Encourage the participation of the Community in the Sustainable Education Project: Towards Human Resource Empowerment

Leliy Kholida[1], Muliyani[2], Fitriah[3]
Islamic Education Study Program, Universitas Muhammadiyah Kendari, Indonesia[1,2,3]
Email Korespondensi: leliy.kholida@umkendari.ac.id

ABSTRACT: This study aims to identify human resource (HR) empowerment strategies in educational management, focusing on optimizing individual potential to achieve sustainable educational goals. The research employs a case study method with a descriptive qualitative approach, gathering data through observation, interviews, and documentation at the Mujahidin Foundation. The findings reveal that HR empowerment not only requires strengthening individuals but also necessitates close coordination and collaboration among educational elements, including teachers, staff, and management. The implementation of a holistic and integrated empowerment strategy is key to creating an educational system that can endure and evolve with the changing dynamics of modern society. In conclusion, the success of HR empowerment in the context of educational management depends on a comprehensive approach that considers not only individual aspects but also integrates all educational elements to achieve broader and sustainable educational objectives.

Keywords: human empowerment, quality of education, resources.

ABSTRAK: *Penelitian ini bertujuan untuk mengidentifikasi strategi pemberdayaan sumber daya manusia (SDM) dalam manajemen pendidikan, dengan fokus pada optimalisasi potensi individu guna mencapai tujuan pendidikan yang berkelanjutan. Penelitian ini menggunakan metode studi kasus dengan pendekatan kualitatif deskriptif, mengumpulkan data melalui observasi, wawancara, dan dokumentasi di Yayasan Mujahidin. Hasil penelitian mengungkapkan bahwa pemberdayaan SDM tidak hanya membutuhkan penguatan individu tetapi juga memerlukan koordinasi dan kolaborasi yang erat antar elemen pendidikan, termasuk guru, staf, dan manajemen. Implementasi strategi pemberdayaan yang holistik dan terpadu terbukti menjadi faktor kunci dalam menciptakan sistem pendidikan yang mampu bertahan dan berkembang seiring dengan perubahan dinamika masyarakat modern. Kesimpulannya, keberhasilan pemberdayaan SDM dalam konteks manajemen pendidikan bergantung pada pendekatan yang menyeluruh, yang tidak hanya memperhatikan aspek individu tetapi juga mengintegrasikan semua elemen pendidikan untuk mencapai tujuan yang lebih besar dan berkelanjutan dalam perkembangan pendidikan.*

Kata Kunci: *mutu pendidikan, pemberdayaan, sumber daya manusia.*

INTRODUCTION

The Sustainable Education Project has again become an interesting topic of discussion in Indonesia. This is due to the emergence of various events that illustrate the decline in the quality of education and human resources in a developing country (Darwin et al., 2023). This event is very worrying because the Sustainable Education project is one of the educational projects that will determine the future of an educational institution (Anggraini Dewi, 2024). A similar opinion is also explained by (Sukatin, et al 2023) who state that to produce human resources, quality education is needed that can support the realization of ideals. Another research (Zalukhu, 2024). Education can increase in terms of outputs including elements of human resources, facilities, equipment, and funds. Thus, the sustainable education process must be given a decent portion in the continuing education project.

Several studies have examined the project of continuing education in schools. Ismatul Maula et al researched-on Education for equitable development to fight for the rights of all children. Through in-depth interviews and observations, this study concludes that education plays an important role in encouraging equitable development through the provision of fair and equitable access to education, community empowerment through education, and improving the quality of education (Maula et al., 2023). In line with that, Fitriandari and Winata researched Education Management for Sustainable Development in Indonesia. The results of the study show that the concept of sustainable education with a good management approach has produced qualified human resources in nation development (Fitriandari & Winata, 2021). Research conducted by Arsadhana et al which research virtual reality-based learning applications as an innovation in sustainable education in the era of society 5.0. The research concluded that the use of virtual reality technology will have an impact on educational outcomes and the improvement of human resources which are increasingly complex in accordance with technological developments (Arsadhana et al., 2022).

