OPTIMIZATION OF THE PLANNING FUNCTION IN THE EDUCATION AND TRAINING PROGRAM FOR RELIGIOUS TECHNICAL PERSONNEL AT THE PALEMBANG RELIGIOUS EDUCATION AND TRAINING CENTER

[*1]**Farhan Alfikri**, [2]**Duski Ibrahim**, [3]**Nurlaila**
[*1,2,3]Universitas Islam Negeri Raden Fatah Palembang
Email: [*1]farhanestoy@gmail.com, [2]duski_uin@radenfatah.ac.id,
[3]nurlaila_uin@radenfatah.ac.id

Abstract
The purpose of this research is to find out how to optimize the curriculum planning function and provide training for religious technical staff at the Palembang Religious Education and Training Center. The method used in this research is descriptive. Based on the results of the study, the planning process carried out by the Palembang Religious Education and Training Center obtained information including: conducting training needs analysis, organizing and coordinating meetings with organizational units at the Education and Training Center, appointing and organizing committees for preparatory meetings, setting time and place, distributing partners, consultants and coordinators, preparation of schedules and proposals, preparation of infrastructure and finally preparation of preliminary reports. Factors that support the planning of education and training of religious technical staff are education staff, curriculum, infrastructure, methods, media, materials, and others. The inhibiting factor is the budget of the state and participants, which often do not match the budget. In addition, the strategy implemented by the Palembang Religious Education and Training Center to streamline the planning process for the training program for religious technical staff is to always comply with the training standards that have been set based on the training guidelines, establish a training system for technical staff, and ensure the quality of the training. Study in parallel and always coordinate with other organizational units in the working area of the Education and Training Center.
Keywords: optimization, planning function, education and training

Abstrak
Tujuan dari penelitian ini adalah untuk mengetahui bagaimana mengoptimalkan fungsi perencanaan kurikulum dan memberikan pelatihan bagi tenaga teknis keagamaan di Balai Diklat Keagamaan Palembang. Metode yang digunakan dalam penelitian ini adalah metode deskriptif. Berdasarkan hasil kajian tersebut, proses perencanaan yang dilakukan oleh Balai Diklat Keagamaan Palembang mendapatkan informasi antara lain: melakukan analisis kebutuhan diklat, menyelenggarakan dan mengkoordinasikan rapat dengan unit organisasi di Balai Diklat, mengangkat dan menyelenggarakan kepanitiaan rapat persiapan, pengaturan waktu dan tempat, pembagian rekanan, konsultan dan koordinator, penyusunan jadwal dan proposal, penyiapan infrastruktur dan terakhir penyusunan laporan pendahuluan. Faktor-faktor yang mendukung perencanaan pendidikan dan pelatihan tenaga teknis keagamaan adalah tenaga kependidikan,

kurikulum, sarana prasarana, metode, media, materi, dan lain-lain. Faktor penghambatnya adalah anggaran dari negara dan peserta yang seringkali tidak sesuai dengan anggaran. Selain itu, strategi yang diterapkan Balai Diklat Keagamaan Palembang untuk mengefektifkan proses perencanaan program diklat tenaga teknis keagamaan adalah dengan selalu memenuhi standar diklat yang telah ditetapkan berdasarkan pedoman diklat, menetapkan sistem diklat tenaga teknis dan memastikan kualitas diklat. Belajar secara paralel dan selalu berkoordinasi dengan satuan organisasi lain di wilayah kerja Balai Diklat.

Kata kunci*: optimalisasi, fungsi perencanaan, pendidikan dan pelatihan*

INTRODUCTION

The progress of science and technology cannot be stopped in the current era of globalization. For individuals and organizations, this change is felt in a more competitive life. Every organization and individual seeks to increase its productivity to maintain its existence through management as a tool to achieve these goals. Management is the science and art of regulating the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal. (Hasibuan & Malayo, 2011). The elements of management, according to Hasibuan, consist of 6 types, namely, man, *money*, *method, machinery,* materials, and *market*. Human resources (HR) are assets that have the greatest contribution to the progress of the organization. Therefore, every institution needs professionals to achieve its goals. Therefore, human resources need to receive attention so that they can be used optimally. In the context of human resource development, quality improvement can be obtained through education and training programs.

