



Improving the Quality of Human Resources Through Islamic Boarding School-Based Knowledge-Sharing Management

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ABSTRACT

This research aims to explore the potential of knowledge-sharing management (KSM) in improving the quality of human resources (HR) at Nurul Jadid Islamic Boarding School. Through a qualitative approach, data will be collected from interviews, observations, and document analysis. The research will highlight the improvement of religious, academic, and soft skills competencies through knowledge-sharing practices in the Islamic Boarding School. In addition, this research will investigate the factors that influence the effectiveness of KSM in the Islamic Boarding School environment. It is expected that the results of the study can provide in-depth insights into the role of KSM in the development of Islamic Boarding School human resources, as well as provide recommendations for relevant parties to improve more effective KSM practices at Nurul Jadid Islamic Boarding School. Thus, this research is expected to make a positive contribution to the development of Islamic Boarding School as an educational institution that is oriented towards improving the quality of human resources holistically.

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INTRODUCTION

In a strategic effort to optimize the management of educational institutions, human resource management is a key component (Mubarok, 2021). Human resources that are by social transformation must be prepared and developed through educational programs (Ridwan et al., 2023). Human resources (HR) are part of education which is very important to achieve the goal of improving the quality of education (Jumadi, n.d.).

Human resource management is very important for educational institutions because it is very helpful in maintaining and improving the quality of education. (Darajat et al., 2023). Both the elements that facilitate and those that impede the use of human resource management must be taken into account in order to guarantee strong performance and the accomplishment of academic objectives (Mifta Hurrahma & Faruq Avero, 2021).

Principals, as top leaders, have an important task to improve the quality of human resources (HR) to improve the quality of learning institutions. (Wahyuni et al., 2023).. Principals have the responsibility as managers to improve employee performance, especially improving the professional abilities of their subordinates. (Abrori & Muali, n.d.).

Good human resources may help elementary school education advance and flourish, according to Indriyani. Overall, via efficient human resource management, elementary schools may contribute to raising educational standards and achieving learning objectives (Indriyani & Gistituati, 2023). According to Nurmalasari (2020), effective and strategic HR management is expected to help teachers and educational staff do their jobs well and achieve various goals, ranging from individual goals to community goals nationally and internationally. (Nurmalasari & Karimah, 2020). Jumadi said that the human resources (HR) planning system, selection and recruitment process, training and development of human resources, evaluation, compensation system, and supervision system are some examples of school management systems that depend on the principal and individuals appointed as the management team. (Jumadi, n.d.). Arief explained that to improve school quality, the implementation of human resource management significantly has a positive impact on the achievement of school programs and vision and mission. (Arief, 2021). Dida N The HR planning process at Aprianty depends on the school's vision and mission. Then, this planning is periodically evaluated and reformulated according to the development of the community, with regular supervision from the principal and the foundation's education development team. (Aprianty et al., 2023).

In educational institutions, the role of leadership is the process of influencing all employees who help perform learning tasks to achieve educational goals. (Erlena & Pd, n.d.). So, the success of education in schools is greatly influenced by how the principal manages the teaching staff. (Mukhlisin, 2021). With strong leadership, human resources in schools can be optimized to achieve better educational goals.

To run an effective and targeted quality improvement program, leaders of educational institutions must consider various aspects related to the quality of human resources. (Hidayat, 2021). Leaders in educational institutions need to pay attention to individual needs, develop appropriate training programs, encourage active communication, and conduct continuous evaluations to improve the quality of human resources.