The three previous studies show that the focus of existing research tends to ignore a comprehensive picture of how sustainable education should be implemented. Starting from the management of the institution, the source of funds, the policies of the Education Foundation, the infrastructure, and human resources. In fact, Nadiem Makarim (2022) stated that education has become an important part of the strategy to support the future of the nation's builders. Therefore, the sustainable education project launched by the Mujahidin Foundation will be a new alternative to education, which can provide complete benefits to educational institutions and the surrounding community. This continuing education project is designed not only to improve the quality of education in Onembute where the Mujahidin Foundation is located, but also as a strategic step in empowering human resources in the area. With the active participation of the community, it is hoped that this project can have a significant long-term impact, both in terms of education and in improving the social and economic welfare of the Onembute community.

The findings about the Mujahidin Foundation encouraging the participation of the Onembute community in continuing education projects can be one of the alternatives on the best practices of continuing education projects in educational institutions. Theoretically, the results of this research can also enrich the theory of the Sustainable Education project at the Mujahidin Onembute Foundation. Overall, the Continuing Education Project represents a holistic approach to community development, aiming to empower the Onembute Community by equipping them with the knowledge, skills, and resources necessary to improve their quality of life and create a sustainable future. Thus, this research is very important to be carried out.

Method

This research employs a field research or case study approach, utilizing a descriptive qualitative method to formulate the findings (Figure 1). The data sources include both primary and secondary data. Primary data was gathered through interviews and observations, while secondary data was obtained from various references such as journals, books, websites, and other relevant sources that support this study. The combination of these data sources allows for a comprehensive analysis of the subject matter, providing insights based on both direct fieldwork and existing literature. This approach ensures a well-rounded understanding of the research topic.

Figure 1. Research Method

Figure 1 illustrates that this research focuses on a case study of the Mujahidin Foundation, building upon previous research conducted in 2014. The case revolves around the foundation, which has garnered significant community participation but has yet to see substantial physical development in terms of school buildings. This gap highlights the need for further research, particularly to explore how a sustainable education project can be established through the involvement of the Oneembute village community. The current research was

conducted in 2024 and employed various data collection methods, including interviews with the founders of the foundation, observations, and documentation.

The selection of informants for this study was both purposive and incidental. Purposive informants were chosen based on the researcher's knowledge of individuals who are well-informed about the processes of community participation and the development of educational projects within the foundation. These individuals likely include key figures in the foundation and those closely involved in the educational initiatives. Incidental informants, on the other hand, were selected from among the parents of students who were present at the time of the research, such as those picking up their children from the Mujahidin Foundation's Madrasah Ibtidaiyah, Madrasah Tsanawiyah, or Raudhatul Athfal. This mixed approach to selecting informants ensures a diverse and representative range of perspectives, providing a comprehensive understanding of the foundation's situation and the community's role in its educational projects. Through this research, insights can be gained into the challenges and opportunities for sustainable development within the foundation, driven by active community participation.

Table 1. Distribussion of responding according to sex

Sex	Frequency
Male	9
Female	41
Total	50

RESULT AND DISCUSSION

After approximately 30 years of implementing the Islamic purification movement in Trimulya Village, significant changes have occurred in the religious structure of the community. Based on the research findings, there are three variants of Islam that have developed in this village.

First, **the Bearded Group**. This group consists of people who follow the ideology of Islamic purification promoted by the Mujahidin Foundation. They are often referred to as "wong foundation" or "wonge Sodik," with these names based on physical characteristics such as beards and ankle-length trousers. One informant stated, "Now many follow the foundation's teachings; people recognize them by their beards and how they dress, so it's easy to tell."

Second, **Traditional Group**. This group continues to adhere to religious practices passed down through generations, with practices that have not changed much over time. They tend to stick to old traditions and are not interested in the teachings of Islamic purification. A community member revealed, "We still hold onto the old ways, reciting prayers and doing things as we did before, without changing."

Lastly, **Javanese Islamic Group**. This group remains deeply immersed in Javanese mysticism within their religious practices. They combine Islamic teachings with strong Javanese traditions. As one informant expressed, "We Javanese people are still strongly connected to ancestral traditions; we have religious gatherings, but still use rituals and amulets."

Community Response to the Islamic Purification Movement

The community's response to the Islamic purification preaching brought by the ustadz and ustadzah from the Mujahidin Foundation was not smooth. Three main types of responses were found:

Acceptance

The group that accepted these teachings was initially small, but the number grew over time, especially after the Mujahidin Foundation established madrasahs in the village. An informant mentioned, "At first, only a few joined, but over time, more and more people joined after the foundation started schools. When children went to school, parents followed as well."

