



HUMAN RESOURCE DEVELOPMENT BASED ON KAYUH BAIMBAI VALUES TO OPTIMIZE EDUCATION QUALITY AT SMPIT BANJARBARU CITY

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Abstract

This study aims to: 1) Analyze in depth how the implementation of human resource development based on the value of paddle baimbai in SMPIT Robbani and SMPIT ANIC Banjarbaru. 2) Evaluate the programs that have been implemented in human resource development in the two schools. 3) Analyze the obstacles and challenges faced. This study uses a qualitative approach with a case study type in the form of information in the form of descriptions. Documentation data collection techniques, observations, interviews with 2 principals, 5 deputy principals, and 4 teachers. Data processing techniques: reduction, data presentation and conclusion drawing. The results of the study show that: 1) The implementation of human resource development based on the value of paddle baimbai at SMPIT Robbani is carried out based on teamwork and collaboration. Meanwhile, in SMPIT ANIC is based on morals and self-potential. 2) Programs implemented at SMPIT Robbani include APNI, IHT, Kombel, Morning Instruction, Training, Workshop, Supervision, Coaching, tahsin and teacher tahfizh. At SMPIT ANIC, there are training, mentorship, leadership development, character development and English learning. 3) The obstacles faced by SMPIT Robbani are the time of activities at the same time as other activities, lack of understanding, limited human resources, difficulties in implementation, and lack of motivation. The challenge faced is maintaining commitment. Meanwhile, the obstacles to SMPIT ANIC are limited time and availability of resources, underestimating training, resistance and motivation. The challenge faced is to change the mindset and ensure consistency of implementation in schools.

Keywords: Human Resource Development, Baimbai Pedal Value, Education Quality



1. INTRODUCTION

Along with the pace of globalization and the industrial revolution 5.0, the demands on the quality of education are increasingly complex and diversified. The educational environment is required to be more adaptive, innovative, and responsive to change. Rahmi A., et al. (2023) said that the quality of education can be seen from the results of human quality or the quality of outputs that have a good personality with the ability to adapt quickly and appropriately to the environment and have a broad and forward-looking view. Therefore, improving and fostering human resources in the context of education is very important.

Education at SMPIT Banjarbaru City faces various challenges that affect its quality and effectiveness in preparing the young generation to face the future. In overcoming these challenges, the role of human resource development (HR) is very important. Efforts are needed to strengthen the competence and capacity of teachers in order to be able to provide quality education in accordance with the needs of the times. Therefore, the value-based human resource development (HR) of "Kayuh Baimbai" at SMPIT Banjarbaru City offers a holistic and relevant approach. The concept of "Kayuh Baimbai" contains the values of collaboration, solidarity, and the spirit of continuous development, which directly supports the formation of students' character and a conducive learning atmosphere.

Furthermore, these values are also stimulating togetherness and concern in the educational community, strengthening solidarity between school members. By utilizing this concept as the foundation for human resource development (HR), it is hoped that teachers will become agents of change who are able to encourage innovation in the learning process. In addition, the value of "Kayuh Baimbai" also strengthens the bond between schools, parents, and the community, creating an inclusive and sustainable educational ecosystem. According to Sutrisno (2019), the application of local cultural values in education can increase the participation and involvement of the school community, thereby strengthening cooperation between teachers, students, and parents. In addition, this method also supports the concept of character education which emphasizes the importance of moral and ethical values in the learning process. (Hasan, 2020).

By strengthening the development of human resources (HR) based on the value of "Kayuh Baimbai", SMPIT Banjarbaru City can optimize the quality of education and achieve broader educational goals, such as the formation of superior character, increasing academic achievement, and preparing students to become active and responsible citizens. Thus, this step not only has an impact on the quality of education at the local level, but also contributes to sustainable social and economic development in the city of Banjarbaru as a whole.