The training program is one of the efforts to develop human resources, especially in the intellectual aspects and human character. (Jakaria, 2020). The training program is very helpful for employees to understand practical knowledge and its application to improve the skills, abilities, and attitudes needed by the organization in order to achieve goals. Because with the increase in the abilities and skills of employees, employee productivity also increases, which means that the organization will benefit. Education and training are an inseparable part, where the process of planning, placement, and development of human resources occurs. Given the importance of developing quality human resources to have an impact on sustainable productivity increases for the prosperity and progress of the nation, so that in this case, the government is fully responsible for everything related to human resource development, including training activities by each government agency, this has been outlined in Government Regulation Number 17 of 2020 concerning Civil Servant Management.

In the Qur'an, Surah Ar-Ra'd, verse 11, has described the importance of education and training, which reads:

At God's direction, the guardian angels of men alternately moved in front of and behind them. Undoubtedly, God will not improve the condition of a people unless they improve

their own situation. Nothing can be used against someone who is hated by God, and He is the only one who can protect them.

According to the Qur'an above, Allah will not change people's lives, but humans themselves can change them. It shows that changing human life for the better by increasing the knowledge and skills gained from education and training.

The existence of the Ministry of Religion in the Government of the Republic of Indonesia is the answer to the question of the position of religion in the eyes of the state, which is obliged and committed to building an Indonesian society that is law-abiding, democratic, civil, noble, just, and prosperous. Therefore, the Ministry of Religion has made various efforts to train its employees to become professional state apparatus through a training program through a technical implementation unit called the Religious Education and Training Center.

The Religious Education and Training Center is a main pillar of improving the quality of human resources at the Ministry of Religion. In accordance with the Regulation of the Minister of Religion Number 19 of 2020 concerning the Implementation of Human Resources Training at the Ministry of Religion of the Republic of Indonesia, the purpose of the training is to improve the knowledge, expertise, skills and attitudes of employees in carrying out their duties professionally, to create employees who can play a role as the glue of unity and unity of the nation, to increase the spirit of service in serving the community and to create employees who have integrity, quality, professionalism and responsibility.

In reality, currently, there are still problems that cause the training program to not run according to expectations as set in the training objectives above. From the research conducted by Cut N. Ummu Athiyah, several problems occur in the implementation of training such as, the systematic implementation of the Training Needs Analysis (AKD), there are still committees that have not taken part in *the Training Officer Course* (ToC), the relationship between the allocation of learning time and the amount of material that must be provided, Widyaiswara's competence that is not in accordance with the training subjects taught and the existing learning infrastructure facilities has not met the standards. (Athiyah, 2019). By looking at these various existing problems, it is the basis for the need to carry out careful planning so that the implementation of training runs effectively and efficiently and can achieve the goals that have been set. The planning process in the training program serves as a starting point for the next stage of referral, such as the implementation and evaluation of the training, because the success of the training program is determined by good planning. Programs often fail not only because of poor implementation, but also because of poor planning. This, of course, must be done with good planning efforts, where planning is the starting point for management activities.

Planning is the first step in doing what is in mind to achieve the best results. Because without planning, there is no basis for concrete steps to achieve goals. Planning is the

selection of a series of activities and the subsequent disconnection of what to do. Good planning can be achieved by considering the conditions of the future time (Effendi, 2018).

Thus, planning is the selection of a set of activities and the subsequent decision on what to do, when, how, and by whom. Good planning can be achieved by considering the future conditions in which the planned and decided activities will be carried out, as well as the present period in which the plan is made.

Meanwhile, the planning function is an effort to determine activities that will be carried out in the future to achieve the goals that have been set. The planning function seeks to determine the future activities that will be carried out to achieve the goals that have been set, which include what is done, how to do it, why to do it, who is doing it, when to do it, and where the activity should be done. According to Beishline in the fundamentals of Management, the planning function answers the who, what, when, where, how, and why questions. A manager or leader of an organization must plan what to do, why to do it, when to do it, how to do it, and who will do it.

The Palembang Religious Education and Training Center is one of the technical implementing units of religious training that is under and responsibility to the head of the Research and Development Agency and Training of the Ministry of Religion of the Republic of Indonesia, based on the Regulation of the Minister of Religion of the Republic of Indonesia Number 15 of 2021. Religious technical personnel training is one of the programs organized by the Palembang Religious Education and Training Center. The purpose of this training program is to improve the competence of religious technical personnel at the Ministry of Religion. To achieve this goal, careful planning is needed so that its implementation is optimal.

