

# Optimizing the Potential Resources of Tahfidz Al Qur'an Educational Institutions: Quality Management Review

**Hasni Noor**

Islamic Educational Department, Universitas Islam Negeri Antasari Banjarmasin, South Kalimantan, Indonesia

Email: [hasninoor@uin-antasari.ac.id](mailto:hasninoor@uin-antasari.ac.id)

---

DOI: <http://doi.org/10.33650/al-tanzim.v6i1.3281>

---

Received: December 2021

Accepted: January 2022

Published: February 2022

---

## Abstract:

This study aimed to determine the management of improving the quality of resources at the Tahfidz Al-Qur'an Al Haromain Banjarmasin Institute. This research is descriptive qualitative research, using interviews, observations, and documentation as data collection techniques. The data analysis is carried out in stages: data reduction, data display and concluding. The study results indicate that the Tahfidz Al-Qur'an Al Haromain Educational Institution has managed to improve the management of the quality of resources in its institution. Planning efforts for all resources are carried out; the supervisory process is also carried out on the management of human resources, leaders, teachers, students, and parents, then the management of financial resources for those who apply mandatory infaq and for those who have donors have the control of donations from outside donors, management facilities and infrastructure and others that are by the existing theory.

**Keywords:** *Management, Quality, Resources, Tahfidz Al-Qur'an*

## Abstrak:

Tujuan penelitian ini adalah untuk mengetahui manajemen peningkatan mutu sumber daya pada Lembaga Tahfidz Al-Qur'an Al Haromain Banjarmasin. Penelitian ini merupakan penelitian kualitatif deskriptif, yang menjadikan wawancara, observasi dan dokumentasi sebagai teknik pengumpulan datanya. Analisis datanya dilakukan secara bertahap, yaitu data reduction, data display, penarikan kesimpulan. Hasil dari penelitian menunjukkan bahwa Lembaga Pendidikan Tahfidz Al-Qur'an Al Haromain telah melakukan pengelolaan terhadap manajemen peningkatan mutu sumber daya di lembaganya. Upaya perencanaan terhadap semua sumber daya dilaksanakan, proses pengawasan juga dilakukan terhadap pengelolaan sumber daya manusia, pimpinan, guru, santri dan orang tua, kemudian pengelolaan sumber daya keuangan bagi yang menerapkan infaq wajib dan bagi yang memiliki donatur memiliki pengelolaan sumbangan dari luar donatur, pengelolaan sarana dan pra sarana dan lain-lain yang sudah sesuai dengan teori yang ada.

**Kata Kunci:** *Manajemen, Mutu, Sumber Daya, Tahfidz Al-Qur'an*

## INTRODUCTION

The Qur'an is the revelation of Allah SWT that was revealed to the Prophet Muhammad SAW to be a guide for human life. In the history of its existence initially revealed from the time of revelation until now, the Koran is always read by Muslims every day over and over again, studied and practiced (Mundiri, 2011). The naming of the Qur'an shows that this holy book is always preserved in the form of memorization, which is one of the guarantees for the care of Allah SWT. In addition, we always read the Koran in every prayer. Both obligatory and sunnah prayers (Janah, 2019).

Nowadays, the study of the Hifzhul Qur'an is felt to be very significant to be developed (Maskur, 2018). Many Islamic educational institutions in Indonesia currently establish and develop an institution with the Tahfidz Qur'an program (Camelia, 2020). This shows the high enthusiasm of the Indonesian Muslim community to memorize the Qur'an (Fatmawati, 2019). This trend in the world of education is also a sign of progress in Islamic education, although memorizing the Qur'an is not a new thing in the Islamic world, because memorizing the Qur'an has been going on for a long time, from the beginning of its revelation and will last until the end of time (Huda, 2018; Hakim & Permatasari, 2020).

