



(MUDIMA)



The Role of Human Resource Management in Improving the Quality of Education at Bintang Langkat High School

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ARTICLE INFO

Keywords: Management, Human Resources, Quality of Education

Received : 3 November

Revised : 25 December

Accepted : 28 January

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ABSTRACT

This study aims to explore the aspects of training, recruitment, and evaluation of human resources in improving the quality of education at SMA Swasta Bintang Langkat. The research employs a descriptive qualitative method, with data collected through interviews, observations, and document analysis. The results indicate that human resource management—covering planning, recruitment, competency development training, and performance evaluation—is carried out in a fairly well-structured manner. The study found that the planning, recruitment, training, and evaluation of human resources at SMA Bintang Langkat have been implemented effectively, although they are constrained by budget limitations that do not fully meet the school's needs. It can be concluded that human resource management plays a significant role in enhancing the quality of education at SMA Bintang Langkat

INTRODUCTION

Education is important for every individual, because the quality of an individual can be seen from the education they have received, both formal and informal, whether from information and guidance obtained from parents or information and education obtained from educational institutions. Therefore, in order to produce a superior generation, this aspect of education must be fulfilled.

Education in the development process contributes greatly to the progress of a nation, because education is a means of building national character. Therefore, proactive measures are needed to continuously improve the quality of education. Program policies to improve the quality of education cover three main aspects, namely: first, continuous curriculum development at all levels and types of education. Second, improving the welfare and professionalism of teachers. Third, utilizing educational facilities and infrastructure.

The quality of education is the ability of educational institutions to utilize educational resources to improve learning abilities as optimally as possible. In terms of education, quality refers to the implementation of the educational process and its outcomes (Sujanto, 2021). The quality of education can also be defined as the ability of educational institutions and systems to empower educational resources to improve quality in line with educational expectations or objectives through an effective educational process (Hariyadi, et al., 2021).

Improving the quality of an organization is highly dependent on the role of management. In other words, management will run effectively if it is carried out by managers and human resources who have high quality and professionalism. In the context of schools, management functions include planning, organizing, mobilizing, and supervising various areas of school tasks, such as curriculum or teaching management, human resources, students, finance, facilities, materials, and community relations (Darma, et al., 2024).

Human resource management is a process of planning, organizing, and controlling activities related to job analysis and evaluation, procurement,

development, compensation, promotion, and centralization of working relationships to achieve predetermined goals (Husaini and Sutama, 2021). Another opinion states that human resource management (HRM) is the recognition of the importance of an organization's workforce as a resource that contributes to the organization's goals. In its management and use, it can be ensured that human resources can be managed effectively and fairly for the benefit of individuals, organizations, and the community (Babullah, 2021).

Munandar, (2019) Basically, human resource management is fully recognized as having a very large influence and is considered the main key to improving the quality of education. The application of educational management in an institution greatly affects the level of effectiveness and efficiency of the educational process in that institution. The quality of management can be seen from the extent to which implementation and supervision are carried out clearly. If management functions are carried out optimally, educational services will run smoothly and produce satisfactory outputs. One of the fundamental changes in educational management in Indonesia is the shift from a previously centralized system to a decentralized one, in which educational autonomy is given to each school.

In principle, educational institutions have the function of guiding and preparing students to become talented individuals who are proficient in technology, highly skilled, and faithful and pious. In an effort to realize the expected role of education in schools to optimize the quality of human resources (HR), an institution's system must continue to be oriented towards meeting the needs and challenges of society as a logical consequence of the dynamics of change that occur. The rapid development that has taken place in recent decades has brought Indonesia into the group of New Industrialized Countries (NICS). However, this achievement does not mean that development is complete. On the contrary, Indonesia must continue to increase the momentum of development. Therefore, the preparation of quality human resources who are proficient in science, technology, expertise, and skills is an absolute

necessity. With superior human resources, Indonesia can survive in global economic and political competition as mandated in Law No. 20 of 2003 concerning the National Education System.

The effectiveness of human resource management in schools plays a very important role. The success of planning and implementing educational development programs is highly dependent on the competence of educators and educational personnel. In advancing schools, the most vital aspect of human resource management is the quality of the teaching staff. Teachers who are competent in their fields are able to make a significant contribution to the progress and sustainability of schools. Through their roles as educators, teachers, mentors, and trainers, teachers can carry out their duties in accordance with the requirements of the applicable curriculum, both at the local and national levels. In addition, the quality of education is also influenced by the quality of input, process, and output in schools.