Meanwhile, in terms of Knowledge Sharing, Natalia Tri Astuti said that the application of knowledge management in the field of informatics engineering is reflected in the development of human resource capabilities. This knowledge management process supports an increased focus on teaching, research, and community service by utilizing information technology to support the management of information in the library. (Astuti et al., 2023). Dewiana Novitasari found that charismatic leadership has a direct impact on psychological safety climate and indirect knowledge exchange. (Novitasari et al., n.d.). Yuliati demonstrated how educational establishments see knowledge management via the lens of enhancing human resource competences. Individual tacit knowledge and experiences from regular social interactions are used to transmit information at Al-Azhar Islamic educational institutes. To learn new information, gatherings, workshops, seminars, and other activities are employed. (Yuliyati & Maghfuri, 2020). Munif stated that systematic steps for teachers' planning, implementation, and assessment to achieve optimal learning outcomes are necessary for effective learning management with a student-centered learning approach, supported by the principle of knowledge sharing, in an Islamic junior high school in Krejengan (Munif et al., 2022). According to Ainur Rahman, knowledge management is necessary for educational institutions, educators, and educators themselves in order to create and enhance high-quality human resources, raise the value of businesses or organisations, and foster greater cooperation among Islamic educational institutions (Rahman et al., 2022).

Reality and empirical evidence in the field show that the quality of education is still said to be low. (Sangsurya et al., 2021). Some organizations integrate knowledge sharing into the organization without considering the various roles and functions of knowledge management which are specifically related to employee performance levels. (Muhidin et al., 2022).. Thus, Islamic Boarding Schools, despite having a long tradition in education, sometimes face challenges in adapting to rapid educational changes and innovations. In addition, there are obstacles to integrating modern knowledge management technologies and methods into the traditional system of Islamic Boarding Schools. This may limit the ability of Islamic Boarding Schools to facilitate the dynamic exchange of knowledge and skills between students, teachers, and the community. As a result, the positive impact of efforts to improve the quality of human resources through Islamic Boarding School-based Knowledge Sharing Management (KSM) may not reach its full potential.

This has an impact on Islamic Boarding School human resources, limiting their capacity to keep up with modern educational and technological advances. This makes Islamic Boarding School HR face difficulties in adjusting to changes and innovations and limits the exchange of knowledge and skills between students, teachers, and the community. As a result, the potential of developing Islamic Boarding School human resources to improve the quality of education may not be fully realized.

Islamic Boarding Schools should employ contemporary technology, such as online platforms, to enhance the efficiency of information sharing. Establish cooperative networks with other Islamic Boarding Schools, educational institutions, and affiliated communities to enhance the availability of educational resources. Therefore, it is crucial to include the principles of Islamic Boarding School, including religious values and morals, into knowledge-sharing endeavours in order to fortify the Islamic Boarding School identity and enhance the calibre of human resources. Nurul Jadid Islamic Boarding School may enhance the calibre of its human resources by implementing a Knowledge Management strategy rooted on the principles of Islamic Boarding School.

The novelty of this research lies in the approach that is tailored to the specific context of Nurul Jadid Islamic Boarding School. This research not only explores general concepts in knowledge-sharing management, but also formulates new strategies that are relevant to the values, culture, and goals of the Islamic Boarding School. can make a more concrete and meaningful contribution to improving the quality of human resources at Nurul Jadid Islamic Boarding School, where knowledge sharing is an activity that is often carried out by teachers while teaching, such as in discussions and interactions between teachers and students during the learning process. (Setiady et al., 2021). By adopting an Islamic Boarding School-based knowledge sharing approach, this research introduces a revolutionary approach by combining local wisdom and modern knowledge management principles. This allows the Islamic Boarding School to become an efficient platform for facilitating the exchange of knowledge and skills between Santri, educators, and the community. Through the implementation of Islamic Boarding School-based knowledge sharing, it is expected that it will not only strengthen the educational tradition of Islamic Boarding School but also provide a broader positive impact to the community as a whole.

Thus, this research is expected to explore the potential of Islamic Boarding School-based *knowledge-sharing management* in improving the quality of human resources (HR) at Nurul Jadid Islamic Boarding School. By integrating modern knowledge management concepts with traditional Islamic Boarding School values, this research explores the implementation of knowledge-sharing practices that can be effectively applied in the context of Islamic Boarding School education.

LITERATURE REVIEW

Human Resource

According to Hall T. Douglas and Goodale G. James, human resource management is "a process through the optimal matching achieved between staff, organization work, and environment so that staff reaches the desired level of satisfaction and performance and the organization reaches the goal." (Nurmalasari & Karimah, 2020).