This lively and new trend in the world of education does not only take place in educational institutions that are trying to market their educational services by highlighting the activities of memorizing the Qur'an as a plus in supporting children's learning activities but also booming in competitions from a small scale to remote corners of the country and the international arena (Hakim & Permatasari, 2020). The MTQ competition, which used to be one of the originators of the initial motivation for prospective Qur'an memorizers, of course until now still exists in religious activities in order to strengthen and pump up the spirit of religious people to be closer and love the Qur'an and for a better future of education.

This phenomenon can be said to be a good indication. Concerning high public awareness, of course, about the virtue of memorizing the Qur'an (Rohmatillah & Shaleh, 2018). Of course, this awareness is based on a rational principle and can be accepted by the general public that the Qur'an is a source of knowledge which is a core aspect in the world of education. As the word of God was first revealed, namely QS al Alaq verses 1-5, which contains the command to read, reading activity is one of the critical processes in the acquisition of knowledge (Prasetyawan, 2016).

In addition to memorizing and being able to read the Qur'an without looking at the manuscripts, the obligation of a hafiz as a Muslim must also understand, interpret its meaning, and practice it in everyday life. It is also the duty and responsibility of the teacher who guides to implement the teaching process on how to memorize the Qur'an correctly and adequately. One of the things that can affect the quality of students' memorization is the teaching ability and motivation taught by the teacher to students when the memorization process takes place. Then other things also concern the support of facilities, environment, and moral support from students.

This research is based on the research results from Wahyuni & Syahid (2019) which says that the tahfidz program is the *prima donna* of the community so that educational institutions that have this tahfidz program will be the choice of parents, much in demand and a favorite. Sanudin et al., (2021) said that the Tahfidz Al-Qur'an program carried out by Islamic boarding schools must use planning, implementation, and evaluation to realize the specified targets optimally. Kamaludin et al., (2020) added that to get optimal results in tahfidz Al-Qur'an learning activities, a management role must regulate it.

In addition to the above, it is also necessary to improve the quality of human resources, especially teachers, in teaching the tahfidz al-Qur'an program (Faizah et al., 2019). Teachers must have creativity in delivering Tahfidz Al-Qur'an material, how to memorize the Qur'an, its virtues, and others so that students do not get bored in participating in learning activities to memorize the Qur'an (Dian & Fikri, 2018). Boredom can arise, and sometimes, this is also a problem from the process of memorizing the Qur'an itself because, of course, learning the Qur'an will permanently be attached to monotonous activities (Musaropah et al., 2021).

Tahfidzul Qur'an institutions as non-formal educational institutions are education that replaces or complements regular (formal) education (Fikriah, 2016; Hermawan, 2010). Non-formal education institutions can be used as an alternative for people who do not receive a formal education or for people who have other desires in educational options other than schools in general because non-formal education offers various programs equivalent to formal education (Zen, 2016).

This Tahfidz al-Qur'an institution has a noble goal with the activity of memorizing the Qur'an, one of which is to maintain its purity and sanctity from forgery, against all forms of both content and editorial by infidels. The main thing is that the Qur'an must be kept authentic because it is the source of all existing knowledge. This makes a teacher from this educational process must be genuinely competent and master what will be taught to his students so that he can produce quality generations of memorizing the Qur'an. Other facilities and support, including the management of these educational institutions, must also adjust to align at this final stage of education to produce quality output (Puspitasari, 2017; Gordon, 2018).

Educational management is a benchmark in the world of education in terms of whether or not an educational institution is good (Cobanoglu et al., 2018; Thoyibi et al., 2021). Many problems occur in an educational institution because the management system and policies implemented are not on target (Bibiana et al., 2020). Improving the quality of education in the country has been achieved through curriculum improvements, improving the quality of educators, providing facilities and infrastructure, improving teacher welfare, improving school organization, management, monitoring, and improving laws and regulations (Cooper, 2017). The government does this because education is related to improving the quality of Indonesian human resources (HR) (Purnama, 2016; Ezeugbor & Victor, 2018; Tumwesigye et al., 2020).