Rejection

Many residents openly rejected these teachings and even engaged in resistance movements that led to conflicts. One prominent case was the dismantling of the Darussalam prayer room managed by Mr. Basoir, who was considered to have changed his understanding to follow the teachings of the Mujahidin Foundation. A community informant revealed, "When Mr. Basoir changed and didn't recite bismillah in Al-Fatihah, the community disagreed, and the prayer room was dismantled because it was considered no longer appropriate."

Apathy

The third group is apathetic, showing little interest in the development of religious activities in the community. They tend to be passive and do not get involved in conflicts or new religious activities introduced. A resident said, "Many don't care, as long as life is peaceful; religious matters are left to each person."

Development of Educational Institutions Under the Mujahidin Foundation

The Mujahidin Foundation first established the Madrasah Diniyah in 1984, but it only operated effectively until two batches of graduates in 1987 and 1988. Further development occurred when, on July 1, 1988, Mr. Ahmad Sodik founded an MI with 8 students, which later expanded into a pesantren, with the first graduates in 1994. In its progress, the foundation successfully established an MTs in 1994 and an MA as well as an RA in 2003. However, due to various challenges, including the placement of teaching staff as civil servants far from the Mujahidin location, the MA had to be closed in 2007 after producing only two batches of graduates.

These research results depict the complexity of religious dynamics in Trimulya Village, influenced by the diverse social, cultural, and religious backgrounds of the community.

Discussion

Human resource (HR) empowerment is a crucial strategic approach in organizational and societal management. Empowerment goes beyond merely assigning responsibilities; it is a comprehensive process aimed at enhancing the capacity and participation of individuals or groups to achieve collective goals. In

this context, empowerment fosters an environment that is inclusive, democratic, and oriented towards shared growth (Sonia, 2020). Central to the concept of empowerment are autonomy and trust. Individuals or groups are granted the freedom to make decisions, explore new ideas, and take responsibility for their tasks or projects. By creating space for creativity and innovation, empowerment cultivates a work or learning culture that is dynamic and responsive to change (Amin et al., 2022).

Participation, as an essential aspect of empowerment, involves the active engagement of individuals or communities, both physically and mentally. Participation is defined as an individual's mental and emotional involvement in a group situation, motivating them to contribute to the group's goals and take responsibility for the group's efforts. There are three key elements of participation: responsibility, willingness to contribute to group objectives, and willingness to be involved in group activities. Participation may not always stem from individual awareness or initiative; it can also be mobilized from above to achieve specific goals. The stages of participation include planning, implementation, enjoyment of results, and evaluation.

During the planning stage, community involvement is crucial in designing development programs and preparing work plans. The implementation stage is the most critical, as it determines the success of a program. Participation at this stage can take various forms, including contributions of ideas, materials, and active involvement as a member. The enjoyment of results stage serves as an indicator of successful community participation in the earlier stages. Lastly, the evaluation stage is vital as it provides feedback that can guide improvements in program implementation.

There are several types of participation: thought, energy, thought and energy, expertise, goods, and money. Thought participation involves contributing ideas and knowledge to formulate or implement programs. Energy participation entails physical effort to support a program's success. Skill participation focuses on sharing expertise to enable others to engage in activities that enhance their social welfare. Goods participation involves donating tools or equipment, while money participation provides financial support for community needs.

Participation is a process that can be categorized into different levels, which serve as a basis for evaluating community participation. Participation levels are grouped into three categories: high, medium, and low. High-level participation occurs when the community initiates and independently carries out activities from planning to maintaining development outcomes. Medium-level participation involves community involvement, but certain groups still dominate decision-making. Low-level participation is characterized by passive observation, where the community can provide input but remains dependent on external funding.

Active participation is essential for effective empowerment, particularly in organizations or teams. Participation represents the full involvement of members in decision-making processes and policy implementation (Sumirah et al., 2022). This active engagement fosters a sense of collective ownership of the

organization's vision and mission, thereby strengthening collaboration and solidarity.