Knowledge Sharing

According to Sari & Rosnani, knowledge sharing is a network of collaborative learning processes in which employees share knowledge and experience that can be used to share knowledge (Ambarsari & Bay, 2023).

Knowledge Sharing Management

This structured and systematic effort aims to improve the overall performance of the company through the development and utilization of knowledge to help the decision-making process. It includes the identification, collection, storage, and dissemination of relevant knowledge so that members of the organization can access and use appropriate information for strategic goals. As a result, this process improves the organization's ability to adapt to change and maximize operational efficiency (Suharsono & Indaryani, 2020)

Islamic Boarding School

In Indonesian, the word "Pondok" refers to a simple room, cottage, or small house. It may also be derived from the Arabic word "funduk", which means a simple bedroom, lodging room, or hotel. The cottage is usually a simple residence for students who are far from home. Pashantran is an Islamic educational institution that operates in the form of a dormitory or cottage, with Kyai as the main figure, the mosque as the center of its activity, and the teaching of Islamic religion under the guidance of Kyai, followed by the santri as its main activity (Fiandi & Warmanto, 2023).

Integrating Knowledge Sharing in Islamic Boarding School

In the internships, Knowledge Sharing is carried out through yellow book teaching, scientific discussions, and religious activities. Research shows that the use of information technology increases the reach of knowledge, improves intellectual capacity, and encourages collaboration between trainees (Hasan, 2021).

The Impact of Training-Based Knowledge Sharing on Human Resource Quality

Training-based knowledge sharing improves the quality of human resources through character development, intellectual capabilities, and technological skills. Studies show that collaborating and speaking actively in training strengthens the ability to analyze and work ethics (Rahman, 2020).

METHODOLOGY

The research method used aims to improve the quality of human resources (HR) through Islamic Boarding School-based Knowledge Sharing Management (KSM). This research adopts a qualitative approach with a focus on Nurul Jadid Islamic Boarding School. The first step is data collection through participatory observation, in-depth interviews with students, educators, foster parents, and administrators, as well as document analysis related to Islamic Boarding School policies and procedures. Observations were conducted to understand daily interactions and practices in the context of Islamic Boarding School education. In-depth interviews were used to gain deep insights into perceptions, experiences, and understandings related to knowledge sharing and knowledge management. Document analysis aims to understand the existing framework and policies related to KSM. The qualitative data collected will be analyzed using a thematic approach to identify patterns, themes, and challenges in improving the quality of human resources. The results of the analysis will provide a deeper understanding of the effectiveness of KSM in Islamic Boarding Schools and provide a basis for recommendations for improvement and further development.

RESULTS AND DISCUSSION

Knowledge Sharing Management Culture

The culture of Knowledge Sharing Management in Islamic Boarding School is reflected in an open, collaborative, and appreciation-based learning atmosphere. Islamic Boarding School as a traditional Islamic education center is rooted in learning values centered on discussion and reflection. According to Tobing in Rumijati (2017), Knowledge Sharing can be explained as a structured process to obtain, flow, and disseminate knowledge efficiently, both from individual to individual and from organization to organization. This process involves various dimensions and utilizes various media and methods. (Andrea Gideon, 2023).

Based on Iqbal's statement, as a teaching staff, he explained that the learning atmosphere in the Islamic Boarding School is very open and collaborative. We encourage students to actively discuss and share knowledge. Every lesson is based on respect for Islamic scholarship and values. Through collaboration and knowledge exchange we can enrich our understanding of Islam and other sciences.

Azis explained that in the Islamic Boarding School curriculum, santri are encouraged to read and discuss the books together, not only receiving knowledge from the teacher but also learning from each other. In addition, Islamic Boarding School also has activities such as group studies and discussion forums that allow for knowledge exchange between students. They also invite speakers to seminars to expand general knowledge.