The existence of the Tahfidz al-Qur'an institution as a non-formal educational institution is a forum for collaboration of a group of people, namely leaders, staff, teachers, and students, to achieve the goals of educational institutions that have been planned and determined. The leadership position as a stakeholder in improving the management of education quality at certain educational institutions demands professionalism, expertise, and skills, especially in managing existing resources within an institution (Kalangi et al., 2021). The professionalism of the leadership in carrying out its leadership duties is related to the quality, nature, and behavior that is oriented to the quality of learning and job satisfaction for staff, teachers, and students in a synergistic manner (Sharar & Nawab, 2020) .

The Tahfidz al-Qur'an Al Haramain institution is an institution that actively participates in Islamic education events in the city of Banjarmasin. The Al Haramain institution was the earliest institution to be established in Banjarmasin when the trend of Islamic education for the Tahfidz al-Qur'an institution began to emerge. Based on the results of a preliminary study conducted at the Tahfidz al-Qur'an al-Haromain institution, every year there is various progress that can be seen from the achievements achieved by the school, including in the field of MTQ and the achievement of the Tahfidz al-Qur'an scholarship held by Banjarmasin City Government and other achievements achieved by this educational institution. In addition, behind the institution's success, of course, there are inhibiting factors.

All of the different superior programs at each of these institutions have the same goal: to produce students who have good tahfidz learning quality. This can be used as a quality standard that exists in each institution, making it easier for researchers to see the development of the management of the tahfidz al-Qur'an institution in order to improve quality (Fadila et al., 2020). In addition, the author also focuses this research on quality school indicators by Taylor's theory to find out whether this educational institution has met these indicators or not?

## RESEARCH METHODS

This research is a descriptive type of research, namely the description of the analysis in an event by examining the actual events experienced. This research was conducted with a qualitative approach, emphasizing observing the process taking place in the field and not focusing on the results. After observing the process, the authors conclude from the findings from the interviews. The research method aims to guide researchers in research activities.

This research was conducted at the Tahfidz Al-Qur'an Al Haromain educational institution, where the authors observed that this institution has advantages and has different programs in the implementation of its education as a superior quality standard. In this study, the authors used to interview and observation techniques in collecting data from informants both in writing and orally, while the results of the observations from the authors were a

documentation of the course of the activities that the authors observed at the Tahfidz al-Qur'an Al Haromain Institute. Primary data in this study comes from interviews, and secondary data from this study comes from reading sources such as letters, books, meeting minutes, documents, magazines, bulletins, attachments, and others, which interested parties do not directly collect data or those who use the data can be in the form of research location documents that can be published.

The data analysis was carried out after obtaining the data through observation, interviews, and documents. Data analysis in this study was carried out in two stages: during data collection in the field and after the data was collected. The data analysis technique used is the concept of Milles & Huberman (2014) which consists of data reduction, data display, conclusion/drawing/verification.

## RESULTS AND DISCUSSION

Management in education is currently orienting the management process to achieve quality; the better an educational institution, the quality is also good. Both on input, process, and output (Rogayah, 2018). Non-formal educational institutions are one type of educational institution in Indonesia, and the Tahfidz Al-Qur'an Institute is one of the many non-formal institutions in Indonesia. An educational institution is good if it is of high quality. Quality educational institutions mean taking steps to achieve the quality standards of each educational institution.

According to Taylor, an educational institution or school can be said to be of good quality if it has several of these indicators, 1) parental support, 2) quality educators, 3) student commitment, 4) school leadership, 5) learning quality, 6) resource management in schools. School 7) school convenience. Educational institutions are of high quality; it can be seen from the fulfillment of existing indicators through their achievement efforts.

School resource management is resource management that is carried out effectively, which means the achievement of success by the goals to be achieved by the school. The managed resources are educators, education staff, infrastructure, school programs, and other school goals. The success of improving the quality of resources can be seen from the output of an educational institution (Lantip, 2016). Educational resources in schools can be grouped into the following; first, non-human resources, which include school programs, curriculum, learning methods; second, resources that include the principal or the head of an educational institution, teachers, staff, students, parents, and the public who have ties to educational institutions; third, physical resources which include school infrastructure or educational institutions; Fourth, financial resources which include all managed funds from the government, donations, fees, and others (Syafiyana, 2015).