In the context of educational management, empowerment is a strategic process aimed at enhancing the capacity, skills, and participation of all members of the educational community, including teachers, students, and staff (Pratiwi, 2020). The primary goal of empowerment in this context is to create an inclusive, growth-oriented, and democratic learning environment.

The Mujahidin Foundation, through its Onembute project, exemplifies how community participation can be harnessed for sustainable education and HR empowerment. HR empowerment in educational management not only involves enhancing individual skills and competencies but also emphasizes the importance of active participation in decision-making processes. By engaging all stakeholders in the educational management process, the foundation aims to create an empowering learning environment that produces graduates who are well-prepared to navigate global dynamics (Hidayatullah et al., 2020).

The role of HR in improving the quality of education underscores the importance of effective HR management as a cornerstone of a robust education system. Teachers, as the primary drivers of learning, are central to shaping the quality of education. They are not merely providers of information but also agents of change who influence the character and mentality of students. The quality of education is closely linked to the quality of teaching; therefore, teachers supported by professional empowerment and ongoing development tend to positively impact learning outcomes. In addition to teachers, educational leaders and administrators play a strategic role in designing policies, managing resources, and fostering conducive learning environments. Effective leadership at the school level can bring about positive changes and provide the necessary support for teachers to innovate and enhance their teaching quality. Consequently, understanding how HR, particularly teachers and educational leaders, can be empowered and developed into competitive assets is crucial for improving the overall quality of the education system.

The concept of HR empowerment in educational management, as demonstrated by the Mujahidin Foundation, highlights the significance of community participation, leadership, and the development of individual capacities in achieving sustainable educational outcomes. By fostering an inclusive and dynamic learning environment, the foundation is working towards creating a model of education that is responsive to the needs of modern society and capable of producing graduates who are equipped to thrive in a rapidly changing world.
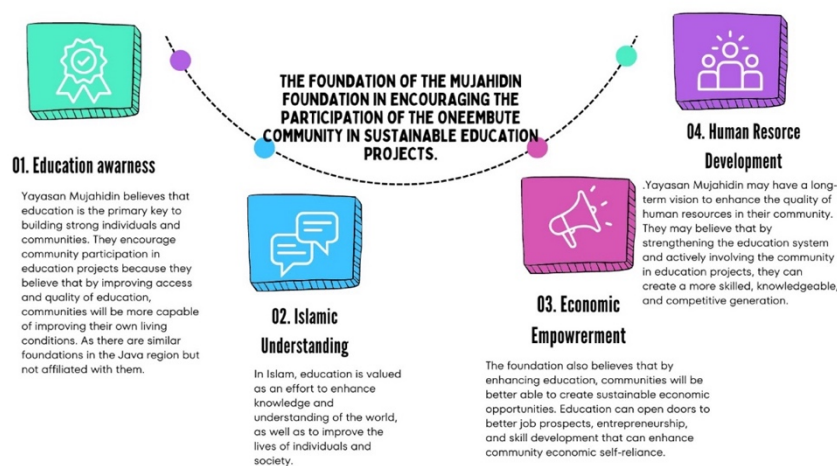

THE FOUNDATION OF THE MUJAHIDIN FOUNDATION IN ENCOURAGING THE PARTICIPATION OF THE ONEEMBUTE COMMUNITY IN SUSTAINABLE EDUCATION PROJECTS.

01. Education awarness

Yayasan Mujahidin believes that education is the primary key to building strong individuals and communities. They encourage community participation in education projects because they believe that by improving access and quality of education, communities will be more capable of improving their own living conditions. As there are similar foundations in the Java region but not affiliated with them.

02. Islamic Understanding

In Islam, education is valued as an effort to enhance knowledge and understanding of the world, as well as to improve the lives of individuals and society.

03. Economic Empowrerment

The foundation also believes that by enhancing education, communities will be better able to create sustainable economic opportunities. Education can open doors to better job prospects, entrepreneurship, and skill development that can enhance community economic self-reliance.

04. Human Resorce Development

.Yayasan Mujahidin may have a long-term vision to enhance the quality of human resources in their community. They may believe that by strengthening the education system and actively involving the community in education projects, they can create a more skilled, knowledgeable, and competitive generation.