Based on a preliminary study on coaching at SMPIT Robbani and SMPIT ANIC also obtained the following information. First, all the achievements and excellence that have been obtained are inseparable from the form of teacher development activity programs that have been implemented. This means that the quality of human resources in both schools has undergone development and improvement with the development activity program. Second, every human



resource at SMPIT Robbani and SMPIT ANIC is required to have a clear commitment to the vision and mission that has been set by the school. In addition, every human resource is also required to always develop and improve their potential and competence as a form of description of the quality of their profession. Thus, human resources with high commitment and good quality will be created to support the success of students in achieving the expected achievements.

Based on the description above, it can be understood that SMPIT Robbani and SMPIT ANIC have a unique and interesting way in order to hold teacher training. This uniqueness can be explained, for example, related to the success of the teacher development activity program, as evidenced by the increase in achievement obtained by both teachers and students. The existence of this achievement really describes a success in fostering teachers, both in terms of commitment and teacher competence which is packaged in the coaching activity program.

The objectives of this study are 1) Analyze in depth the implementation of human resource development based on the value of paddle baimbai at SMPIT Robbani and SMPIT ANIC Banjarbaru. 2) Evaluate the programs that have been implemented in human resource development in the two schools. This includes an assessment of the effectiveness of these programs in supporting the optimization of education quality. 3) Analyze the obstacles and challenges faced in the implementation of human resource development (HR) based on the value of "Kayuh Baimbai" at SMPIT Robbani and SMPIT ANIC Banjarbaru.

2. RESEARCH METHODS

This study adopts a qualitative approach with a case study type. The choice of this approach is based on the fact that the data collected is information presented in the form of descriptions. Data collection techniques through documentation, observation, and interviews. Data processing techniques are reduction, data presentation and conclusion drawn. The descriptive analysis technique applied in this study refers to the views of Milles & Huberman (1984). Data validity techniques are carried out with credibility and confirmability techniques.

3. RESULTS AND DISCUSSIONS

The results of the research on the Development of Human Resources Based on the Value of Baimbai Pedals for Optimizing the Quality of Education at SMPIT Banjarbaru City are as follows:

1. Implementation of Baimbai Value-Based Human Resource Development at SMPITRobbani and SMPIT ANIC Banjarbaru

Based on the results of an interview with the head of SMPIT Robbani Banjarbaru regarding the implementation of human resource development based on the value of paddling baimbai stated that:

The concept of coaching is comprehensive coaching by directing the performance of a person and a group in order to develop one's skills to be better based on teamwork and collaboration. Coaching in this school includes two aspects, namely commitment coaching and competency coaching, where the basis of this coaching is integrity and professionalism.



Coaching is held in collaboration between schools and foundations or supporting institutions.

The development of a teacher's commitment and competence is very important because these two things can affect the performance of teachers in carrying out their duties as conveyed by the Deputy Principal who stated that:

For commitment coaching is the existence of APNI (Robbani Employee Academy), tatsqif, jalasah ruiyah, Kalam (Night Study) activities. As for competency development related to the curriculum, or related to its duties, such as sending teachers and principals in MKKS, K3SD activities and playing an active role in every partnership activity with other schools or cooperation with consultants, foundations or other schools, and other supporting institutions.

One of the teachers also said that:

The implementation of human resource development based on baimbai pedaling values in the Banjarbaru Robbani Junior High School environment was implemented at the teacher preparation meeting and the team system in the implementation of school activities. The form of coaching carried out is in accordance with their duties and responsibilities. There is special coaching for new teachers, homeroom teachers, Qur'an teachers, education and non-education personnel, school leaders, and others. This is also to motivate them to be able to develop according to their strengths and talents in their respective fields.

Based on the presentation of data on the implementation of human resource development based on the value of paddle baimbai at SMPIT Robbani Banjarbaru, it can be concluded that the implementation of coaching is comprehensive based on teamwork and collaboration. The coaching aims to ensure that human resources have commitment and competence based on coaching on the aspects of integrity and professionalism. The implementation of coaching is adjusted to duties and responsibilities He replied as a strategy for improving performance.