SMA Bintang Langkat is a senior high school, and students who have completed their education at this school are able to compete well with other alumni. They have successfully entered various levels of higher education and filled the workforce optimally. This condition can be realized because the educational management at the school is carried out well. However, there are several obstacles, including a lack of discipline among teachers, such as tardiness in fulfilling responsibilities assigned by the principal or attendance discipline, which affects the quality of education. Another problem is the lack of appreciation shown by the principal to all teachers, resulting in teachers being less disciplined or less responsible for the tasks assigned to them by the principal. A teacher's discipline is a reflection of the students' attitudes or role models. Attitudes formed from discipline will positively affect the quality of education.

METHODS

This research is qualitative research using a qualitative descriptive method. Interviews, observations, and documentation studies were used to collect data. The researcher applied open-ended interviews, which involved preparing a list of questions as a guide but still allowing room for additional questions that arose spontaneously during the interview process. According to Sukmadinata (2017), descriptive research is a type of research that aims to describe existing phenomena, both natural and man-made. These phenomena can include forms, activities, characteristics, changes, relationships, similarities, and differences between phenomena.

The research subjects played a role in providing information that could explain the characteristics of the objects being studied. The subjects in this study were Bintang Langkat Private High School. In this study, the objects studied included the principal, teachers, and staff at Bintang Langkat High School. In this study, the researcher used data collection techniques in the form of interviews, observation, and documentation (Sugiyono (2018). In this study, qualitative descriptive analysis was carried out through three main procedures, namely: Data Reduction, Data Presentation, and Conclusion/Verification.

RESULTS AND DISCUSSION

Results

After conducting research and finding the necessary data as objects and subjects in this study, the researcher used interviews, observation, and documentation methods. The researcher will then present the results and discussion of what was found during the research at Bintang Langkat High School with the title "The Role of Human Resource Management in Improving the Quality of Education at Bintang Langkat High School."

1. Human Resource Planning in Improving the Quality of Education

Human resource planning at SMA Bintang Langkat is carried out by considering various aspects that are directly related to the needs of the school. Every year, the school evaluates the number of students enrolled and adjusts it to the needs of teaching and staff. In addition, changes in the curriculum and educational dynamics are also important references in designing future human resource needs. When a teacher retires, resigns, or a

position becomes vacant, it is immediately followed up in the planning process. The school has also begun to pay attention to improving the competence of educators, not only in terms of quantity but also quality. Although there are still obstacles in terms of funding, human resource planning is still carefully prepared to support the achievement of the expected quality of education. As explained by the principal, Rahmad Hidayat, S.E., the principal has the task of advancing human resources in an effort to improve the quality of education as follows:

"We usually start planning for teacher and staff needs when the new school year is about to begin. We first look at the number of students who have registered, then adjust it to the available subjects. If there are teachers who retire or transfer, that is also taken into consideration. In addition, the curriculum is constantly evolving, such as the Merdeka Curriculum, so we also think about what kind of teachers are needed to keep up with these changes. So, in essence, we look at the number of students, the subject requirements, and the competencies needed. (Principal, Rahmad Hidayat, SE)

From the above statement, it can be concluded that the principal must be able to determine the right time for the school to hire new teachers or staff, because if the timing is not right, the impact on the school will not be in line with what is needed and what is not yet needed. And the principal must continue to make real positive changes in order to improve the quality of education.

The researcher also interviewed one of the craft teachers at Bintang Langkat High School, Mrs. Nadya Nurcahyani, as follows:

"I'm not directly involved, but I know that usually the school, especially the principal and the management team, determine the need for teachers. Sometimes we are invited to meetings or asked for our opinions, for example, when a teacher wants to retire or when the number of students increases. So even though we are not fully involved, we are still given information and sometimes asked for input." (Teacher, Nadya Nurcahyani)

From the above statement, it can be concluded that the principal must always involve teachers in planning teacher requirements at the school. This is because the principal also needs input from the teachers, which will assist in the process of planning teacher requirements.

The researchers also interviewed one of the staff members at Bintang Langkat High School, Tri Novitasari, S.Pd, as follows:

"Officially, no, we are rarely directly involved in planning meetings like that. But sometimes, if there is a shortage of staff or a backlog of work, we like to talk to our superiors or the principal and give our input. So even though we are not invited to participate in the discussions directly, our voices are still heard, especially when it comes to our daily work." (Staff member, Tri Novitasari, S.Pd)

From the above statement, it can be concluded that the principal should be directly involved in the process of recruiting school staff, because staff are an important part of the entire workforce at the school. They are the implementers of education who play a vital role in the school.

