

Teacher Human Resource Management in Fostering Students' Morals in Educational Institutions

Irfan Maulana Aziz¹, Duwi Habsari Mutamimah², Asis Sustiawan³

masirfan210@gmail.com¹, duwihabsari@gmail.com², aziz.susti@gmail.com³

¹²³Sekolah Tinggi Agama Islam Nahdlatul Ulama Pacitan, Indonesia

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Abstract

This study aims to analyze human resource management in fostering students' morals towards teachers in educational institutions. The background of this research is based on the importance of character education in building respect for students and the challenges of declining morals due to social and technological developments. The research uses a qualitative approach with a case study design carried out at Madrasah Ibtidaiyah Muhammadiyah (MIM) Ngreco, Tegalombo District, Pacitan Regency. The research subjects included school principals, teachers, education staff, students, and parents who were selected through purposive sampling techniques. Data collection techniques were carried out through in-depth interviews, participatory observations, and documentation, while data validity was tested through triangulation of sources and techniques, member checks, and trail audits. The results of the study show that human resource management in fostering students' morals is carried out through four main functions, namely planning, organizing, implementing, and supervising. Planning is carried out by integrating moral values in learning tools and religious habituation programs. Organizing is carried out through the division of tasks and collaboration between teachers in character development. The implementation is carried out through the example of teachers, habituation activities, and strengthening religious school culture. Supervision is carried out through continuous evaluation of student behavior and teacher performance in moral development. This study concludes that structured human resource management based on religious values is able to improve students' morals towards teachers and create harmonious relationships in the educational environment. These findings make a theoretical contribution to the development of character-based education management as well as practical implications for educational institutions in designing moral development programs in a systematic and sustainable manner.

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INTRODUCTION

Education is not only oriented to the process of knowledge transfer, but also serves as a means of forming the character and morals of students to become individuals with noble character. Character formation is an integral part of the national education goal that emphasizes balance between cognitive, affective, and psychomotor aspects. Moral values such as good manners, respect, responsibility, and discipline are the main foundations in forming a harmonious relationship between students and educators. Effective character education is not only carried out through

formal learning in the classroom, but also through the example of teachers, school culture, and the management of educational institutions that support the internalization of moral values in a sustainable manner. Research shows that character education has an important role in building students' respectful attitude towards the social environment, including to teachers as authority figures in the educational process (Setiati et al., 2024).

However, the rapid development of information technology and social dynamics also affect the behavior patterns of students.

Widespread access to digital media, lifestyle changes, and increased freedom to express opinions have led to a shift in values in the interaction between teachers and students. The phenomenon of declining students' respect for teachers is one of the challenges faced by educational institutions today. This condition demands a strategic approach that not only focuses on academic learning, but also on strengthening character through effective management of educational institutions. Previous research has stated that there are still many deviant behaviors among students that show the importance of integrating religious and moral values in character education as an effort to improve the quality of human resources (Purwati & Faiz, 2023).

In this context, human resource management (HR) in educational institutions is an important factor in improving the quality of character development of students. Human resource management not only functions in the management of educators administratively, but also plays a strategic instrument in improving the quality of education and shaping student character. Effective management of educational human resources requires integration between leadership, teacher professional development, and organizational culture that supports the internalization of moral and spiritual values (Muzakki et al., 2026). This shows that the quality of interaction between teachers and students is greatly influenced by managerial policies and practices implemented in educational institutions.

A number of previous studies have discussed the relationship between education management and the formation of student character. Research on the management of character education strengthening shows that the success of student character formation is greatly influenced by the planning, implementation, and evaluation of structured programs in schools (Sumarto et al., 2023). Other research also confirms that the management of teacher resources through a systematic management approach is able to improve students' character education, especially through the functions of planning, organizing, implementing, and supervising (Rosa et al., 2025). In addition, studies on school-based character education management in the digital era show that the integration of school policies, leadership, and organizational culture is the main factor in strengthening students' character values (Astuti et al., 2025).