What was conveyed by the head of SMPIT Robbani Banjarbaru is almost the same as what was conveyed by the head of SMPIT ANIC Banjarbaru, who stated:

The implementation of coaching at SMPIT ANIC is by involving teachers and staff in training to provide opportunities for self-development, where the basis of this coaching is on morality and self-potential. The school also conducts coaching by carrying out Islamic studies, training, mentorship, online courses, leadership development, inter-school collaboration, administration and curriculum development.

The same thing was also conveyed by the Vice Principal of ANIC who stated:

The development of human resources based on the value of paddle baimbai emphasizes individual development by paying attention to local values and traditional wisdom. It involves the integration of cultural values and close collaboration with the community to ensure the development of skills relevant to the social and environmental context. In improving performance, supervision is carried out periodically, including coaching and sharing good practices with peers (best practice).



Based on the presentation of data on the implementation of human resource development based on the value of paddle baimbai at SMPIT ANIC Banjarbaru, it can be concluded that the implementation of coaching is by involving teachers and staff in training to provide opportunities for their self-development, where the basis of this coaching is on morality and self-potential. The school also conducts coaching by carrying out Islamic studies, training, mentorship, online courses, leadership development, collaboration between schools, administrative and curriculum development. The development of value-based human resources at SMPIT ANIC emphasizes individual development and collaboration with the community to ensure the development of relevant skills. In improving performance, supervision is carried out periodically, including coaching and sharing good practices with peers (best practice).

2. Programs that have been implemented in human resource development at SMPIT Robbani and SMPIT ANIC Banjarbaru to support the optimization of education quality

Based on the results of an interview with the head of SMPIT Robbani Banjarbaru regarding the programs that have been implemented in fostering human resources to support the optimization of education quality, it is stated that:

The concrete program that has been implemented in human resource development at SMPIT Robbani Banjarbaru is the existence of a human resource study (APNI; Robbani Employee Academy), In House Training (IHT), Kombel (Study Group), Morning Instruction, On Boarding, Internal Training, Training, Workshop, Supervision, Coaching, learning quality audit, tahsin and teacher tahfizh.

Regarding the concrete programs that have been implemented where these programs help in optimizing the quality of education in schools, one of the teachers also expressed the following:

Concrete programs that have been implemented at SMPIT Robbani such as training, workshops, seminars, mentoring, IHT, and coaching, where these programs help me in developing my skills and competencies as a teacher.

The same thing was also conveyed by the deputy principal, who stated that:

The existence of coaching programs provides opportunities for teachers to collaborate and share good practices from their knowledge. Programs are designed or planned in a structured manner with clear goals, fixed schedules, and periodic evaluations. The programs are also adjusted to the needs and potential of existing human resources.

Based on the exposure of data on the programs that have been implemented in human resource development at SMPIT Robbani Banjarbaru, it can be concluded that the implementation in human resource development at SMPIT Robbani Banjarbaru is the existence of a human resource study (APNI; Robbani Employee Academy), In House Training (IHT), Kombel (Study Group), Morning Instruction, On Boarding, Internal Training,



Training, Workshop, Supervision, Coaching, learning quality audit, tahsin and tahfizh teachers, where these programs help develop the skills and competencies of teachers and provide opportunities to collaborate and share good practices from their knowledge. Program planning is structured with periodic evaluations. The programs are also adjusted to the needs and potential of existing human resources.

Almost in line with what was conveyed by the head of SMPIT ANIC Banjarbaru who stated that:

HR development programs include training, mentorship, leadership development, technology, curriculum development, and community partnerships.

Furthermore, it was also added from the deputy head of SMPIT ANIC Banjarbaru who stated that: The concrete program that has been implemented is character development and English language learning, which aims to develop individuals in terms of improving knowledge, skills and attitudes.