To obtain information about how planning is carried out to improve the quality of resources in schools, the authors conducted interviews with leaders and teachers at the Tahfidz Al-Qur'an Al Haramain Institute. The author asks

about planning or planning in improving the quality of resources in schools carried out by Al Haromain. The head of the Tahfidz al-Qur'an Al Haramain Institute said; "We have a goal and a vision and mission during the management of these resources, we think we have tried to mobilize everything to our goals and vision and mission as well, we are trying to plan that for non-human resources to sort from the many existing activity program designs, also includes how the learning method. We did this planning at the meeting, where we also discussed how the human resources, teachers, organizational structure, target students, and others were. Moreover, we also talk about matters relating to finance; the sources of our funds are all discussed at the meeting."

From the narrative conveyed by the leadership of the Tahfidz Al-Qur'an Al Haromain Institute, planning in terms of resources, non-human resources, human resources, and financial resources is carried out in meetings. Based on the results of this interview, the author can conclude that there is a planning process carried out in the management of improving the quality of resources carried out.

To obtain information about how to organize (a division of tasks) to improve the quality of resources in schools, the authors conducted interviews with leaders and teachers at the Tahfidz Al-Qur'an Al Haramain Institute. The author asks about organizing or dividing tasks to improve the quality of resources in schools, which Al Haromain carries out. The head of the Tahfidz al-Qur'an Al Haramain Institute said; "There is an organizational structure formed by our tahfidz in order to facilitate the management of our resources. A manager heads this organizational structure related to management. We have two managers; one manager is in charge of human resources, the second manager is in charge of other resources besides human resources."

From the interview results, the author of the institution's leadership said that there was a division of the organizational structure in resource management. Managers one and two have their respective duties in managing the overall resources available at the Tahfidz Al-Qur'an Al Haramain Institute. This means an exemplary implementation of the division of work tasks carried out in the institution.

To obtain information about how the actuating (implementation) is carried out to improve the quality of resources in schools, the authors conducted interviews with leaders and teachers at the Tahfidz Al-Qur'an Al Haramain Institute. The author asks about the actuating processor implementation in improving the quality of resources in schools by Al Haromain. The head of the Tahfidz al-Qur'an Al Haramain Institute said; "In human resource development there is training for improvement and meetings for evaluation, for students and female students there is a graduation ceremony for improvement, there is a daily journal also in the form of a murojaah application so it must be checked every day, for facilities, there is maintenance and control that is observed periodically if there is any. what needs to be improved, added, will be done as well as possible."

The Tahfidz al-Qur'an institution Al Haromain said that there was an implementation of training to increase resources (teachers) and meetings for evaluation; for students, there was a graduation program for quality improvement, for infrastructure facilities which were monitored regularly. Based on the results of this interview, the author can conclude that there is an exemplary implementation in the management of improving the quality of the tahfidz al-Qur'an Al Haromain institution.

To obtain information about how controlling (evaluation) is carried out to improve the quality of resources in schools, the authors conducted interviews with leaders and teachers at the Tahfidz Al-Qur'an Al Haromain Institute. The author asks about the process of controlling or evaluating the management of improving the quality of resources in schools carried out by Al Haromain. The head of the Tahfidz al-Qur'an Al Haromain Institute said; "When there is a meeting we will discuss all things related to resource management, for example, such as how to manage the learning methods that have been implemented, then the financial system of our institution, how to support our activities, for example, we have a fan, children memorize need a comfortable atmosphere if the air is cool in the room then the children will feel comfortable in memorizing, but on the contrary, if one of the facilities we provide does not function properly, then the children will feel uncomfortable. Therefore there is supervision carried out by our manager according to the division of work tasks."