However, these studies still have some limitations. First, most of the research emphasizes more on character education management in general without specifically examining the relationship between HR management and the improvement of students' morals towards teachers. Second, previous research tended to focus on the context of urban schools or certain formal educational institutions, so there has not been much study of the implementation of human resource management in rural community-based educational environments. Third, existing research generally does not integrate managerial aspects with the approach of local religious values and culture as a strategy to improve students' morals towards teachers. These limitations show that there is a research gap that needs to be filled through a more specific study of how human resource management in educational institutions can play a role in improving students' morals towards teachers, especially in the context of the local educational environment.

In addition, studies on educational human resource management also show that the management of educators is the main key in improving the quality of education and building student character. Effective HR management includes teacher competency development, visionary leadership, and continuous evaluation of educator performance (Idris et al., 2026). However, the research focuses more on improving the quality of education in general and has not specifically highlighted its impact on the formation of students' morals to teachers. Therefore, research is needed that examines in depth the relationship between HR management practices and the formation of students' attitudes of respect and ethics towards teachers.

Based on previous research studies, it can be concluded that the state of the art of this research lies in the integration between educational human resource management and the development of students' morals towards teachers. Previous research generally discussed character education management in general, while this study specifically examined the implementation of human resource management in improving students' morals towards teachers in the context of a specific educational environment. This approach is expected to be able to make a theoretical and practical contribution to the development of a more contextual character-based education management model.

The novelty of this research lies in several aspects. First, this study integrates the concept of human resource management with the development of students' morals towards teachers specifically. Second, this research was conducted in the context of the educational environment in Ngreco Village, Tegalombo District, Pacitan Regency which has its own social and cultural characteristics. Third, this study highlights managerial strategies that involve teacher examples, religious activities, and habituation of moral values as part of the implementation of human resource management. Fourth, this study not only examines policy aspects, but also real practices carried out by teachers and schools in improving students' morals towards teachers.

Based on this background, the formulation of the problem in this study is: (1) how to plan human resource management in improving students' morals towards teachers in the educational environment of Ngreco Village, Tegalombo District, Pacitan Regency; (2) how to implement human resource management in improving students' morals towards teachers; (3) how to evaluate and supervise human resource management in improving students' morals towards teachers; and (4) what factors support and hinder the implementation of human resource management in improving students' morals towards teachers.

This study aims to analyze in depth the implementation of human resource management in improving students' morals towards teachers and identify effective strategies in building harmonious relationships between teachers and students. The results of this research are expected to contribute to the development of character-based education management theory and become a practical reference for educational institutions in designing student moral development programs. In addition, this research is expected to be able to provide an empirical picture of the importance of integrating human resource management with character education in facing the challenges of social change in the modern era.

Thus, this research has high urgency because it not only answers the problem of declining student morality towards teachers, but also provides solutions through a systematic and contextual human resource management approach. This approach is expected to be able to strengthen the moral values of students and create a harmonious relationship between teachers and

students as part of efforts to improve the quality of education as a whole.

METHODS

This research method uses a qualitative approach with a case study design that aims to understand in depth human resource management in improving students' morals towards teachers at MIM Ngreco, Tegalombo District, Pacitan Regency. The research was carried out from February to March with the research subjects including principals, teachers, education staff, students, and parents. The determination of informants is carried out using the purposive sampling technique, which is to select informants who are considered to know the most and are directly involved in the practice of human resource management and moral development in schools. Data collection techniques are carried out through in-depth interviews, participatory observations, and documentation studies to obtain comprehensive and contextual data.

The validity of the data was tested through source triangulation and triangulation techniques. Source triangulation is carried out by comparing information from principals, teachers, students, and parents, while technical triangulation is carried out by matching data from interviews, observations, and documentation so that consistent findings are obtained. This triangulation strategy is used to increase the credibility of research results because the use of various sources and methods can minimize bias and strengthen the validity of findings (Scott, 2021). In addition, the validity of the data is also strengthened through the member check technique, which is reconfirming the results of interviews and the interpretation of the researcher to informants to ensure the suitability of the meaning and accuracy of the data (Ahmad Fauzan, 2022). The researcher also implements trail audits by documenting the entire research process, from data collection, analysis process, to drawing conclusions, so as to allow transparent retracing of research steps (Miles et al., 2014).

