants to serve and whose qualifications happen to be suitable, we can recruit*”. In the recruitment SOP there is a lot of discussion about staffing rules.

Second, prioritize prospective teachers who have studied at Islamic boarding schools. Mrs. Aminah, as head of Administration, stated in an interview, “...our priority is those who have received education at Islamic boarding schools because our pattern is Islamic boarding schools, so at least they have studied at Islamic boarding schools or Madrasah Aliyah.” The reason is so that teachers can more easily adapt to life in Islamic boarding schools, have the spirit to fight in Islamic boarding schools, understand the regulations in Islamic boarding schools, and understand how to develop and educate students.

Third, Islamic boarding schools have principles that become procedures for procuring labor, both teaching and educational staff. The personnel procurement procedures are carried out starting from planning, announcements, applications, candidate selection, recruitment tests, graduation announcements and appointments. Fourth, the entire teacher and staff recruitment process is the authority of the Head of Human Resources Research and Development (PPSDM) and approved by the Raudhatussalihin Islamic Boarding School leadership.

Fifth, the requirements for prospective teachers follow government regulations, but most of the requirements are determined by the Islamic Boarding School themselves in accordance with those of the Raudhatussalihin Islamic Boarding School. Special requirements for teaching staff or teachers at the Raudhatussalihin Islamic Boarding School. Includes: (a) At least a Bachelor's degree in teaching in the field of study; (b) Maximum age 35 years; (c) Able to speak Arabic according to specified standards; (d) Understand Islamic boarding school values and traditions; (e) Able to read and write the Koran; (f) Islamic boarding school graduates are preferred; and (g) Willing to serve for six working days.

The most important requirements for prospective teachers are: "... be Muslim, be able to recite the Koran, understand religion, be physically and spiritually healthy, then in accordance with the qualifications and competencies as teachers, the requirements regarding our academic qualifications follow government regulations. "For teacher education, the minimum is Bachelor's degree, if you are TU you can still go to SMA or Vocational School." The Raudhatusshalihin Islamic boarding school is based on the Islamic boarding school pattern so it has the principle of recruiting prospective teachers who are not only qualified in terms of academics or intellectuals. However, the main thing is emotional and spiritual intelligence, because teachers who are emotionally and spiritually intelligent will easily follow the Islamic boarding school culture or traditions and be able to develop the students' mentality.

Human Resources Planning (Teacher)

The HR planning process at the Raudhatusshalihin Islamic Boarding School includes: (a) The head of the Islamic boarding school prepares a plan for employee needs in the work environment to be submitted to the head of PPSDM; (b) The head of the Islamic boarding school proposes a plan for employee needs to the head of PPSDM; (c) Proposed staff requirements are made at the beginning of the semester for permanent and non-permanent staff. (d) PPSDM determines employee needs and is approved by the Islamic boarding school leadership.

Teacher Recruitment Process

Before holding new teacher recruitment, the Raudhatusshalihin Islamic Boarding School conducts an analysis first to determine whether it is necessary to recruit new teachers at the Raudhatusshalihin Islamic Boarding School. The decision to open new teacher recruitment depends on the emergence of vacancies. Mr. M. Sawaluddin Nasution, M.Pd as head of PPSDM said, "...the need for teachers is increasing due to the increase in the number of study groups, teachers who resign due to personal matters, for example joining their husbands. So we add teachers according to conditions. If this year and next year are still balanced then the number of teachers will remain the same. If there is a shortage of teachers, the madrasa head will look for potential from within. If there are teachers with the potential and qualifications to fill the vacancies, there will be an increase in workload for the teachers concerned. However, if there are no potential internal teachers, it will be submitted to PPSDM to look for teachers from outside. We prioritize looking for prospective teachers internally first, if there

are no suitable ones then we recruit externally through insiders, for example the teacher's relatives or the teacher's family."

The method of announcement depends on the source used, if the source is internal then there will be a rotation but if the source comes from external then the method used is: first, direct applicant. Prospective applicants go directly to the Raudhatussalihin Islamic Boarding School office and applicants only provide a CV about themselves along with other documents. The following are the results of an interview with one of the teachers who claimed to have received information about teacher vacancies, Mrs. Robiatul Adawiyah Nasution, S.Pd.I as a fiqh teacher, "the information was obtained from a friend who informed me that there was a vacancy here for a teacher. And I submitted the application, and completed the documents. Then he was called for an interview and finally accepted at the Raudhatussalihin Islamic Boarding School."

PPSDM will select incoming CVs to determine applicants who meet the requirements. After the administrative examination, PPSDM will call applicants who meet the requirements to take an interview test regarding work vision and motivation, religious knowledge regarding faith, sharia and worship, ability to read and write the Koran. After the applicant undergoes an interview test, the recruitment team and the head of the Raudhatussalihin Islamic Boarding School will discuss to decide on the selection results. And applications that are declared passed will be contacted by PPSDM.

Evaluation of Teacher Recruitment at Raudhatussalihin Islamic Boarding School

The selection results from the PPSDM team will be summed up from written tests, interviews and observations such as commitment, morals, personality and competencies mastered by each applicant. The final assessment will determine which participants pass the teacher recruitment at the Raudhatussalihin Islamic Boarding School. After knowing the final results, the Islamic boarding school will contact applicants who pass the selection or are accepted as teachers. Announcements of acceptance or rejection of applicants will be posted on the notice board and confirmed via the prospective teacher's telephone number.

The implementation of teacher human resources recruitment at the Raudhatussalihin Islamic Boarding School is quite good, where the implementation procedures include: planning, announcements, applications, selection of candidates, recruitment tests, graduation announcements and appointments. The entire teacher recruitment and selection process at the Raudhatussalihin Islamic Boarding School has been carried out in accordance with the

procedures stipulated in the Employee Work Manual. With this SOP, the recruitment tests carried out are more objective.

However, the dissemination of vacancy information through print media and online media is not optimally used, because madrasahs often use it verbally through teachers at the madrasah. At the selection stage, there were still a few problems faced by the recruitment team, namely that some applicants did not fully prepare the files or things they had to bring when applying.

In implementing teacher recruitment and selection, namely as follows: (a) The head of the Islamic boarding school should be directly involved in conducting tests on prospective applicants, so that the Head of the Islamic boarding school can more easily assess prospective applicants directly; (b) It is better for madrasahs to carry out medical evaluations for prospective applicants to determine their health condition, by adding a certificate of being healthy in the application documents; (c) Raudhatussalihin Islamic Boarding School should disseminate vacancy information as widely as possible by utilizing print and online media.

E. CONCLUSION

Based on the description above, it is concluded that the management of teacher human resource recruitment at the Raudhatussalihin Islamic Boarding School is quite good, where the implementation procedures include: planning, announcements, applications, candidate selection, recruitment tests, graduation announcements and appointments. The entire teacher recruitment and selection process at the Raudhatussalihin Islamic Boarding School has been carried out in accordance with the procedures stipulated in the Employee Work Manual. With this SOP, the recruitment tests carried out are more objective. However, the dissemination of vacancy information through print media and online media is not optimally used, because madrasahs often use it verbally through teachers at the madrasah. At the selection stage, there were still a few problems faced by the recruitment team, namely that some applicants did not fully prepare the files or things they had to bring when applying.

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