2. Human Resource Recruitment in Improving the Quality of Education

The human resource recruitment process at SMA Bintang Langkat is carried out selectively and in accordance with the school's needs. When there is a vacancy for teachers or staff, the school first identifies the position needed and the expected qualifications. Usually, the school looks for prospective teachers or educational staff who not only have the appropriate educational background but are also able to keep up with curriculum developments and are committed to the world of education. In the selection process, teaching ability, personality, and readiness to adapt to the school's work culture are important considerations. Although challenges such as budget constraints sometimes arise, the school continues to strive to obtain quality human resources so that the teaching and learning process can run optimally and educational goals can be achieved properly. This was also conveyed by the Principal of SMA Bintang Langkat, Mr. Rahmad Hidayat, SE, as follows:

"Usually, we first look at the needs of the school, such as which subjects are lacking or which teachers already have a full teaching schedule. After that, we open vacancies, either through social media or teacher networks. We make sure that the applicants' majors match the subjects needed. Then we select from there, which ones are suitable, and call them for the next stage." (Principal, Rahmad Hidayat, SE)

From the above statement, it can be concluded that the principal, as the leader, must take the lead in

recruiting teachers because only the principal understands all the methods of recruiting teachers, one of which is opening vacancies for new teacher candidates. The principal must also find out what kind of teachers are currently needed to teach at the school so that teaching is easier because it is in line with the needs and can create effective and efficient learning.

The researcher also interviewed one of the craft teachers at Bintang Langkat High School, Mrs. Nadya Nurcahyani, as follows:

"In my opinion, it's pretty good. The school usually selects candidates based on their documents first, then there is an interview and sometimes they are asked to teach in front of a class (micro teaching). This way, we can see whether the prospective teachers are really capable of teaching or not. But if possible, in the future, it should be improved so that those who are accepted are truly competent and fit the character of this school." (Teacher, Nadya Nurcahyani)

From the above statement, it can be concluded that in order to obtain qualified teachers, interviews or micro teaching are usually used for selection. The principal must be able to find teachers who fit the character of the school, as this will facilitate the teaching and learning process both inside and outside the classroom.

The researcher also interviewed the administrative staff of SMA Bintang Langkat, Mrs. Tri Novitasari, S.Pd, regarding the recruitment process at SMA Bintang Langkat, namely:

"In my opinion, staff are also important in the recruitment process. This is because the staff are the ones who often interact directly with new teachers at the beginning. So we can see whether the teacher can work well with others, is disciplined, and can adapt quickly. Sometimes, even small things in the office can reveal this. So the staff can help provide input to the leadership, especially if there is something that is considered unsuitable in terms of attitude or work style." (Tri Novitasari, S.Pd)

From the above statement, it can be concluded that staff play a very important role in the recruitment process at schools, because staff are also the ones who provide job vacancies and are directly involved in the implementation of recruitment and human resource management selection.

3. Human Resource Training in Improving Education Quality

Human resource training at Bintang Langkat High School is conducted as an effort to improve the quality of teaching and education personnel. The school realizes that improving the quality of education requires more than just academically competent teachers; it also needs to be supported by continuously updated professional skills. Therefore, teachers and staff are encouraged to participate in various training programs, both those organized by government agencies and private parties. The training material is usually related to the implementation of the latest curriculum, classroom management, learning technology, and student character development. Although not all training programs can be attended due to limited funds or time, the school still strives to provide opportunities for educators to continue learning and developing. In this way, it is hoped that the quality of learning in schools can be further improved and made more relevant to the demands of the times. This was also conveyed by the Principal of SMA Bintang Langkat, Mr. Rahmad Hidayat, SE, regarding the training provided by the principal to teachers and staff at the school as follows:

"The development program includes training, workshops, and MGMP (Subject Teacher Working Group). For teachers, in addition to training from the school or outside, we also encourage them to join learning communities or online seminars. The same goes for staff, who sometimes participate in training on data management, finance, or administrative services. In addition, there are also routine evaluations so that we know what still needs to be improved. So, development is not only through training, but also through evaluation and direct coaching." (Principal, Rahmad Hidayat, SE)

From the above statement, it can be concluded that training and development programs can also be conducted by the school or outside the school, because if you want to participate in such training, you can do so through online seminars, workshops, MGMP, and many other training and development programs. So there is no reason not to participate in training and development. Because by participating in these programs, you will gain a lot of knowledge and insight from the presenters, which will eventually change the character of the teachers who

have participated in the training and development programs.