From the results of the narrative delivered by this leader, there is supervision carried out by the institution in resource management. One example is supervising the management of facilities and infrastructure resources. The author can conclude that the controlling function in improving the quality of resources at the Tahfidz Al-Qur'an Al Haromain Institute is carried out correctly.

Theoretically, many management resources are involved in educational organizations or institutions, including human, infrastructure, costs, technology, and information (Subekti et al., 2017; Widiensyah et al., 2018). However, the most crucial resource in education is human resources. Meanwhile, if viewed on a micro-scale or within the scope of an institution, humans are the most critical resource in an organization's efforts to achieve success (Pusvitasari, 2021). These human resources will support the organization with various works, talents, creativity, and encouragement. However, perfecting the technological and economic aspects without the human aspect will be challenging to achieve organizational goals (Farisi, 2021).

The Tahfidz Al-Qur'an Al Haromain Educational Institution has managed to improve the quality of existing resources at the institution. Planning efforts for all resources are carried out; the supervisory process is also carried out on the management of human resources, leaders, teachers, students, and parents, then the management of financial resources for those who apply mandatory infaq and for those who have donors have the management of donations from outside donors, management facilities and infrastructure and others that are by the existing theory

## CONCLUSION

Based on the research conducted, it can be concluded that the Tahfidz al-Qur'an Al Haromain Institute organizes training to improve the quality of human resources (teachers), there are meeting activities for evaluation. Meanwhile, for students, there is a graduate program to improve quality. Facilities and infrastructure are monitored regularly. The leadership determines the division of tasks to handle each activity to the designated related person in charge. Supervision is carried out again by the chairman and the chairman of the Foundation and advisors.

Management of improving the quality of the Qur'an tahfidz institution is something that should be a serious concern for all related parties. The number of tahfidz al-Qur'an institutions that exist everywhere makes all parties related to tahfidz al-Qur'an educational institutions have to pay more attention to quality management in the long term so that the quality of tahfidz al-Qur'an educational institutions can be maintained and can print a generation of *hafiz* al-Qur'an who can memorize the Qur'an, understand and apply it in everyday life.

## AKCNOWLEGMENT

The author would like to thank the Rector of UIN Antasari Banjarmasin Prof Dr. H. Mujiburrahman, MA., Postgraduate Director of UIN Antasari Banjarmasin Prof Dr. H. Zulfa Jamalie, S. Ag., M.Pd, principals, vice principal, and teacher of Lembaga Tahfidz Al-Qur'an Al-Haromain Banjarmasin. And thank the reviewers of the manuscript. The author also wishes to thank my husband and my family.

## REFERENCES

- Bibiana, R. I., Madrine, K., Eric, W., & Simon, T. (2020). Policy Strategies for Effective Implementation of Inclusive Education in Kenya. *International Journal of Educational Administration and Policy Studies*, 12(1), 28–42. <https://doi.org/10.5897/ijeaps2019.0622>
- Camelia, F. (2020). Implementasi Kebijakan Program Tahfidz Al-Qur'an sebagai Upaya Penguatan Pendidikan Karakter di Pondok Pesantren Al-Qur'an Putri Ibnu Katsir Jember. *Islamika : Jurnal Ilmu-Ilmu Keislaman*, 20(1), 1–10. <https://doi.org/10.32939/islamika.v20i01.473>
- Cobanoglu, F., Sertel, G., & Sarkaya, S. S. (2018). Human Resource Management Practices in Turkish Education System (Denizli case). *European Journal of Educational Research*, 7(4), 833–847. <https://doi.org/10.12973/eu-er.7.4.833>
- Cooper, T. (2017). Curriculum Renewal: Barriers to Successful Curriculum Change and Suggestions for Improvement. *Journal of Education and Training Studies*, 5(11), 115–128. <https://doi.org/10.11114/jets.v5i11.2737>
- Dian, zulina M., & Fikri, M. (2018). Pengelolaan Program Tahfidz dalam Pembentukan Anak. *Intelektualita*, 6(2), 32–44.