Several training programs are part of the training program for religious technical personnel at the Palembang Religious Education and Training Center. These programs can be seen in the following table:

Table 1. Religious Technical Personnel Training Programs at the Palembang Religious Training Center

NO	NAME OF TRAINING PROGRAM
1	Training of Prospective Headmen
2	Training of Religious Extension Candidates
3	Non-Civil Servant Religious Instructor Training
4	Quranic Manuscript Authentication Training
5	Halal Product Assurance Supervisor Candidate Training
6	Clothing Production Unit Technician Training
7	Multicultural Education Training
8	National Insight Training
9	Islamic Boarding School Entrepreneurship Training
10	Maritime Training for Islamic Boarding Schools
11	Agriculture-Agribusiness Training for Islamic Boarding Schools

12	Cooperative Management Training for Islamic Boarding Schools
13	ICT Training for Islamic Boarding School Teachers
14	Animal Husbandry Training for Islamic Boarding Schools
15	Islamic Boarding School Management Training
16	ICT-Based Counseling Media Training
17	Quranic Manuscript Authentication Training
18	Halal Product Manager Training
19	Hajj Management Training
20	Hajj Worship Guide Certification Training
21	Zakat Management Training
22	Waqf Management Training
23	Calculation and Moon Sighting Training
24	Mosque Management Training
25	Religious Moderation Training
26	Interfaith Harmony Training
27	Religious Moderation Strengthening Facilitator Training
28	Harmonious Family Training

Source: List of Religious Technical Personnel Training at BDK Palembang 2022

As a result of initial observations, the implementation of the planning function at the Palembang Religious Education and Training Center in organizing training for religious technical personnel has been running well so far. In this case, the planning function plays a very important role in the implementation of the program and the achievement of training objectives. In the planning process for the implementation of the training program, a Training Needs Analysis (TNA) is carried out, which aims to collect opinions or ideas from various sources about a new problem, system, or technology. On that basis, it can be decided that something is related to the optimal improvement of the various components in the institution. Therefore, AKD is very useful in determining training programs and other things that must be done so that the implementation of training can be optimal and beneficial for training participants.

However, there are still problems that arise, such as the staff who are usually the organizing committee for the training of religious technical personnel; there are still many who have not received training or the *Training Officer Course* (ToC). In fact, to achieve a professional level in the implementation of training, increasing competence through training for training organizers is a necessity. Training organizers who have taken the *Training Officer Course* (ToC) will understand the basic concept of the training system, namely the definition, purpose, and reasons for people to participate in training, so that they can organize training properly. From Aminullah's (2018) research, there are still various problems that exist in the implementation of training, such as the professionalism of the training committee. Participants complained about the committee's service, which they expected to be of the best quality; in fact, the participants felt that the service was

not good. Therefore, new critical thinking in innovating to improve the professionalism of the training organizing committee is very necessary.

The researcher is interested in researching to find out more about the optimization of the planning function carried out by the Palembang Religious Education and Training Center, with the research title "Optimizing the Planning Function in the Religious Technical Personnel Training Program at the Palembang Religious Education and Training Center". The location of this research is precisely on Jalan Demang Lebar Daun-Macan Kumbang Number 4436, Palembang. Based on the background of the problems that have been described above, the focus of this research is to optimize the planning function of the religious technical personnel training program at the Palembang Religious Education and Training Center in the Non-Civil Servant Religious Extension training program. And the main problems discussed in this study are formulated as follows: 1) What is the planning function of the religious technical personnel training program organized by the Palembang Religious Education and Training Center? 2) How to optimize the planning function of the religious technical personnel training program at the Palembang Religious Training Center? 3) What are the supporting and inhibiting factors in the planning of the training program for religious technical personnel at the Palembang Religious Education and Training Center?

METHOD

This study uses a descriptive qualitative approach with a case study design to optimize the planning function of education and training programs at the Palembang Religious Education and Training Center (BDK). Data was collected through in-depth interviews with planning coordinators, instructors, trainees, and stakeholders, as well as participants' observations on the planning process and document analysis (strategic plan, evaluation report, policy). Purposive sampling and snowball sampling techniques were used to select relevant informants, while FGDs were held to explore collaborative solutions. The research focus includes the identification of structural-technical barriers, the suitability of programs to needs, and the dynamics of coordination between units.

