



Research Article

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Analysis of Human Resource Management Strategies in Islamic Education

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ABSTRACT:

Human resource management (HRM) plays a strategic role in enhancing the quality of Islamic education, particularly in addressing the challenges of the 21st century. This study aims to analyze the strategies of human resource management (HRM) in Islamic educational institutions, focusing on planning, recruitment, training, evaluation, rewards, organizational culture, and technological innovation. The method used is descriptive quantitative with data collection techniques through a closed questionnaire distributed using Google Forms. The number of statements was 30 items, and a sample of 9 people was taken purposively from educators at Bintang 'Ibadurrahman Bukittinggi School, a primary school. The data analysis in the study was conducted using descriptive statistics, specifically by calculating the frequency percentage of each indicator to determine the tendencies of HR management practices applied at Bintang 'Ibadurrahman School. The responses from questionnaires, which consisted of 30 statement items across seven sub-variables, were converted into percentage scores to assess the level of implementation and understanding among teachers and managers. The results showed that overall, the implementation of HR management strategies was classified as very good, with an overall average score above 80% after being converted into percentages. The sub-variable that obtained the highest score was recruitment and selection (86%), followed by organizational culture and HR innovation (85%). The aspect with the lowest score was HR rewards and welfare (80%). The study recommends integrating Islamic values more deeply into human resources (HR) strategies and leveraging educational technology to enhance performance and motivation.

Keywords: HR Strategy; Islamic Education; Management

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INTRODUCTION

Human Resource Management (HRM) is a crucial aspect of the success of an organization, and Islamic educational institutions are no exception. In the context of Islamic education, the existence of professional, integrity, and noble human resources is the main foundation in building an education system that is able to realize national education goals and Islamic values in a balanced manner¹. Islamic education has a noble goal, not only to form intellectually intelligent people but also to have good morals and strong faith. Human Resource Management (HRM) plays a strategic role in improving the quality of Islamic education, especially in facing 21st-century challenges. Islamic educational institutions must develop HR strategies that align with Islamic values, technological advancements, and organizational needs. Despite good implementation, there is a need for a more structured and Islamic-based HR management model that addresses technical challenges while maintaining spiritual values.

Government Regulation Number 64 of 2012 concerning the Human Resources Management System at the Ombudsman of the Republic of Indonesia: Government Regulation No. 64 of 2012². Policy regulations on human resource management (HRM) strategies regulate how an organization manages human resources effectively and efficiently to achieve organizational goals. These regulations cover various aspects, from HR planning, recruitment, training, and performance appraisal, to compensation and career development.

Islamic educational institutions require human resource management that is not only oriented toward administrative and academic performance but also pays attention to the spiritual dimension and Islamic values³. This is important because Islamic education institutions are responsible for shaping the character and personality of students through the example shown by educators and education personnel. Human resources in Islamic education institutions are

¹ Hilmiyah dan Husnussaadah, "OPTIMALISASI PENGELOLAAN SUMBER DAYA PENDIDIKAN ISLAM MENCAPAI EFISIENSI DAN KEUNGGULAN KOMPETITIF," *Jurnal Manajemen Pendidikan Islam* 9, no. 1 (2024): 22–30.

² "Peraturan Pemerintah," 2012.

³ Rusmita dan Jamilus, "Manajemen Sumber Daya Manusia Dalam Pendidikan Islam: Strategi Dan Tantangan," *Jurnal Manajemen Diversifikasi* 4, no. 3 (2024): 573–80.

expected to be role models in the implementation of Islamic values in the educational environment. In practice, human resource management in Islamic education institutions often faces various challenges, such as limited competent educators, recruitment systems that are not transparent, and lack of continuous training and development⁴. These challenges not only affect the quality of learning but also the working climate within the institution. Human resources that are not properly empowered will show low performance and lack of innovation.

The problem that occurs is that many Islamic educational institutions are not yet perfect about how to manage human resources strategies. So when they need new teachers, schools do not get good teacher results because of immature planning. Where planning will determine the next steps in management strategy. These problems have the potential to hinder the achievement of the vision and mission of Islamic educational institutions, especially in producing a generation that is knowledgeable, faithful, and morally good⁵. This also has an impact on the decline in public trust in Islamic education institutions. Therefore, HR management must be a top priority in the institution's strategic planning so that educational goals can be achieved effectively and efficiently. Good HR management includes functions such as planning, recruitment, selection, development, performance evaluation, and compensation. These functions are an interrelated cycle and cannot be separated from one another. If one function does not run well, it will affect other functions⁶. Therefore, Islamic educational institutions need to develop a comprehensive and sustainable HR management strategy.