The research procedure is carried out through several stages, namely the pre-field stage, the data collection stage, the data analysis stage, and the conclusion drawing stage. In the pre-field stage, the researcher conducts a preliminary study and determines the focus of the research. The data collection stage is carried out by interviews, observations, and documentation repeatedly until

data saturation is achieved. Data analysis uses an interactive model that includes data reduction, data presentation, and conclusion drawing continuously during the research process. This analysis technique is carried out systematically by grouping data based on themes, interpreting meanings, and drawing conclusions that are verified again through triangulation and member check to ensure the validity of the research results.

DISCUSSION

In general, human resource management in Islamic education emphasizes the functions of planning, organizing, implementing, and supervising that are integrated with spiritual and moral values as the basis for the formation of students' character. Based on this framework, the following discussions are arranged according to the formulation of the research problem.

Human Resource Management Planning in Improving Students' Morals towards Teachers

Human resource management planning in improving students' morals towards teachers at MIM Ngreco shows that character development is not carried out spontaneously, but is designed through structured and integrated programs in all educational activities. The findings of the study show that schools prepare plans through the integration of moral values in learning tools, religious habituation activities, and strengthening the role of teachers as role models. This condition confirms that human resource management planning is not only focused on meeting the needs of educators, but is also directed to form teachers' moral competence in educating students. Theoretically, human resource planning is a strategic process that determines how educational institutions identify goals, analyze needs, and formulate steps for the development of educators to achieve educational goals (Irvan & Sirozi, 2024). This shows that the success of moral development is highly dependent on the quality of mature and systematic planning.

The results of this study also show that human resource management planning at MIM Ngreco is carried out through the establishment of habituation programs such as joint prayer, congregational prayers, and the integration of good manners values in learning activities. This finding is in line with the concept of Islamic value-based character education which emphasizes that careful planning is able to shape students into moral individuals through the cultivation of moral

values in a sustainable manner (Romdoniyah & Nugraha, 2024). However, this study shows a new dimension, namely planning is not only directed at student activities, but also at strengthening teachers' competencies as the main agents of moral development. This shows that human resource management planning must include the development of teachers' capacity in instilling moral values in students.

In addition, the planning carried out at MIM Ngreco shows the integration between institutional goals and student character development. The school prepares a moral development program by considering the needs of students, environmental conditions, and the ability of educators. This is in line with the theory of human resource planning which emphasizes that planning must involve analyzing organizational needs and developing the competencies of educators so that the quality of education can be improved sustainably (Saputra et al., 2025). Thus, human resource management planning in moral development is not only oriented to administrative activities, but also functions as a strategy to strengthen character through professional and moral development of teachers.

Critically, the findings of this study show that human resource management planning at MIM Ngreco has advantages in the aspect of integrating moral values with learning tools. Unlike some previous studies that tend to separate academic planning and character development, this study shows that both can be designed in an integrated manner. This strengthens the view that teachers are the main actors in character education so that teacher resource management planning is the key to the success of student moral development (Rosa et al., 2025). In other words, human resource management planning not only determines the number of educators, but also determines the direction of character development of students through the moral competence of teachers.

Other findings show that planning is carried out collaboratively between madrasah heads and teachers. The head of the madrasah plays a role in determining the policy of moral development, while the teacher implements these values in learning. This is in accordance with the theory of educational human resource management which emphasizes that planning must include objectives, procedures, and systematic human resource development (Zulkipli, 2022). Through

collaborative planning, moral development programs become more targeted and consistent in their implementation.

Based on the synthesis between theory and field findings, this research produced a new concept in the form of "Integrative Planning Based on Teacher Examples". This concept emphasizes that human resource management planning must integrate three main components, namely moral habituation program planning, strengthening teachers' moral competence, and integrating character values in learning. This approach shows that the success of moral development does not only depend on religious activities, but also on the quality of human resource development planning as a moral example. Thus, human resource management planning in improving students' morals towards teachers at MIM Ngreco can be understood as a comprehensive strategy that integrates structural, pedagogical, and spiritual dimensions simultaneously.