Based on the exposure of data about the programs that have been implemented in human resource development at SMPIT ANIC Banjarbaru, it can be concluded that the implementation in human resource development is the existence of human resource development programs including training, mentorship, leadership development, technology, curriculum development, community partnerships, character development and English language learning, which aims to develop individuals in terms of increasing knowledge, skills and attitudes.

3. Obstacles and Challenges Faced in Fostering Human Resources Based on Baimbai Values at SMPIT Robbani and SMPIT ANIC Banjarbaru

a. Obstacles

Based on the results of an interview with the head of SMPIT Robbani Banjarbaru, it was stated that:

There are obstacles in the timing of activities that sometimes coincide with other activities, lack of understanding, limited human resources, and difficulties in implementation.

It was also conveyed by one of the teachers who stated that:

The obstacles in carrying out coaching are a lack of motivation to come early and a lack of enthusiasm in carrying out the task fully.

Almost in line with what was conveyed from the head of SMPIT ANIC who stated that:

The main obstacles that are often faced in participating in this coaching are limited time and availability of resources, underestimating training, resistance or



disapproval from teachers or staff, and varying readiness or motivation.

b. Challenges

Based on the results of an interview with the head of SMPIT Robbani Banjarbaru, it was stated that:

The biggest challenge is maintaining long-term commitments or inconsistencies in implementation, if these efforts are not maintained, the changes that have been achieved can easily be lost.

This is also in line with what was conveyed by the head of SMPIT ANIC who stated that:

The challenge is to change the existing mindset and ensure consistency in the application of these values in schools.

4. Discussion

1) Implementation of Baimbai Paddle Value-Based Human Resource Development

The implementation of Baimbai Paddle value-based human resource development at Robbani Junior High School is comprehensively designed to increase staff commitment and competence. For commitment development, various activities such as the Robbani Employee Academy (APNI), tatsqif, jalasah ruiyah, and Kalam (Night Study) are held regularly. These activities aim to strengthen the spirituality and loyalty of employees to the values of the organization. APNI, for example, serves as a platform for learning and personality development based on religious and moral values, while tatsqif and jalasah ruiyah provide space for spiritual discussion and reflection.

For competency development, various programs are adjusted to the curriculum and main tasks and functions (tupoksi) of each PTK. For example, teachers and principals are sent to participate in the Principal's Work Meeting (MKKS), Elementary School Principal's Working Group (K3SD), as well as actively participate in partnership activities with other schools or cooperation with consultants, foundations, or other supporting institutions. This aims to ensure that PTKs always acquire the latest knowledge and skills in accordance with educational developments.

Meanwhile, the implementation of Kayuh Baimbai value-based human resource development at SMPIT ANIC is carried out by involving teachers and staff in various trainings that provide opportunities for their self-development. The basis of this coaching is morality and self-potential, which aims to form individuals who are not only competent in their fields but also have high integrity and morality. The school carries out coaching through various activities such as Islamic studies, training, mentorship, online courses, leadership development, collaboration between schools, as well as administrative and curriculum development.



Islamic studies and training serve to strengthen the spiritual and moral values of teachers and staff, while mentorship and online courses provide continuous support in the development of professional competence. Leadership development and collaboration between schools aims to create a dynamic and innovative learning environment, where teachers and staff can share their knowledge and experiences, and learn from best practices that exist in other schools.

Coaching at SMPIT ANIC emphasizes individual development with the integration of cultural values and close collaboration with the community. This is to ensure that the skills developed are relevant to the social context and environment in which the school is located. In an effort to improve performance, the school conducts regular supervision, including coaching and sharing good practices with peers. This supervision and coaching is not only aimed at monitoring and improving performance but also to provide constructive feedback and necessary support for professional growth.

2) Implementation of Human Resource Development Program to Optimize Education Quality

The programs that have been implemented in human resource development at SMPIT Robbani Banjarbaru are designed to support the optimization of education quality through a structured and comprehensive approach. One of the main programs is the Robbani Employee Academy (APNI), which functions as a human resource study to improve the morals and self-potential of employees. In addition, In House Training (IHT) and Kombel (Study Groups) provide intensive training and discussion platforms for teachers to share knowledge and experience, so that they can develop their competencies and skills.