One of the major challenges faced is creating a balance between professionalism and spirituality in human resource management. Professionalism is needed to improve the performance and competitiveness of the institution, while spirituality becomes the spirit

⁴ D. Rahman dan A. A. Rizal, "PROBLEMATIKA YANG DIHADAPI LEMBAGA PENDIDIKAN ISLAM SEBAGAI TANTANGAN DALAM MENINGKATKAN MUTU PENDIDIKAN," *NAZZAMA JOURNAL OF MANAGEMENT EDUCATION* 1, no. 1 (2021): 76–89.

⁵ M. Umar dan F. Ismail, "PENINGKATAN MUTU LEMBAGA PENDIDIKAN ISLAM (Tinjauan Konsep Mutu Edward Deming dan Joseph Juran)," *Jurnal Pendidikan Islam Iqra'* 11, no. 2 (2017): 1–24.

⁶ PPM SoM, "Manajemen SDM: Pengertian, Tujuan dan Fungsi," *Artikel Manajemen*, 2024.

that distinguishes Islamic educational institutions from other academic institutions. A holistic approach is needed so that these two aspects can run in harmony and support each other.

Recruitment and selection of educators in Islamic educational institutions should ideally assess not only academic and pedagogical abilities but also moral integrity, role modelling, and commitment to Islamic values. Therefore, the recruitment system must be designed professionally and still consider aspects of religiosity⁷. A fair, transparent, and accountable selection process will provide optimal results for the institution.

HR training and development also needs to be designed not only to improve teaching skills, but also to strengthen Islamic insights, the ability to preach, and mastery of technology in learning⁸. Teachers and education personnel must be given equal opportunities to develop themselves in accordance with the times, in order to be able to answer the challenges of the 21st century. Performance evaluation of educators in Islamic education should include dimensions of worship, morals, and social contribution, apart from administrative and academic aspects. A comprehensive and sustainable evaluation will encourage the creation of a productive and religious work culture. Evaluation results should also be used as a basis for making fair and wise managerial decisions.

HR welfare, both financial and non-financial, is an important factor that supports morale and loyalty. Providing appropriate allowances, incentives, and rewards can increase work motivation and reduce employee turnover rates⁹. In Islam, paying attention to teachers' welfare is a form of respect for their strategic role in educating the nation's life. The actual conditions in many Islamic educational

⁷ Badrudin, P. C. Irlin, dan S. N. F. Ahmad, "IMPLEMENTASI REKRUTMEN TENAGA PENDIDIK BERBASIS KOMPETENSI DI PONDOK PESANTREN AL AZHAR," *Jurnal Homepage* 6, no. 1 (2025): 48–56.

⁸ Muhammad Zaky, "ARTIKEL BRANDING: Jurnal Ilmiah Manajemen dan Bisnis 73 Jurusan Manajemen FEBI UIN Sunan Gunung Djati Bandung <https://www.journal.uinsgd.ac.id/index.php/branding> PENTINGNYA PELATIHAN DAN PENGEMBANGAN SUMBER DAYA MANUSIA DALAM MENGHADAPI TANTANGAN GLOBAL," *BRANDING: Jurnal Ilmiah Manajemen dan Bisnis*, n.d., 73–86.

⁹ D. W. Herlambang, "nalisis Kompensasi Kerja terhadap Peningkatan Kinerja Karyawan: Kajian Literasi," *Jurnal Publikasi Ilmu Manajemen* 3, no. 4 (2024): 116–31.

institutions show that HR management has not been fully implemented professionally. Many institutions do not have competency standards, career development systems, and objective performance evaluations. This is a serious obstacle to improving the quality of Islamic education nationally.

In fact, in Islam, the principle of HR management has been exemplified by the Prophet Muhammad SAW, who was able to place the companions according to their potential and mandate. This principle is in line with modern management theory, namely the right man in the right place¹⁰. Therefore, HR management in Islamic education must be based on the Sharia approach and contemporary management science.