Implementation of Human Resource Management in Improving Students' Morals towards Teachers

The implementation of human resource management in improving students' morals towards teachers at MIM Ngreco shows that the process of character development is not only carried out through learning activities, but also through the management of educators as the main agents of moral value formation. The findings of the study show that teachers not only play the role of material presenters, but also role models who provide direct examples in behaving, speaking, and interacting with students. This condition confirms that the implementation of human resource management is oriented towards the formation of a religious and characterful school culture. This is in line with the study of human resource management in Islamic education which emphasizes that the quality of teacher resources greatly determines the success of moral development, because teachers must be able to guide, direct, as well as be a model of moral behavior for students in daily life (Zulkarnain, 2023).

The implementation of human resource management at MIM Ngreco is carried out through the habituation of religious values that are integrated into routine school activities, such as joint prayers, congregational prayers, and tadarus activities. This habituation shows that the

implementation of human resource management is not only in the form of administrative policies, but also in the form of the formation of an organizational culture that supports the internalization of morals. This approach is in line with research that emphasizes that the implementation strategy of character development based on Islamic morals is carried out through the example of teachers, habituation of moral values, and the involvement of all school stakeholders to create a synergistic educational ecosystem (Akbar et al., 2025). Thus, the implementation of human resource management at MIM Ngreco is not only oriented towards improving teacher performance, but also on establishing an educational environment that is conducive to strengthening students' morals towards teachers.

In addition, the implementation of human resource management is also carried out through coordination between educators involving the head of the madrasah as the main director. The head of the madrasah plays a role in ensuring that all teachers have the same commitment to fostering students' morals. This coordination shows that the implementation of human resource management is carried out systemically, not individually. These findings strengthen the theory that moral development management requires the involvement of all elements of the school, because the strengthening of students' character is influenced by a consistent organizational culture (Ependi et al., 2025). Therefore, the success of the implementation of human resource management at MIM Ngreco can be seen from the alignment between the leadership of the principal, the role of teachers, and religious habituation activities that run sustainably.

The implementation of human resource management in this study also shows a collaborative approach between schools, families, and communities. This collaboration is an important factor because the formation of morals does not only take place in the school environment, but is also influenced by the social environment of students. This approach is relevant to the results of research that show that student moral development can be carried out through intracurricular and extracurricular activities involving various parties in the educational process (Adilham, 2020). With this collaboration, the values of respect for teachers are not only taught theoretically, but also strengthened through social practices experienced by students in the

wider environment.

The implementation of human resource management at MIM Ngreco also shows the integration between teacher competency development and the formation of student morals. Teachers are given responsibility not only in academic teaching, but also in fostering students' attitudes through daily interactions. This is in line with research that shows that the development of teacher competence through religious-based school culture can improve the quality of learning while shaping the character of students (Habib et al., 2025). Thus, the implementation of human resource management at MIM Ngreco integrates professional and moral dimensions in the teacher's duties.

Critically, the findings of this study show that the implementation of human resource management in improving students' morals towards teachers is not enough only through formal programs, but requires strengthening the school organizational culture. The implementation based on teacher example, religious habituation, and stakeholder collaboration shows that there is a holistic approach to human resource management. In addition, this study found that the success of the implementation of human resource management was greatly influenced by the consistency of teachers in providing examples of behavior that reflected respect and politeness. This shows that the implementation of value-based human resource management is an effective strategy in the formation of student morals.

Thus, the implementation of human resource management in improving students' morals toward teachers at MIM Ngreco can be concluded as a collaborative process that integrates teacher role modeling, religious habituation, principal leadership, and support from the social environment. This implementation gives rise to a new approach in the form of culture-based moral human resource management, namely the management of educators that is not only oriented toward improving performance but also toward shaping moral values through real practices in school life. This approach becomes an important finding because it shows that human resource management can function as a strategic instrument in improving students' morals toward teachers in a sustainable manner. In addition, the approach emphasizes that the synergy of all educational elements is capable of creating a consistent environment for instilling politeness,

respect, and positive student character.

Evaluation and Supervision of Human Resource Management in Improving Students' Morals towards Teachers

The evaluation and supervision of human resource management in improving students' morals towards teachers at MIM Ngreco shows that the control process is not only carried out administratively, but also based on moral and spiritual values. Based on the findings of the study, the evaluation was carried out through monitoring student behavior, periodic evaluation meetings, and intensive communication between teachers and parents. This evaluation model shows that human resource management does not stop at the implementation stage, but must be followed by continuous supervision to ensure the success of moral development. This is in line with research that states that teacher resource management in character education must include a controlling function to assess the effectiveness of student character development programs in a sustainable manner (Rosa et al., 2025).