- Ezeugbor, C. O., & Victor, A. A. (2018). Administrators' Managerial Competencies for Sustainable Human Resource Management in Secondary Education in Enugu State, Nigeria. *European Journal of Education Studies*, 4(3), 21–31. <https://doi.org/10.5281/zenodo.1188537>
- Fadila, R. N., Lutfiani, E. A., R, I. S., Veronika, N., Rachmanto, D., & Arfinanti, N. (2020). Efektivitas Pengelolaan Sumber Daya Sekolah dalam Meningkatkan Mutu Pendidikan. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(1), 81–88. <https://doi.org/10.21831/jamp.v8i1.28997>
- Faizah, Z., Hanif, M., & Dina, L. N. A. B. (2019). Profesionalisme Guru Dalam Meningkatkan Mutu Pendidikan di Madrasah Ibtidaiyah Tahfidz Al-Asyhar Malang. *PGMI Universitas Islam Malang: JPMI: Jurnal Pendidikan Madrasah Ibtidaiyah*, 1(3), 136.
- Farisi, Y. Al. (2021). Improving The Quality of Human Resources In Madrasah. *Managere: Indonesian Journal of Educational*, 3(2), 75–83.
- Fatmawati, E. (2019). Manajemen Pembelajaran Tahfidz Al-Qur'an. *Isema: Jurnal Islamic Educational Management*, 4(1), 25–38.
- Fikriah, A. (2016). *Manajemen pengembangan Sumber Daya Manusia Pendidikan untuk mewujudkan Sekolah Islam Unggul: Studi Multi Kasus di SD Plus Al-Kautsar Malang dan MTSN 1 Mataram* (Doctoral Dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Gordon, S. (2018). Supervision's New Challenge: Facilitating a Multidimensional Curriculum. *Journal of Educational Supervision*, 1(2), 17–32. <https://doi.org/10.31045/jes.1.2.2>
- Hakim, F., & Permatasari, Y. D. (2020). Tren: Pendidikan Tahfidz Qur'an pada Anak di Rumah Qur'an Ar-Roudhoh Rowotengah. *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, 2(2), 19–26. <https://doi.org/10.36835/au.v2i2.375>
- Hermawan, R. (2010). Pengembangan Sumber Daya Sekolah. *Jurnal Pendidikan Dasar*, 12(1), 1–17.
- Huda, M. N. (2018). Budaya Menghafal Al-Quran: Motivasi dan Pengaruhnya Terhadap Religiusitas. *Sukma: Jurnal Pendidikan*, 2(2), 247–260. <https://doi.org/10.32533/02205.2018>
- Janah, U. R. (2019). *Implentasi Total Quality Management pada Program Tahfidz Al-Qur'an di Pondok Pesantren Ath-Thohiriyah Karangsalam Purwokerto Kabupaten Banyumas* (Doctoral Dissertation, IAIN Purwokerto).
- Kalangi, S., Weol, W., Tulung, J., & Rogahang, H. (2021). Principal Leadership Performance: Indonesian Case. *The International Journal of Social Sciences World*, 3(2), 74–89.
- Kamaludin, H., Hidayat, S., & Ali, M. (2020). Manajemen Pembelajaran Tahfizh Al-Qur'an di Pesantren Al-Kahfi Surakarta dan Pesantren Nurul Iman Karanganyar. *Profetika: Jurnal Studi Islam*, 21(1), 77–85. <https://doi.org/10.23917/profetika.v21i1.11061>
- Maskur, A. (2018). Pembelajaran Tahfidz Alquran pada Anak Usia Dini. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, 1(2), 188–198. <https://doi.org/10.37542/iq.v1i02.15>
- Milles, M. B., & Huberman. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. USA: Sage Publications.