With the development of technology and globalization, Islamic educational institutions are also required to adapt digital-based HR management systems in order to improve work efficiency and educational services. The use of HR management applications, online assessment systems, and digital learning platforms must be part of managerial transformation in the era of the Industrial Revolution 4.0. A good HR management strategy in Islamic education can integrate the values of Sharia, science, and technology. This strategy includes job analysis-based HR needs planning, continuous training, and a fair reward system. The strategy should also involve the participation of all stakeholders in the educational institution¹¹.

Based on this background, this study aims to analyze the practice of HR management in Islamic educational institutions carried out at Bintang 'Ibadurrahman School. In addition, it also formulates appropriate strategies to improve the quality and performance of teaching staff. This research is expected to make a positive contribution to improving the quality of Islamic education that is superior, professional, and has Islamic character. Previous studies have described HRD performance in Islamic education but have not discussed strategic models and innovations in depth. This research aims to fill this gap by analyzing current HR strategies, and their effectiveness, and proposing an integrated Islamic

¹⁰ D. Safitri, "MANAJEMEN INSANI QURANIK: PANDUAN PENGELOLAAN SUMBER DAYA MANUSIA," *Al Marhalah* 7, no. 2 (2023): 202–20.

¹¹ F. Agustin, "Manajemen Sumber Daya Manusia Dan Bagaimana Pengaruhnya Terhadap Globalisasi," 2024.

HR management model that incorporates technological advancements and Islamic principles.

METHOD

This study uses a quantitative descriptive approach with the aim of systematically describing the practices and strategies of human resource management at Bintang 'Ibadurrahman School. The method used is descriptive quantitative with data collection techniques through a closed questionnaire distributed using Google Forms. The number of statements was 30 items, and a sample of 9 people was taken purposively from educators at Bintang 'Ibadurrahman Bukittinggi School. The data analysis in the study was conducted using descriptive statistics, specifically by calculating the frequency percentage of each indicator to determine the tendencies of HR management practices applied at Bintang 'Ibadurrahman School. The responses from questionnaires, which consisted of 30 statement items across seven sub-variables, were converted into percentage scores to assess the level of implementation and understanding among teachers and managers.

RESULT AND DISCUSSION

This study was conducted to analyze the practices and strategies of human resource management (HRM) in Islamic educational institutions. The data collection instrument used was a questionnaire with 30 closed statements covering seven sub-variables, namely: HR Planning, Recruitment and Selection, HR Development, Performance Evaluation, Rewards and Welfare, Islamic Value-Based Organizational Culture, and Innovation and Technology in HR. The number of respondents in this study consisted of teachers and education managers at Islamic education institutions who were selected purposively.

Based on the results of the questionnaire recapitulation, it can be concluded that most respondents have a very good understanding and implementation of HR management functions. The following is the average score per sub-variable in percentage form (%), based on a Likert scale of 1-5.

Table 1. Average Percentage per Sub-Variable

Sub variables	Average Percentage per Sub-Variable	
	Average	Percentage
HR Planning	4.11	82.2%
HR Recruitment and Selection	4.30	86.0%
HR Development and Training Performance	4.18	83.6%
Evaluation and Assessment	4.18	83.6%
HR Rewards and Welfare	4.00	80.0%
Islamic ValueBased Organizational Culture	4.25	85.0%
Innovation and Technology in HR	4.25	85.0%

From the HR Planning sub-variable, the data shows that 82.2% of respondents stated that their institution has a plan for teaching staff needs in accordance with academic needs and institutional development.

In terms of Recruitment and Selection, 86.0% of respondents stated that the recruitment process had taken into account scientific background and Islamic values. However, 14% of respondents stated that the selection process had not been conducted in an open and professional manner, and still used an informal approach.

For the HR development sub-variable, 83.6% of respondents claimed to have attended training or workshops in the last two years. However, the training provided is still general and not fully relevant to the specific needs of teachers in Islamic education institutions.

In the Performance Evaluation sub-variable, it was found that only 83.6% of institutions have a regular and documented teacher performance appraisal system. Some institutions still use a subjective approach in evaluating teacher performance, which has an impact on not optimizing the development of HR competencies in a fair and measurable manner.