The results of the study also show that supervision is carried out directly through observation of student behavior in the classroom and in the school environment. Teachers not only assess the academic aspect, but also pay attention to students' manners, discipline, and respect for teachers. This approach shows that the evaluation of moral development emphasizes the affective and psychomotor domains, not just the cognitive aspects. These findings are relevant to the character education evaluation model which states that evaluation must be able to measure the development of students' attitudes and behaviors through direct observation and the involvement of teachers as facilitators of character change (Masrurroh, 2023). Thus, evaluation at MIM Ngreco not only serves as a control, but also as a continuous coaching process that aims to foster students' moral awareness.

In addition to direct supervision, evaluations are also carried out through regular teacher meetings to discuss the development of student behavior. This evaluation forum allows teachers to share experiences with each other and formulate more effective coaching strategies. This collective approach shows that human resource management evaluation is collaborative, not individual. Supervision carried out jointly increases the consistency of moral development in

all subjects. These findings are in line with research that emphasizes that continuous supervision and coaching of educators can create a collaborative work climate that has an impact on improving the quality of learning and building students' character (Saputro et al., 2026). Therefore, evaluation not only assesses students, but also becomes a means of reflection for teachers in improving the quality of moral development.

Supervision is also carried out through communication with parents to monitor student behavior in the family environment. This shows that the evaluation of human resource management in moral development is not limited to the school environment, but involves synergy between the school and the family. Parental involvement allows schools to obtain more comprehensive information about the development of student attitudes. Previous research has shown that cooperation between teachers and parents has an important role in shaping students' morals, because character development requires consistency between the school environment and the home environment (Awaludina et al., 2026). These findings show that collaboration-based evaluation strengthens the success of fostering students' morals towards teachers.

In practice, supervision at MIM Ngreco is also carried out through a humanist approach, namely providing advice, guidance, and moral guidance to students who show inappropriate behavior. This approach shows that evaluation is not repressive, but educational. The teacher acts as a mentor who helps students understand mistakes and improve their behavior gradually. This approach supports the theory of moral development which emphasizes the importance of example and habituation as the main strategy in shaping students' character (Saffanah & Andriyani, 2024). Thus, supervision not only aims to find mistakes, but also builds students' self-awareness in respecting teachers.

Based on the synthesis between research findings and theory, the evaluation and supervision of human resource management at MIM Ngreco can be understood as a value-based participatory evaluation model. This model has three main characteristics, namely direct supervision of student behavior, collaborative evaluation between teachers, and parental involvement in the monitoring process. The model

shows that the evaluation of moral development must be carried out comprehensively and continuously. The theoretical implication of these findings is the need to develop a human resource management evaluation that is not only oriented to academic performance, but also to the formation of student character. With systematic and continuous evaluation, the development of students' morals towards teachers can run more effectively, consistently, and continuously in achieving the goals of character education based on Islamic values.

Supporting and Inhibiting Factors for the Implementation of Human Resource Management

The supporting and inhibiting factors of the implementation of human resource management in improving students' morals towards teachers at MIM Ngreco show that the success of moral development is not only determined by the planning and implementation of the program, but also by the internal and external conditions of the educational institution. Based on the findings of the study, the main supporting factors came from the commitment of teachers, the leadership of the madrasah head, the religious culture of the school, and the support of family and the community. These factors show that human resource management in moral development requires synergy between educational components. This is in line with the results of research that show that visionary leadership, positive organizational culture, and environmental support are important factors in the success of human resource management in educational institutions (Nurhadi & Rochman, 2025).

Teachers' commitment and example are the most dominant supporting factors in this study. Teachers not only function as teachers, but also as role models who provide examples of polite behavior and respect for others. This condition strengthens the concept that the development of students' character is greatly influenced by the quality of educational human resources, especially the ability of teachers to build soft skills and moral values of students. Research on character education shows that good human resource management is able to improve the quality of individuals through the formation of soft skills and positive characters (Khairiyah & Dewinda, 2022). Thus, teacher exemplification is not only a pedagogical strategy, but an integral part of value-

based human resource management.