The researcher also interviewed one of the teachers at Bintang Langkat High School, Mrs. Nadya Nurcahyani, a craft teacher, who also provided a statement regarding training for teachers and administrative staff at Bintang Langkat High School as follows:

"Yes, I have participated several times. Sometimes it is directly from the school, sometimes I am given information to participate in training from outside, such as from government agencies or teacher communities. Usually, it is about the curriculum, learning media, and more interesting teaching techniques. The school often provides opportunities to participate in training, so it is quite useful for gaining knowledge." (Teacher, Nadya Nurcahyani)

From the above statement, it can be concluded that schools must hold training or development activities at school because participating in training and development outside of school may not be enough for the principal to continue to motivate all employees.

The researcher also interviewed the administrative staff of Bintang Langkat High School, Mrs. Tri Novitasari, S.Pd, as follows:

"In my opinion, what is most needed is training that is directly related to daily work, such as computer training, data management, and school administration. Nowadays, there are many online systems, so it is very important for staff to keep up with technological developments. In addition, training on service is also important, so that we can better assist teachers, students, and parents." (Staff, Tri Novitasari, S.Pd)

From the above statement, it can be concluded that school staff say that what is most needed in training and development at this time is training that is always done every day, such as computers, data processing, and school administration. This is because if the training runs smoothly, it will facilitate the implementation of education for teachers, students, and parents. This is because currently, everyone uses the internet, and everything can be done at home.

4. Human Resource Evaluation in Improving Education Quality

Human resource evaluation at Bintang Langkat High School is conducted regularly as part of efforts

to maintain and improve the quality of education at the school. Each teacher and staff member is assessed based on their performance, responsibilities, and contributions in carrying out their duties. This assessment not only looks at work results, but also attitude, discipline, and the ability to adapt to school policies and developments in the world of education. Evaluations are usually carried out by the principal or management team through direct observation, activity reports, and feedback from students and colleagues. The evaluation results are then used as consideration for coaching, development, and even promotion if necessary. With objective and continuous evaluation, the school can identify the strengths and weaknesses of each human resource, so that improvements can be made to achieve better quality education.

The research was conducted at Bintang Langkat High School, a private school located in Ara Condong Village, Jl. Stabat-Secanggang, Langkat Regency, North Sumatra Province. This school is led by Mr. Rahmad Hidayat, S.E., the principal who is the leader responsible for improving the overall quality of education. As explained by Principal Rahmad Hidayat, S.E., the principal has the task of advancing human resources in an effort to improve the quality of education as follows:

"When it comes to the performance of teachers and staff, we usually monitor them on a daily basis. So, we look at their attendance, teaching methods, attitude towards students, and also their discipline. Sometimes we also hold evaluation meetings, talk together, and discuss what is lacking or needs to be improved. It's not too rigid, the important thing is cooperation and communication." (Principal, Rahmad Hidayat, S.E)⁴

From the above statement, it can be concluded that the performance of teachers and staff is usually evaluated by the principal, based on their teaching methods, character towards all school members, and discipline. The principal must monitor all the work of teachers and staff so that they continue to be role models for all students and school members.

The researcher also interviewed one of the subject teachers at Bintang Langkat High School, Mrs. Nadya Nurcahyani, as follows:

"Yes, I have. At that time, the principal came into the classroom to observe me teaching. After that, I was invited to have a casual chat, and I was given feedback on how to deliver the material and manage

the class. It didn't make me feel pressured, because the feedback was given in a pleasant manner, more in the spirit of encouragement. So I could understand which areas I needed to improve." (Teacher, Nadya Nurcahyani)⁴

From the above statement, it can be concluded that the principal must always supervise and monitor teachers who are teaching, and the principal will also provide guidance to teachers who are teaching, by inviting them to have a casual conversation without any pressure, so that teachers can further develop their potential.

The researcher also interviewed one of the staff members at Bintang Langkat High School, Tri Novitasari, S.Pd, as follows:

"Personally, I hope that the evaluation is not only to point out shortcomings, but also to encourage. That is, if someone is doing a good job, they should also be appreciated, even if it's just through a thank you or recognition during a meeting. That can be a great motivation for the staff. I also hope that the evaluation can be clearer, with definite criteria, so that we know what the benchmarks are and are not confused about what to improve. If there are training or coaching sessions, that would be even better, so that the staff can develop and not just do routine work every day." (Staff, Tri Novitasari, S.Pd)⁴

From the above statement, it can be concluded that school staff greatly hope that the principal's evaluation system is not merely about pointing out shortcomings, but also about motivating all the staff at SMA Bintang Langkat.

Discussion

Based on interviews with the principal of Bintang Langkat High School, human resource planning is carried out by identifying the needs for teaching and educational staff at the beginning of each new school year. The principal, together with the foundation, develops a plan for teacher and staff requirements, taking into account the number of students, the teacher-student ratio, and the competencies required in accordance with the applicable curriculum.