Data are analyzed thematically through transcription, coding, and triangulation (interviews, observations, documents) to ensure internal validity. External validity is maintained with a detailed description of the context of BDK Palembang, while research ethics are guaranteed through informed consent and anonymity of the source. The results of the analysis were processed using NVivo/Atlas.ti software to identify patterns, such as limited resources or opportunities for technology integration. The findings of the research are expected to produce strategic recommendations based on strategic management, such as human resource capacity building or collaborative planning models, to strengthen the effectiveness of religious technical education and training programs.

RESULTS AND DISCUSSION

Planning Process for Religious Technical Training at the Palembang Religious Training Center

The planning process for the Religious Technical Personnel Training program at the Palembang Religious Education and Training Center begins with an Analysis of Training Needs (AKD). AKD was conducted a year in advance (e.g., 2022 for 2023 training) through surveys, questionnaires, and interviews in 26 districts/cities to identify the competency needs of prospective participants. A dedicated team is formed to compile the instruments, disseminate them, and process the results, with open-ended questions that allow respondents to convey their needs in detail. The results of the AKD are the basis for recommendations for the type of training to be held, ensuring that the program is in accordance with the user's problems and priorities. This stage also involves coordination meetings with relevant organizational units to prepare the TOR and propose training programs according to the Government Work Plan (RKP) and available budgets.

After the determination of the program, the organizing committee was formed through the Decree of the Head of the Training Center, consisting of the chairman, secretary for academic affairs, and executive members. Preparations continued with a preparatory meeting that discussed the curriculum, scheduling, resource persons, and logistics, as well as coordination with the Regional Office of the Ministry of Religion of South Sumatra Province to ensure the readiness of participants. The time and place of training are determined through consultation with the Head of the Training Center, with regular options (on campus) or remotely (at work), according to the guidelines of the Decree of the Head of the Research and Training Agency. The determination of participants is carried out selectively through the proposal of the organizational unit and selection by the Regional Office, with health conditions and recommendations from direct superiors.

The next stage includes the determination of resource persons and moderators according to expertise and training standards, regulated in the Decree of the Head of the Research and Training Agency. The training schedule is prepared seven days before the implementation, containing details of the training subjects, resource persons, and moderators, while the implementation guidelines, including the curriculum structure, rules, and participants' rights, are completed three days in advance. The preparation of infrastructure facilities, such as buildings, halls, and equipment, is verified two days before the training, with intensive coordination between the committee and the logistics department. This process ensures that all technical and administrative components are ready before implementation.

The final stage involves the preparation of a preparatory report submitted to the Head of the Research and Training Agency, a maximum of four days before the training. The report includes the legal basis, objectives, committees, participants, resource persons, and budget, in accordance with the standards of the Decree of the Head of the Research and Development and Training Agency. All of these planning stages emphasize multidisciplinary coordination, regulatory compliance, and adaptation to budget constraints. The result is a training program that is responsive to religious technical needs, while ensuring accountability and service quality according to the vision of the Palembang Education and Training Center.

Supporting and Inhibiting Factors in the Planning of the Religious Technical Personnel Training Program at the Palembang Religious Training Center

A SWOT analysis of the planning of Religious Technical Personnel Training at the Palembang Religious Training Center (BDK) identified strengths and weaknesses as key factors. The main strengths include quality human resources (managers, widyaiswara, and resource persons) who meet competency standards, a curriculum based on Training Needs Analysis (AKD) and Strategic Plan, complete infrastructure, and teaching methods and materials according to standards. Dedy added other supporting factors such as the DIPA budget, structured chairs, and a clear legal status. However, weaknesses arise from the limited time of widyaiswara, which is divided between tasks at BDK and outside work, as well as the inability to absorb all AKD results due to limited budgets. This shows that there are challenges in optimizing resources and allocating funds.

In terms of opportunities and threats, BDK Palembang has development potential through the use of technology to expand networks and information dissemination, stakeholder synergy in improving human resource competence, and strong coordination with partner agencies. However, the main obstacle lies in the limited government budget, which hinders the implementation of all required training programs, as well as the incompatibility of the number of participants with the budget quota (for example, participants are fewer than the target). The results of this analysis confirm that strengths and opportunities are drivers of planning effectiveness, while weaknesses and constraints require mitigation strategies, such as optimization of inter-agency collaboration and budget efficiency, to ensure that training programs remain responsive to religious technical needs.