- Mundiri, A. (2011). *Metodologi Studi Islam: Percikan Pemikiran Tokoh dalam Membumikan Agama*. Yogyakarta: Ar-Ruzz Media.
- Musaropah, U., Mahali, M., Umam, M. K., Jannati, & SH, R. (2021). Pelajaran Tahfidz Quran Di Madrasah Ibtidaiyah Darul Qur'an Kabupaten Gunungkidul. *Elementaria: Jurnal Ilmiah Pendidikan Dasar Islam*, 3(1), 49-58.
- Prasetyawan, R. (2016). *Metode menghafal Al-Qur'an di Pondok Pesantren Al Wafa Palangka Raya* (Doctoral Dissertation, IAIN Palangka Raya).
- Purnama, B. J. (2016). Optimalisasi Manajemen Sumber Daya Manusia dalam Upaya Peningkatan Mutu Sekolah. *Jurnal Manajemen Pendidikan*, 12(2), 27-36.
- Puspitasari, C. (2017). A New Tool to Facilitate Learning Reading for Early Childhood. *Malaysia Online Journal of Educational Techology*, 5(3), 1-15.
- Pusvitasari, R. (2021). Human Resource Management in Improving The Quality of Education. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 5(2), 125-135. <https://doi.org/10.51276/edu.v2i2.132>
- Rogayah, S. (2018). *Implementasi manajemen sumber daya manusia di smk negeri 11 Medan* (Doctoral Dissertation, Universitas Islam Negeri Sumatera Utara).
- Rohmatillah, S., & Shaleh, M. (2018). Manajemen Kurikulum Program Tahfidz Al-Qur'an di Pondok Pesantren Salafiyah Syafi'iyah Al-Azhar. *Manajemen Kurikulum Program Tahfidz*, 3(1), 107-121.
- Sanudin, S., Katni, K., & Saputro, A. D. (2021). Tahfidz Management Pesantren Darut Tilawah Ponorogo Jawa Timur Indonesia. *Ruhama: Islamic Education*, 4(1), 83-90.
- Sharar, T., & Nawab, A. (2020). Teachers' Perceived Teacher Leadership Practices: A Case of Private Secondary Schools in Lahore, Pakistan. *Social Sciences & Humanities Open*, 2(1), 100049.
- Subekti, M., Faozanudin, M., & Rokhman, A. (2017). Pengaruh Komunikasi, Sumber Daya, Disposisi dan Struktur Birokrasi terhadap Efektivitas Implementasi Program Bantuan Operasional Sekolah pada Satuan Pendidikan Sekolah Dasar Negeri Di Kecamatan Tambak. *The Indonesian Journal of Public Administration (IJPA)*, 3(2), 58-71.
- Syafiyana, I. N. (2015). *Manajemen Sumber daya Pendidik dan Tenaga Kependidikan di Sekolah Tinggi Agama Islam Yogyakarta (STAIYO) (Analisis Proses Rekrutmen dan Pengembangan Profesionalitas Dosen dan Tenaga Kependidikan)*. UIN Sunan Kalijaga Yogyakarta.
- Thoyibi, M., Hikmat, M. H., & Prasetyarini, A. (2021). Teachers' Perspective on Student's Right to Participation in Classroom Management. *Asian Journal of University Education*, 17(1), 63-73.
- Tumwesigye, G., Onen, D., Oonyu, J., & Musaazi, J. C. S. (2020). The Mediating Effect of Affective Commitment on the Relationship between Human Resource Management Practices and Turnover Intentions of University Employees. *Education Quarterly Reviews*, 3(4), 538-554. <https://doi.org/10.31014/aior.1993.03.04.160>
- Wahyuni, A., & Syahid, A. (2019). Tren Program Tahfidz Al-Qur'an sebagai Metode Pendidikan Anak. *Elementary*, 5(1), 87-96.

- Widiansyah, A. (2018). Peranan Sumber Daya Pendidikan sebagai Faktor Penentu dalam Manajemen Sistem Pendidikan. *Cakrawala - Jurnal Humaniora*, 18(2), 229-234.
- Zen, W. L. (2016). Manajemen Peningkatan Mutu Lembaga Pendidikan Islam. *Jurnal Almufida*, 1(1), 123-140.