In addition to the teacher factor, the leadership of the madrasah head is also a significant supporting factor. The head of the madrasah plays a role in directing policies, coordinating programs, and ensuring the integration of moral development in all school activities. This finding is in accordance with the concept that human resource management has a strategic role in the development of educational institutions and improving the quality of students' character (Muzakki et al., 2026). Effective leadership is able to create an organizational culture that supports moral development through strengthening vision, teamwork, and continuous professional development for teachers.

Other supporting factors are the school's religious environment as well as family and community support. A conducive environment allows the habituation of the values of good manners and respect for teachers to take place consistently. Previous research has also shown that the success of character development is influenced by the availability of human resources, infrastructure, and a supportive educational environment (Sari et al., 2022). These findings confirm that moral development is not only the responsibility of schools, but requires collaboration between schools, families, and communities.

On the other hand, this study also found various factors that hinder the implementation of human resource management. Internal obstacles include differences in teachers' ability to foster morals, lack of coordination between educators, and uneven integration of character values in all subjects. This condition shows that human resource management is not fully optimal in developing teacher competencies equally. Previous research has shown that the low enthusiasm or commitment of some teachers in implementing training results can be a factor inhibiting human resource development in schools (Rahmat & Wuradji, 2015). This strengthens the finding that the success of moral development requires continuous capacity building of teachers.

In addition to internal barriers, external factors such as family background, the influence of the social environment, and the development of digital technology are also challenges in moral development. The variety of family parenting styles causes the values taught in school to not always be reinforced at home. The influence of

social media and digital culture also has the potential to change the pattern of interaction between students and teachers, so that the attitude of respect for educators has decreased. This condition shows that educational human resource management must be adaptive to social change. This is in line with the view that human resource management in the digital era must integrate moral values with technological challenges in order to be able to maintain the quality of students' character (Muzakki et al., 2026).

The synthesis between supporting and inhibiting factors results in an understanding that the implementation of human resource management in moral development requires a systemic and adaptive approach. Supporting factors must be strengthened through improving teacher competence, strengthening leadership, and collaboration with families and communities. Meanwhile, the inhibiting factors need to be overcome through teacher training, improved coordination, and the development of moral development strategies that are relevant to modern social conditions. Thus, this study emphasizes that the success of human resource management in improving students' morals towards teachers depends on the ability of educational institutions to manage supporting factors while minimizing inhibiting factors through an integrative and sustainable management approach.

CONCLUSION

This study shows that the implementation of human resource management in improving students' morals towards teachers at MIM Ngreco is carried out through the process of planning, implementing, evaluating, and strengthening supporting factors and managing obstacles systematically. Planning is carried out integratively through strengthening teachers' moral competence, integrating moral values in learning, and religious habituation programs. The implementation of human resource management emphasizes the example of teachers, religious school culture, and collaboration between schools, families, and communities. Evaluation and supervision are carried out in a participatory manner through monitoring student behavior, teacher meetings, and communication with parents. The main supporting factors include teacher commitment, madrasah head leadership, and socio-religious environment, while inhibiting factors include differences in teacher competence,

lack of coordination, and the influence of the digital environment.

The theoretical contribution of this research lies in the development of the concept of human resource management based on moral development which places teachers as the main agents of character formation through the integration of professional and moral dimensions. This expands the paradigm of educational human resource management which was previously more administratively oriented into a strategic approach that is integrated with the formation of student character. Previous research confirms that human resource management plays a strategic role in improving the quality of educational institutions and shaping an adaptive organizational culture. In addition, the management of educational human resources also includes professional and spiritual dimensions in improving the quality of education.

The implications of this study show that educational institutions need to develop a human resource management model that is not only oriented towards improving academic performance, but also on fostering students' morals through strengthening a values-based school culture. The academic recommendation of this research is the need for further research to test the model of human resource management based on moral development in different school contexts as well as to develop a more comprehensive evaluation instrument to measure the success of student character development in a sustainable manner.

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