In the fifth sub-variable, namely HR Rewards and Welfare, as much as 80.0% show that most respondents think that the institution provides rewards and sanctions fairly. However, benefits such as transportation or health are still felt to be uneven or according to workload by some respondents.

The sub-variable of Islamic Value-Based Organizational Culture, as much as 85.0%, shows that the work culture in the institution is strongly influenced by Islamic values. Communication and work ethics reflect Islamic manners and build collaboration. The institution also provides supporting facilities for performance improvement.

The last sub-variable Innovation and Technology in HR, 85.5%, shows that the use of technology in HR management has been implemented. Teachers are encouraged to use digital media in learning. Collaboration with external parties and leadership support for HR innovation also works well.

General Conclusion Based on the percentage above, it can be seen that the highest scores are in HR Recruitment and Selection (86.0%) and HR Organizational Culture & Innovation (85.0%). The lowest score is for HR Rewards and Welfare (80.0%). Overall, the implementation of HR management strategies in Islamic Education institutions is in the "Very Good" category (average > 80%). However, the provision of allowances and fairness of awards needs to be strengthened in order to support the motivation and performance of educators optimally.

These results show that although there are some weaknesses in the implementation of HR management functions technically, in value, and in spirit, the majority of Islamic educational institutions have shown a high commitment to Islamic management principles. The discussion of this study's results shows the need to develop a more structured and integrated Islamic-based HR management model. The model must be able to answer technical managerial challenges while maintaining Islamic values as the main foundation. Thus, HR management is not only administratively effective but also spiritually meaningful.

The implication of these results is the importance of mentoring and training for managers of Islamic education institutions in developing HR strategic plans, improving the selection process of teaching staff, and designing an objective and transparent indicator-based performance evaluation system. In general, it can be concluded that HR management in Islamic education institutions is at a moderate to good level.

Improvement efforts need to focus on strengthening the system, increasing HR competencies, and formulating long-term strategies that are in line with the vision of holistic and competitive Islamic education.

The overall HR management strategy implementation was rated as very good, with an average score above 80%. Recruitment and selection scored highest (86%), indicating effective practices, while rewards and welfare scored lowest (80%), suggesting room for improvement. The findings highlight the need to develop a more integrated Islamic HR model that emphasizes fairness, motivation, and technological innovation.

Human Resource Management (HRM) within Islamic educational institutions serves not merely as a support function but as a strategic cornerstone for both academic excellence and moral development. International research emphasizes that HR strategies must align with Islamic values—such as justice, trust, and integrity—throughout recruitment, training, appraisal, and compensation systems. Basit et al. argue that fostering a workforce imbued with Islamic ethics enhances character formation and lifelong learning commitment¹². Similarly, Auwal et al. highlight that applying Sharia-compliant HR practices across key HR functions promotes not only ethical behaviour but also drives organizational success¹³.

Case studies from boarding schools further corroborate this, revealing that structured recruitment planning, continuous professional development, and performance evaluations rooted in Islamic values significantly improve institutional adaptability and education quality. Moreover, international scholars underscore the critical need for digital transformation and sustainable governance. A recent Bandung-based study on ESG-driven HR practices shows that embedding environmental, social, and governance principles positively impact staff performance and

¹² Alqanit Qurba Abdul Basit, Aprizal Ahmad, Devi Syukri Azhari, Resva Ingriza, "FUNDAMENTAL HUMAN RESOURCE MANAGEMENT CONCEPTS FOR ISLAMIC EDUCATIONAL INSTITUTIONS: FOSTERING CHARACTER AND RELIGIOUS VALUES THROUGH STRATEGIC WORKFORCE DEVELOPMENT," *Abjadiah: International Journal of Education* 9, no. 3 (2024).

¹³ Abdulmalik Auwal Gano, "Integrating Islamic Principles into Human Resource Management: Advancing Organizational Success through Islamic Education and Ethical Practices," *Tadibia Islamika: Journal of Holistic Islamic Education* 4, no. 2 (2024).

well-being, signalling a trend toward integrated, value-based HR systems in Islamic higher education¹⁴.