This encourages mutual support in learning, where everyone can learn more by working together. To build innovative human resources, knowledge sharing is necessary to achieve optimal results. Knowledge sharing enables

organizations to produce innovations (Ambarsari & Bay, 2023). HR management takes care of human resources, the only asset that has intelligence, emotions, motivation, and creativity that affect the achievement of organizational goals. (Ridwan et al., 2023). Where Islamic Boarding School HR is not only focused on academics, but also on spiritual aspects, morals, and practical skills. The students and teaching staff in Islamic Boarding School not only strive to achieve academic excellence but also strive to strengthen their faith and morals and improve practical skills that are relevant to the needs of society (Amri & Walian, 2023). (Amri & Walian, 2023).

Implementation of Knowledge-Sharing Management in Islamic Boarding School

The implementation of *knowledge management* cannot be separated from the role of human resources and technology. Both are considered key elements in the concept and are believed to be the main factors in successful implementation. (Yuliyati & Maghfuri, 2020). The implementation of knowledge management places human resources as an organization that can be empowered to share and manage knowledge. An organization can utilize its resources in various fields to achieve productivity so that it can compete by maximizing its intellectual assets, which are also human capital. (Astuti et al., 2023).. Therefore, knowledge management must be supported by human resources and IT. The use of information technology will improve access and quality, which will ultimately result in improved quality and competitiveness.

The implementation of knowledge-sharing management in Islamic Boarding School can be done in various forms, including: *First*, Using Digital Platforms, Islamic Boarding School can use digital platforms such as mobile applications, websites, or internal social media platforms to share knowledge. With this platform, students and teachers can interact with each other, exchange information, and share experiences efficiently. By using these digital platforms in learning media and teaching staff can provide innovations that are not monotonous and have interest. (Emda, 2022). Naufal said as a media operator that we have launched a special mobile application and an internal website as a means for Islamic Boarding School members to share knowledge. This platform allows students and teachers to interact with each other, exchange information, and share experiences efficiently. We believe that with this technology, collaboration between Islamic Boarding School members can be enhanced, enriching their learning experience. Through the utilization of digital platforms such as mobile applications, websites, and internal social media, Islamic Boarding School has significantly improved the quality of its human resources. With easy and quick access to information, students and teachers can efficiently interact, exchange information, and share experiences. In this case, Islamic Boarding Schools can optimize knowledge and skills, both in religious and general science aspects. The collaboration that occurs on digital platforms also results in more collaborative and inclusive learning, assisting in the development of soft skills and digital competencies. This all contributes to the overall

improvement of teaching quality, performance, and productivity of Islamic Boarding School.

Second, Training and Workshops, conducting regular training and workshops to introduce the concept of knowledge sharing to all members of the Islamic Boarding School. This training can include knowledge-sharing techniques, the use of information technology, and best practices in collaborative learning. Through training and workshops that are held regularly, Islamic Boarding School provides great benefits for the development of human resources (HR). The purpose of this training is to improve the ability and quality of human resources so that they can compete with others. (Kurniawanto, n.d.) increased teachers' and students' understanding of their responsibilities in managing digital-based learning. There are digital technologies that make it easier for students to access learning resources and information. Workshops can also improve teachers' professional skills. Teachers must have this ability to carry out their main task of teaching and master the learning materials thoroughly and deeply. (Sogen et al., n.d.). This was explained by Izzah Diana an educator who said that through knowledge sharing we can unite our thoughts when implementing in the field so that the objectives of the Education institution can be achieved. Thus, this training not only improves individual skills in knowledge sharing but also strengthens the Islamic Boarding School community as a whole by building a strong culture of knowledge sharing.

Third, Online Discussion Groups and Forums, Build online groups or forums where Islamic Boarding School members can ask questions, share experiences, and exchange knowledge. This can cover a wide range of topics, such as religion and general science. The creation of online discussion groups and forums in Islamic Boarding School has significant benefits for improving the Islamic Boarding School's human resources (HR). This medium allows children to interact with it, which increases their curiosity and interest in what they are learning. As a result, the objectives of the counseling can be well achieved (Roshonah & Dwitami, 2021).