The existence of these coaching programs provides opportunities for teachers to collaborate and share good practices from their knowledge. These programs are designed in a structured manner with clear objectives, fixed schedules, and periodic evaluations to ensure their effectiveness and relevance. In addition, these programs are adjusted to the needs and potential of human resources in schools, so that they can provide optimal benefits for teachers and ultimately for the quality of education at SMPIT Robbani Banjarbaru.

Meanwhile, the programs that have been implemented in human resource development at SMPIT ANIC Banjarbaru are designed to support the optimization of education quality through a comprehensive and diverse approach. These programs include training, mentorship, leadership development, technology, curriculum development, and community partnerships. Training and mentorship provide opportunities for teachers and staff to continuously learn and improve their professional competencies through direct guidance from experts and intensive training. Leadership development is focused on improving the managerial and leadership abilities of principals and team leaders, aiming to create a more effective and inspiring school environment.

In addition, character development and English learning are also an integral part of the coaching program at SMPIT ANIC Banjarbaru. Character development aims to develop individuals holistically, increase positive attitudes, and instill strong moral values.



Meanwhile, the English language learning program is designed to improve the English language skills of teachers and students, which is an important skill in the era of globalization.

3) Obstacles and Challenges in Value-Based Human Resource Development of Baimbai Pedals

In fostering human resources based on the value of Baimbai at SMPIT Robbani, there are several significant obstacles and challenges. One of the main obstacles is the timing of activities that are often co-run with other activities, resulting in schedule clashes and reducing program effectiveness. This is exacerbated by a lack of understanding among participants about the importance of this coaching, which often results in suboptimal participation and a lack of enthusiasm.

Limited human resources are also the main obstacle in the implementation of this program. The limited number of educators and staff makes the workload more heavier, making it difficult to take special time to participate in coaching programs. Difficulties in program implementation also often occur, especially when it comes to applying the theories and concepts taught in everyday practical situations. Lack of motivation to arrive early and decreased enthusiasm in carrying out duties fully also became problems that affect the effectiveness of coaching.

The biggest challenge in this coaching program is maintaining long-term commitment or inconsistency in implementation. Although coaching efforts have resulted in positive change, if these efforts are not maintained consistently, then the changes that have been achieved can easily be lost. Robbins and Judge (2019) emphasized the importance of long-term commitment in human resource development to achieve sustainable results. In addition, Colquitt, LePine, and Wesson (2019) underline that consistency in the implementation of training and development programs is key to ensuring a sustainable positive impact.

To overcome these obstacles and challenges, it is important for the management of SMPIT Robbani to design a coaching program that is more flexible and adaptive, so that it can be adjusted to the schedule and needs of participants. Additionally, increasing understanding and awareness of the importance of coaching through effective communication and ongoing motivation can help increase the participation and morale of teachers and staff. The implementation of regular supervision and evaluation strategies is also needed to ensure that the coaching program runs well and has a real positive impact.

In fostering value-based human resources at SMPIT ANIC, a number of obstacles and challenges are often faced. One of the main obstacles is limited time and resource availability. Teachers and staff often have busy schedules, making it difficult to find time to participate in coaching programs. In addition, limited resources, both in terms of teaching staff and facilities, also hinder the optimal implementation of this program.

There is also a tendency of some individuals to underestimate the training that is organized, considering it not important or less relevant to their daily duties. This often leads to low participation and enthusiasm in participating in coaching programs. Resistance or



disapproval from some teachers or staff is also an obstacle, especially if they feel that the program does not provide immediate benefits or if they have different views on the coaching methods used. The varied readiness and motivation among the participants also adds complexity to the implementation of this program. Some teachers are very passionate and motivated, but others show unpreparedness or lack of motivation to fully engage.