Additionally, the development of e-HRM platforms is recommended to shift HR roles from administrative upkeep toward strategic planning. In the Indonesian context, findings from 20 national-accredited journals confirm and elaborate on these approaches. Qualitative studies across madrasahs demonstrate that holistic HR development reinforces educational quality and institutional agility¹⁵. Qur'anic value-based training—as described by Ilhamsyah—has been shown to enhance moral and academic standards among teachers and administrators. Studies on HRM in integrated Islamic schools identify strategic HR functions—planning, recruitment, competency development, performance appraisal, and staff welfare—as essential to institutional effectiveness. Research in higher education by Kartika et al. finds that Islamically aligned HR processes strengthen religious values while boosting academic output¹⁶.

Further national studies highlight other key elements: digital-era HRM practices in MT institutions showcase the benefits of innovation and ICT integration; the alignment of fairness, transparency, and welfare with Islamic ethics is critical for teacher motivation; and quality management approaches in madrasahs—emphasizing organizational culture and capacity building—reveal that nurturing strong internal cultures enhances sustainable improvement.

Strategically, Islamic educational institutions are encouraged to develop an integrated Human Resource Management (HRM) model that

¹⁴ Deni Supardi Hambali Darul Wiyono, Deshinta Arrova Dewi, Ema Ambiapuri, Nur Aini Parwitasari, "Strategic ESG-Driven Human Resource Practices: Transforming Employee Management for Sustainable Organizational Growth," *General Economics (econ.GN)*, 2025.

¹⁵ Moses Adeleke Adeoye Fathurrahman Fathurrahman, Lailatul Fitriyah, Tsamar Nur Aini, "Optimizing Madrasah Quality: A Strategic Approach to Human Resource Management," *Al-Tanzim: Jurnal Pendidikan Islam* 8, no. 1 (2024).

¹⁶ Sahlan Muhammad Aminullah, "HUMAN RESOURCE DEVELOPMENT STRATEGY IN ISLAMIC EDUCATIONAL INSTITUTIONS," *Journal of Economics and Economic Policy* 1, no. 3 (2024).

aligns with both professional standards and Islamic values¹⁷. This model should include competency- and value-based recruitment (fit and proper), professional and spiritual training, a holistic evaluation that considers both academic performance and moral character, reward systems based on Islamic contributions, transformative leadership rooted in the Prophet's character, and structured systems of monitoring and mentoring. Empirical evidence from various madrasahs and pesantren in Indonesia supports the effectiveness of this approach, showing notable improvements in academic and non-academic achievements, teacher competencies, motivation, and the overall reputation of institutions. When HRM is grounded in Islamic principles, it enhances operational efficiency and shapes educators and learners into individuals of strong character, thereby reinforcing a sustainable and quality-centred Islamic educational ecosystem.

CONCLUSION

Based on the results of the research and the discussions that have been carried out, it can be concluded that human resource (HR) management in Islamic educational institutions is moving in a relatively positive direction, particularly in the internalization of Islamic values such as trustworthiness, honesty, and responsibility. These values serve as a solid foundation for shaping the character of educators and strengthening the organizational culture. However, the implementation of core managerial functions—such as planning, recruitment, development, and performance evaluation—still lacks professionalism and systematic structure. While most institutions have begun to plan for teaching staff needs, such efforts are rarely documented in clear and strategic planning documents.

Furthermore, the recruitment and selection of teachers tend to follow informal patterns, with limited adherence to transparent procedures or measurable competency standards that integrate Islamic values. Development programs for educators are often generic and reactive, not aligned with a long-term vision to improve the quality of Islamic education. Likewise, teacher performance evaluations are

¹⁷ Aep Tata Suryana, "Implementation of Islamic Human Resource Management in Islamic Boarding Schools: Case Study in Modern Islamic Boarding Schools," *Syamil: Journal of Education* 12, no. 1 (2024).

typically subjective and lack standardized tools that could support meaningful professional development. These findings highlight the urgent need for a distinctive HR management model tailored to Islamic educational institutions—one that integrates modern, professional practices with the spiritual principles of Islam. Such a model would enable these institutions to respond to contemporary challenges while preserving their religious and educational identity.

The recommendations that can be given by the title of this study for the future are that while HR strategies in Islamic educational institutions are generally effective, enhancing reward systems and integrating Islamic values into technological innovations are recommended. Developing a structured, Islamic-based HR management model can address technical and spiritual needs, fostering a motivated and high-performing educational workforce.

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