Faizatul explained as a boarding school administrator With the online forum, we have seen an increase in Santri's engagement in discussions and knowledge exchange. They are more active in asking questions, sharing experiences, and deepening their understanding of various topics, both religious and general science. The interaction between children and the media is also proven to stimulate their curiosity so that counseling and learning achieve more optimal results. This strengthens our commitment to continue utilizing technology as an effective tool in improving the quality of education and guidance in Islamic Boarding Schools. By participating in these discussions, Islamic Boarding School members improve their understanding of various issues, enrich their horizons, and develop critical thinking skills. In addition, these discussions also build an inclusive and supportive community, where members support and encourage each other's growth.

Fourth, Mentoring and Tutoring, establishing a program where teachers who are more experienced or have special skills can help other teachers. This

program not only helps people exchange knowledge but also helps people become closer to each other in the Islamic Boarding School. It can improve the quality and effectiveness of work quality through deeper discussion, guidance, and increased belief in the positive contribution of the organization. (Ramdhany et al., 2023). The results of interviews with Islamic Boarding School administrators show that the mentoring and tutoring program has had a positive impact. One of the mentors, Ahmad, stated, "I see a significant improvement in the development of the Santri I mentor. They not only acquire new knowledge but also build close relationships with fellow students. Through in-depth dialog, we can improve the quality of their work and strengthen their confidence in contributing positively to the Islamic Boarding School. This program has proven that learning does not only happen in the classroom but also through interaction and support between members of the Islamic Boarding School."

Establishing mentoring and tutoring programs in Islamic Boarding School provides substantial benefits for the development of Islamic Boarding School human resources. In addition, the mentoring and tutoring program also builds closer and more supportive relationships between members of the Islamic Boarding School. The mentor-mentee relationship creates an inclusive and motivating environment, where Santri feels supported in their personal and academic development. Thus, the program not only strengthens individual knowledge and skills but also builds a strong and competitive community in the Islamic Boarding School.

Influence on the Quality of Human Resources

Knowledge sharing is very important to improve because by sharing information people can exchange knowledge and experience, so that work becomes easier. (Rahmad Bahagia & Andri Soemitra, 2022). Through KSM, Islamic Boarding School facilitates the exchange of knowledge and skills between students, teachers, and staff.

This improves the quality of education and the effectiveness of work in Islamic Boarding Schools. HR becomes more skilled and skilled in understanding and implementing best practices. Thus, KSM not only improves individual competencies but also strengthens collaboration among Islamic Boarding School members, which overall results in improved quality of HR. Knowledge Sharing Management (KSM) has a significant impact on the quality of human resources (HR) in the Islamic Boarding School environment. Among them: *First*, Increasing Religious and Academic Competence, KSM allows students and teachers to share knowledge and experiences, and improve understanding and skills in religious and academic fields. *Second*, Soft Skills Development, through interaction and collaboration, students can develop soft skills such as communication, teamwork, and problem-solving. *Third*, Innovation in Learning Knowledge sharing encourages the introduction of new methods and approaches in teaching, improving the quality of learning and inspiring innovation in the Islamic Boarding School curriculum. *Fourth*, the establishment of a Learning Culture:

KSM creates a sustainable learning culture where Santri and teachers are constantly engaged in the process of learning and self-development. *Fifth*, efficiency and Productivity: By sharing best practices and effective solutions, learning and administrative processes become more efficient and productive, reducing duplication of effort and improving overall quality. *Sixth*, Motivation and Satisfaction, active involvement in knowledge sharing increases the sense of ownership and engagement of students and teachers, improving their motivation and satisfaction. *Seventh*, Leadership development, KSM provides a platform for students and teachers to take a leadership role in knowledge sharing, helping them develop important leadership skills.

Through this process, individuals can learn from each other, improving their skills in various areas, whether religious, academic, or soft skills. It also encourages innovation in learning and teaching, enriching teaching methods and curricula. A culture of continuous learning is created where learning becomes an integral part of daily life. In addition, administrative efficiency increases as best practices and effective solutions are shared, reducing duplication of effort and accelerating the learning process. Active involvement in knowledge sharing also increases motivation, satisfaction, and ownership of learning. Overall, knowledge sharing positively affects the quality of human resources by improving competence, productivity, and quality of work.