Figure 2. The Foundation of The Mujahidin Foundation Konawe

Empowerment fosters active participation among members of the educational community. When teachers, students, and education staff feel acknowledged, valued, and involved in decision-making, they are more inclined to engage actively in both learning and school management processes.

Education Awareness

Based on Figure 2, Mujahidin Foundation emphasizes that education is essential for developing resilient individuals and communities. They actively promote community involvement in educational initiatives, believing that enhancing both access to and the quality of education will empower communities to improve their own living standards. Although similar foundations exist in the Java region, Mujahidin Foundation operates independently of them.

Table 2. Education from The Mujahidin Foundation

Education Awareness of The Mujahidin Foundation				
Madrasah Diniyah	**Madrasah Ibtidaiyah**	**Madrasah Tsanawiyah**	**Madrasah Aliyah**	**Raudhatul Athfal**
The Mujahidin Foundation initially established the Madrasah Diniyah in 1984. The institution operated successfully, graduating its first two cohorts in 1987 and 1988. However, over time, the MDA faced challenges in maintaining its effectiveness. Students were	On July 1, 1988, Mr. Ahmad Sodik established the Madrasah Ibtidaiyah (MI) with an initial enrollment of 8 students. That same year, the Islamic boarding school was also inaugurated, with its first graduates completing	On July 14, 1994, a notarial deed was issued, granting legal status to the Mujahidin Foundation. On the same day, MTs Mujahidin was established, starting with an initial enrollment of 20 students.	In 2003, the Mujahidin Foundation established both the Madrasah Aliyah (MA) and Raudhatul Athfal (RA). The MA began with 9 students in its first cohort and 7 students in the second. However, after two graduation	In 2003, the Mujahidin Foundation established both the Madrasah Aliyah (MA) and Raudhatul Athfal (RA).

			cycles, the MA was closed in 2007 due to the key human resources being appointed as civil servants (ASN) and subsequently placed far from the Mujahidin.	
enrolling sporadically and were also enrolled in elementary schools, leading to a divided commitment that hindered the institution's progress.	their studies in 1994.			

Based on Table 2, in 2024, the Mujahidin Foundation established Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Raudhatul Athfal. The number of students has been steadily increasing each year, even though there are other educational institutions at the same level, indicating a preference for the Mujahidin Foundation.

Islamic Understanding: As an Islamic-based foundation, they view education as a fundamental aspect of their religious teachings. In Islam, education is highly valued as a means to enhance knowledge and understanding of the world, as well as to improve the lives of individuals and society.

Economic Empowerment: The foundation also believes that improving education will empower communities to create sustainable economic opportunities. Education can open doors to better job prospects, entrepreneurship, and skill development, thereby enhancing economic self-reliance within the community.

Human Resource Development: The Mujahidin Foundation may have a long-term vision to improve the quality of human resources in their community. They likely believe that by strengthening the education system and actively involving the community in educational initiatives, they can foster a more skilled, knowledgeable, and competitive generation.

Forms of Community Participation in Human Resource Empowerment by Mujahidin Foundation in Onembute and Surrounding Areas

Onembute Community Participation in Improving Education Quality

The orientation of education quality is closely linked to three key aspects: (1) Input, which encompasses all necessary elements for the educational process, such as resources, software, and expectations that guide education. Input resources include human resources (such as headmasters, teachers, staff, students, and the community) and other resources (such as equipment, supplies, money, and materials). Input software consists of school organizational structures,

legal regulations, job descriptions, plans, programs, and more. Input expectations involve the vision, mission, goals, and objectives the madrasah aims to achieve. The readiness of these inputs is crucial for a smooth learning process. From existing documents, only the establishment of the Foundation is evident, with the absence of the Foundation's Articles of Association, the new management not yet legalized, and accreditation downgraded from B to C. However, observations indicate that the human resource inputs are comparable to those in Kendari City. (2) Process, which refers to the efforts to transform inputs into something influential. Inputs drive the education process, while the outcomes are referred to as outputs. In madrasah education, the process includes decision-making, institutional management, program management, teaching and learning activities, and monitoring and evaluation. A process is considered high quality when there is harmony and coordination between inputs (such as headmasters, teachers, students, the community, curriculum, education costs, equipment, etc.), creating an engaging learning environment that fosters motivation, interest, and empowerment among students. Conversely, a low-quality process shows the opposite results. Data collected indicates that work is done individually, with no integrated systematic performance, highlighting the need for innovative integrated management across various fields. Despite this, the Mujahidin Foundation is often used as a sample institution by the Ministry of Religion. This interview data is corroborated by observations in nearby schools and madrasahs, such as a public elementary school located 100 meters away and another Ibtidaiyah Madrasah al Maarif 2 km away. Although MI al-Maarif receives more funding from the Ministry of Religion to support the learning process, the student participation recorded in the system contrasts sharply with reality. (3) Output refers to the results of an educational institution's performance. The performance of a madrasah is the outcome of its educational process, and based on documentation and observation, its validity needs to be reassessed with a different approach since the performance system at the Mujahidin Foundation is still predominantly conventional.