Observations also show that the school uses internal programs such as subject teacher working groups (MGMP) to improve teacher skills. The school also strives to recruit teachers with educational backgrounds that match the subjects they teach. Based on the experience at SMA Bintang

Langkat, human resource planning has fulfilled the important elements of this theory. The existence of competency development planning and workforce needs analysis demonstrates this. However, several obstacles have been encountered in the field. Teachers said that human resource planning is sometimes not supported by an adequate budget, which has caused some teacher development programs to fail. This shows that good planning must be balanced with additional resources, such as funds and facilities. Thus, it can be concluded that human resource planning at SMA Bintang Langkat can be said to be measurable and structured, because judging from the way the principal plans, it can be said that almost all of the planned targets have been met. Even though all of the principal's plans have been successful, a budget is still needed to continue supporting the HR planning program.

The results of the interviews conducted show that the principal continues to take action, one of which is to recruit all the needs of the school, such as teaching and educational staff, through a multi-stage recruitment process, such as recruitment through recommendations from the foundation, identification of workforce needs, and administrative selection and interviews. The results of the researcher's observations show that the recruitment process at Bintang Langkat High School is not yet fully transparent. Through the principal's or foundation's professional network, job vacancy information is more often published on bulletin boards or social media. According to one of the teachers interviewed, the teacher was previously a temporary teacher at another school before being recruited through a recommendation from the principal. From this, it can be concluded that the teacher recruitment process at SMA Bintang Langkat is quite good in terms of meeting the requirements for identifying staffing needs, but what needs to be improved is greater transparency in the recruitment process.

After the recruitment process is complete, the principal will then conduct training for new and existing staff. The principal conducts training for teachers and staff, which is carried out regularly every month both at school and outside of school. The training provided to teachers by the instructors is usually about the curriculum, good and proper teaching methods, and the use of technology. Training for staff will cover school administration, as

this is the appropriate training to be given to school staff. After all the training is complete, the results and changes will be visible. Teachers will be more productive in teaching and delivering material to their students. They will also be able to set a good example that will have an impact on their students, who will surely become more virtuous, respect their teachers, and appreciate their friends. For the staff, the changes will be seen in the form of continuous improvement in the quality of the school and the ability to solve problems experienced by students at the school.

After all human resource management processes have been carried out, the principal will evaluate all employees by setting clear and specific work standards, and the principal must also collect data on the performance of the employees, namely the teachers and staff. The principal will then carry out a development process to help them perform their duties and improve their abilities and discipline. By conducting effective work evaluations, the principal can improve the performance, abilities, discipline, and job satisfaction of the workforce, thereby improving the quality of education at the school.

This study found that HR planning, recruitment, training, and evaluation at Bintang Langkat High School are running quite well but are constrained by budget. This finding is in line with previous studies showing that planning and recruitment in private schools are often limited by internal foundation policies. In addition, teacher training is not yet scheduled regularly, so some teachers take independent online training, a phenomenon that has not been widely discussed in previous studies. HR evaluation is carried out through simple supervision, but it is not yet based on measurable indicators. From the various HR management strategies implemented, there are findings that show that this has a positive impact on improving the quality of education at SMA Bintang Langkat. The learning process has become more structured, students feel more comfortable, and teachers can work more optimally. The relationship between educators, students, and educational staff also appears to be more solid and supportive. The object of this study is located at SMA Bintang Langkat. SMA Bintang Langkat is a private school located in Ara Condong Village, Jl. Stabat-Secanggang, Langkat Regency, North Sumatra Province. SMA Bintang Langkat was established on

February 15, 2016, with an establishment decree number under the auspices of the Ministry of Education and Culture under the government.

CONCLUSION

Based on the results of the research conducted, it can be concluded that human resource management plays a significant role in improving the quality of education at SMA Bintang Langkat. HR management, which includes planning, recruitment, competency development training, and performance evaluation, is carried out with a fairly good and structured approach. Each of these stages supports the creation of a conducive educational environment, with competent and dedicated teachers and staff.

Periodic performance evaluations also serve as an important basis for improving the quality of individuals and work teams. In addition, attention to work motivation, both morally and structurally, strengthens the enthusiasm and responsibility of educators and educational staff in carrying out their duties. With focused and planned HR management, SMA Bintang Langkat is able to create a higher quality educational environment. The learning process becomes more effective, administrative services become more orderly, and relationships between all school members are well established. All of this shows that the role of HR management is crucial in supporting the achievement of more optimal educational goals. Overall, the way the school manages its human resources has a positive impact on teachers, staff, and students alike. Teaching and learning activities run more smoothly, and the school environment feels more comfortable and productive.

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