Strategies to Increase the Effectiveness of Knowledge Sharing in the Islamic Boarding School Environment

In the strategy to increase the effectiveness of knowledge sharing in the Islamic Boarding School environment, several factors drive the success rate of knowledge sharing in Islamic Boarding School. (Faqqor & Atho'llah, 2023). Among them, 1) Opportunity, This factor includes a variety of formal opportunities such as training programs and organized work team structures. In addition, technology-based systems also make it easy to access and share knowledge. Clear and structured opportunities make it easier for Islamic Boarding School members to engage in the knowledge-sharing process, thus increasing its effectiveness. 2) Communication modalities Effective communication is the foundation of the knowledge-sharing process. Various communication methods, both verbal and non-verbal, are key to delivering and receiving information well. With the right communication modality, Islamic Boarding School members can easily interact and share knowledge, strengthening an effective communication network. 3) Expectations of benefits, when organizational members see that communication interactions produce tangible benefits in the form of knowledge, this will be a great motivation to engage in the knowledge-sharing process. The expectation of benefits derived from knowledge sharing is a major driver in increasing the level of participation and contribution in Islamic Boarding Schools. 4) Context congruence, The congruence of professional contexts between interacting individuals is an important factor in facilitating knowledge sharing. When Islamic Boarding School members have similar or similar professional backgrounds, they tend to

have a deeper and more relevant understanding, facilitating the process of knowledge and experience exchange. Context congruence creates a conducive environment for effective knowledge sharing in Islamic Boarding Schools.

According to Frappaolo and Toms (Dewiyana, 2006), *knowledge management* has several essential functions. First, *intermediation* acts as a link between knowledge providers and seekers, ensuring efficient knowledge transfer by optimally matching needs with sources. Second, *externalization* refers to the transfer of knowledge from individuals to external repositories, providing knowledge sharing. *Internalization*, the third function, involves retrieving knowledge from external repositories and re-presenting it in a format appropriate to the user's understanding. *Cognition*, the fourth function, utilizes knowledge for decision-making after going through the previous three functions. Finally, measurement is used to measure and manage corporate knowledge and the performance of the *knowledge management* solution, supporting the previous functions.

Implementing strategies to improve the effectiveness of knowledge sharing in the Islamic Boarding School environment brings significant benefits. By facilitating knowledge transfer between students and teachers through formal opportunities such as training programs, Islamic Boarding Schools can improve religious and academic understanding, and develop soft skills. The use of technology as a tool for knowledge sharing accelerates the learning process and innovations in the Islamic Boarding School curriculum. Providing easy access to stored knowledge enriches the learning experience, while professional contextual fit among Islamic Boarding School members strengthens collaboration and shared understanding. Overall, this strategy not only improves the quality of education but also strengthens the culture of continuous learning in Islamic Boarding Schools.

CONCLUSIONS

This research highlights knowledge management (KSM) which is an effective way to improve the quality of human resources (HR) at Nurul Jadid Islamic Boarding School. Islamic Boarding School can improve the soft skills, religious, and academic of students and teachers through an Islamic Boarding School-based approach to KSM. The results showed that implementing KSM in Islamic Boarding Schools has many advantages. These include better learning experiences, more cooperation, and accelerated innovation in curriculum and teaching techniques. In this study, the important things revealed about effective CBOs are formal opportunities such as training programs, adequate technological infrastructure, and a sustainable learning culture. In summary, it has been proven that Islamic Boarding School-based CBO practices contribute positively to improving the quality of education and human resource development at Nurul Jadid Islamic Boarding School. This research emphasizes that broader CBO strategies should be developed and implemented in other pesantren as part of a holistic and sustainable pesantren development effort.

FURTHER STUDY

Further studies can focus on how training-based knowledge sharing impacts improving the quality of human resources. This can include empirical and qualitative analysis, as well as developing better implementation models to apply these ideas in a variety of training education environments.

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