Enhancing quality is becoming increasingly crucial for institutions aiming to improve control through their own efforts. Educational institutions must demonstrate their ability to provide quality education to students. The quality labels or predictions of an institution can be determined by its consumers, particularly the graduate users. The Mujahidin Foundation has seen an increasing number of students from outside Trimulya Village and even outside Konawe Regency, specifically East Kolaka. The Foundation has also expanded by establishing MI Mujahidin 2 in Silea (Kholida, 2014). Unknowingly, the Mujahidin Foundation adheres to the concept of Total Quality Management (TQM), where quality is defined by the parents of students who are the customers of the madrasah. In this context, customers serve as the judges of quality.

The success of the actions and work undertaken by the Mujahidin Foundation heavily relies on public trust in these efforts. As often stated, "in a democracy, the success of anything depends upon public confidence and public

understanding." The higher the level of public trust in educational institutions, the greater the impact on the success of their institutional development.

Onembute Community Participation in Organizational Involvement

The Mujahidin Foundation has established several educational institutions, including Raudhatul Athfal (RA), Madrasah Ibtidaiyah, and Madrasah Tsanawiyah. Since 1984, there have been few new buildings added, although construction of new classrooms for the Ibtidaiyah Madrasah is currently underway. Despite the limited infrastructure development, the madrasahs have produced many alumni. However, many of these alumni, upon pursuing higher education, do not return to the village and tend to forget their commitments to help develop the madrasah. The number of alumni who return to get involved in the organization is minimal. This involvement mainly refers to Wagio, an alumnus of both MI and MTs and a member of the Foundation's first generation, who currently serves as the secretary.

According to interviews, there are three cafeteria managers. A portion of the cafeteria's income is allocated to the Foundation. At Raudhatul Athfal (RA), a registration fee of Rp. 150,000 and a facilities and infrastructure donation of Rp. 40,000 are collected. In the madrasah, these fees are only collected during registration, amounting to Rp. 40,000, as the institution receives Madrasah Operational Assistance funds totaling Rp. 60,000,000 per year.

CONCLUSION

Based on the research findings and discussions, two main conclusions can be drawn. **Firstly**, the Mujahidin Foundation is supported by four key pillars that drive community involvement in educational initiatives aimed at empowering human resources. These pillars are: awareness of the importance of education, a deep understanding of Islamic values, economic empowerment, and the development of human resources. These foundations serve as the driving force behind the community's commitment to supporting educational projects that foster the growth and empowerment of individuals within the community. **Secondly**, community participation manifests in two primary forms: (a) efforts to improve the quality of education, and (b) involvement in organizational activities. The community plays an active role in enhancing the quality of education through various initiatives that contribute to better learning outcomes and overall educational standards. Additionally, community members participate in the organizational aspects of the Foundation, helping to shape and guide its direction and ensuring that its objectives are met. This dual approach to participation underscores the community's dedication to both the educational and organizational success of the Mujahidin Foundation, highlighting their collective efforts to empower individuals and improve the quality of life through education.

ACKNOWLEDGMENTS

REFERENCES

Amin, Khairul. Subaweh, Imam. Prihatin, Taufpik. Yusri, Y. W. (2022). Kemampuan Sumber Dayamanusia Dalammeningkatkan Kualitas Manajemen Lembaga Pendidikan Islamdi Era Disrupsi. *Jurnal Hikmah: Jurnal Pendidikan Islam*, *11*, 301–308.