The biggest challenge in this coaching is to change the existing mindset and ensure consistency in the application of these values in schools. Changing the mindset requires a careful and sustainable approach, as individuals tend to stick to the habits and views they already have. Consistency in the application of Kayuh Baimbai values is also a big challenge, because without strong commitment and continuous efforts, the desired change can easily be lost or not realized properly.

According to Robbins and Judge (2019), it is important to have an effective communication strategy to overcome resistance to change and increase awareness of the importance of coaching programs. They also emphasized the importance of strong management and leadership support in encouraging the consistent implementation of values in the organization. Colquitt, LePine, and Wesson (2019) also underscore that changing mindsets and developing new organizational cultures requires significant time and effort, as well as a holistic approach to ensure long-term success.

To overcome these obstacles and challenges, SMPIT ANIC needs to develop a program more flexible and adaptive coaching, as well as strengthening communication and motivation among teachers and staff. Providing incentives or rewards for those who are active and outstanding in coaching programs can also be an effective strategy to increase participation and commitment. In addition, it is important to conduct periodic evaluations and program adjustments based on feedback from participants so that the coaching program can run more effectively and provide the expected results.

4. CONCLUSION

1. The implementation of human resource development based on the value of paddle baimbai at SMPIT Robbani is carried out comprehensively based on teamwork and collaboration. The coaching aims to ensure that human resources have commitment and competence based on coaching on the aspects of integrity and professionalism. The implementation of coaching is adjusted to its duties and responsibilities as a strategy for performance improvement.

Meanwhile, the implementation of human resource development based on the value of paddle baimbai at SMPIT ANIC is by including teachers and staff in training to provide opportunities for self-development, where the basis of this coaching is on morals and self-potential. The school also conducts coaching by carrying out Islamic studies, training, mentorship, online courses, leadership development, collaboration between schools, administrative and curriculum development. The development of value-based human resources at SMPIT ANIC emphasizes individual development and collaboration with the



community to ensure the development of relevant skills. In improving performance, supervision is carried out periodically, including coaching and sharing good practices with peers (best practice).

2. Programs that have been implemented in the development of human resources in SMPIT Robbani Banjarbaru is a study of human resources (APNI; Robbani Employee Academy), In House Training (IHT), Kombel (Study Group), Morning Instruction, On Boarding, Internal Training, Training, Workshop, Supervision, Coaching, learning quality audit, tahsin and teacher tahfizh.

Meanwhile, at SMPIT ANIC, the programs that have been implemented in human resource development are human resource development programs including training, mentorship, leadership development, technology, curriculum development, community partnerships, character development and English language learning, which aims to develop individuals in terms of improving knowledge, skills and attitudes.

3. The obstacles and challenges faced by SMPIT Robbani are at the time of activities that are sometimes at the same time as other activities, lack of understanding, limited human resources, difficulties in implementation, lack of motivation to come early and lack of enthusiasm in carrying out their duties in full. The challenge faced is maintaining long-term commitments or inconsistencies in implementation.

Meanwhile, the obstacles and challenges at SMPIT ANIC are limited time and availability of resources, underestimation of training, resistance or disapproval from teachers or staff, and varying readiness or motivation.

The challenge is to change the existing mindset and ensure consistency in the application of these values in schools.

Research suggestion: The principal and deputy principal should continue to give encouragement and motivation to every teacher to take an active role in participating in the activities of the coaching program. The principal and deputy principal should also be directly involved in the implementation of the activity teacher development is in collaboration with teachers, and it is important to design a more flexible and adaptive coaching program, so that it can be adapted to the schedule and needs of participants, and should increase understanding and awareness of the importance of coaching through effective communication and continuous motivation that can help increase the participation and enthusiasm of teachers and staff.

Teachers should always have and increase their motivation in participating in every teacher development program or activity held by the school, creating a creation regarding the types of teacher development activity programs that have never been done before in accordance with the need to improve quality and change the times.

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