Anggraini Dewi, N. S. (2024). Menuju Pendidikan Berkelanjutan : Implementasi Tujuan Pembangunan Berkelanjutan (Sdgs) Dalam Mewujudkan. *Jurnal Penelitian Pendidikan Indonesia*, *1*(3), 189–197.

Arsadhana, I. W. A. S., Dewi, N. K. R. S., & Kirana, N. K. J. (2022). Aplikasi pembelajaran berbasis virtual reality sebagai inovasi pendidikan berkelanjutan di era society 5.0. *Prosiding Webinar Nasional Pekan Ilmiah Pelajar (PILAR)*, 736–740.

Boxall, P., & Purcell, J. (2019). *Strategy and Human Resource Management*. Palgareve.

Darwin, R., Salsyabila Putri, S., & Rizqina, A. (2023). Analisis Peran Pendidikan Terhadap Kualitas Sumber Daya Manusia Guna Meningkatkan Produktivitas Masyarakat Di DKI Jakarta Deris Desmawan Universitas Sultan Ageng Tirtayasa. *Jumek : Jurnal Manajemen Dan Ekonomi Kreatif*, *1*(2). https://jakarta.bps.go.id/

Fitriandari, M., & Winata, H. (2021). Manajemen Pendidikan Untuk Pembangunan Berkelanjutan Di Indonesia. *Competence : Journal of Management Studies*, *15*(1), 1–13. https://doi.org/10.21107/kompetensi.v15i1.10424

Hidayatullah, R., T. Pido, S. A., & Yasin, Z. (2020). Efektivitas Manajemen Boarding School Dalam Peningkatan disiplin Taruna Berbasis Semi Militer SMA Terpadu Wira Bhakti Gorontalo. *Tadbir: Jurnal Manajemen Pendidikan Islam*, *8*(2), 178–187. https://doi.org/10.30603/tjmpi.v8i2.1740

Kholida, L. (2014). *Peran Yayasan Mujahidin dalam Pemurnian paham keagamaan Islam di Permukiman Transmigrasi Desa Trimulya Kecamatan Onembute Kabupaten Konawe Provinsi Sulawesi Tenggara*. Universitas Muhammadiyah Jakarta.

Maula, I., Leonardo Sari, A., Sisfiani Sarimin, D., S Rondonuwu, R. H., Al-Hikmah, S., Dua, B., Sirampog, K., Brebes, K., Tengah, J., Sunan Gunung Djati Bandung, U., Nasution No, J. A., Bandung, K., Barat, J., Kesehatan kementrian Kesehatan Manado, P., & W Mongisidi Malalayang II Manado, J. R. (2023). Pendidikan untuk Pemerataan Pembangunan: Memperjuangkan Hak Semua Anak.

Journal on Education, *05*(04), 13153–13165.

Pratiwi, S. N. (2020). Manajemen Strategi Sumber Daya Manusia Pendidikan Di Era 4.0. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, *6*(1), 109–114. https://doi.org/10.30596/edutech.v6i1.4403

Sonia, N. R. (2020). Implementasi Sistem Informasi Manajemen Pendidikan (Simdik) dalam Meningkatkan Mutu Pendidikan di Madrasah Aliyah Negeri 2 Ponorogo. *Southeast Asian Journal of Islamic Education Management*, *1*(1), 94–104. https://doi.org/10.21154/sajiem.v1i1.18

Sukatin, Munawwaroh, Siti, Emilia, S. (2023). Urgensi Pendidikan Karakter dalam Dunia Pendidikan. *TADRIBUNA: Journal of Islamic Education Management*, *3*(1), 61–71. https://doi.org/10.61456/tjiec.v3i1.72

Sumirah, S., Toni, N., Suriyani, & Wiryanti, S. W. (2022). Manajemen Sumber Daya Manusia dalam Membangun Kualitas Pendidikan. *Jurnal Pendidikan Dan Konseling*,*4*(20),1349–1358. https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/4970/3427

Zalukhu, S. (2024). Strategi Pengembangan Lembaga Pendidikan Islam Bermutu Yang Berkelanjutan. *Unisan Jurnal: Jurnal Manajemen Dan Pendidikan*, *3*(1), 673–689. https://journal.an-nur.ac.id/index.php/unisanjournal