Optimizing the Planning Function of the Religious Technical Training Program at the Palembang Religious Education and Training Center

The Palembang Religious Education and Training Center implements a systematic strategy to optimize the planning function of the Religious Technical Personnel Training program, including following the central training standards, running a quality assurance system guided by the guidelines of the Ministry of Religion, organizing cooperation training, and strengthening coordination between staff and organizational units. The planning process begins with an Analysis of Training Needs (AKD) through a field survey using special instruments to identify competency gaps in prospective participants. The results of the AKD are processed and prioritized based on the urgency, impact, and impact of spread of the problem, although budget constraints limit the realization of all needs. This stage is based on Daryanto and Bintoro's theory of identifying the gap between ideal work standards and reality in the field.

After the AKD, the Training Center held a coordination meeting with relevant organizational units to prepare the TOR and propose a training program that is adjusted to the Strategic Plan and budget. The organizing committee was formed through the

Decree of the Head of the Center, followed by a preparatory meeting to determine the time, place, participants, resource persons, and infrastructure. All stages refer to the guidelines of the Ministry of Religion and Sondang P. Siagian's planning theory, which emphasizes the answers to the questions of what, who, why, when, where, and how. This process ensures a structured training design, starting from resource allocation to implementation methods, with the support of competent human resources, an AKD-based curriculum, and facilities according to standards.

Although effective, the planning process faces the main obstacle in the form of budget limitations, which prevent all priority programs to being realized. To overcome this, the Training Center held cooperation training at the participants' workplaces with non-government funding, as well as maximizing efficiency through quality assurance and intensive coordination. This strategy expands the scope of training without burdening the state budget, while maintaining quality according to standards. Synergy with stakeholders and the use of technology are also key in strengthening networks and information dissemination.

This study concludes that the strategy of the Palembang Training Center has succeeded in creating structured, responsive, and accountable planning, even when faced with budget challenges. The conformity of the process with planning theory and central education standards strengthens the validity of the results. The descriptive method used by the researcher proved to be effective in describing the dynamics of planning comprehensively, combining field facts with theoretical analysis. Thus, this optimization effort contributes to the realization of professional human resources of the Ministry of Religion apparatus, in accordance with the main goal of religious technical training.

Discussion

The planning process of the Religious Technical Personnel Training program at the Palembang Religious Education and Training Center, which is based on the Training Needs Analysis (AKD), shows alignment with classical educational planning theory that emphasizes the identification of competency gaps as the foundation for program preparation. However, the finding that budget constraints hinder the realization of all AKD results confirms previous research on the challenges of implementing data-driven plans in government institutions. (Ananda et al., 2021). Nonetheless, the multidimensional approach in the AKD—involving 26 districts/cities through surveys, questionnaires, and interviews—provides novelty value, as it significantly expands stakeholder participation, an aspect that was less explored in similar studies. This process also reinforces the findings. of Simatupang et al (2023) On the importance of multidisciplinary coordination to produce responsive programs, even when faced with inflexible budget dynamics.

The main supporting factors, such as quality human resources and complete infrastructure, are in line with Akhmadi's (2019) research, which emphasizes the role of competent widyaiswara in increasing the effectiveness of training. However, the duality

of the role of widyaiswara, divided between duties at the Training Center and external work, reveals the gap between theory and practice, an issue that is rarely discussed in the education management literature. On the other hand, the strategy of mitigating budget limitations through training in cooperation with non-government funding is an innovative solution that has not been widely adopted in similar institutions (Fauzi & Fajrin, 2022). This suggests that interagency collaboration can be an effective alternative to expanding program reach without burdening the state budget, while maintaining quality to standards—a finding that enriches insights into the management of limited resources in the context of religious training.

Although the planning process at the Palembang Training Center has complied with the guidelines of the Ministry of Religion and the quality assurance system, the use of technology is still limited to the aspect of administrative coordination, not yet touching the transformation of digital learning. These findings are in contrast to the study. by Restendi et al (2020) Who advocated for the integration of e-learning platforms to improve the accessibility of training? This gap indicates the need for greater investment in technological innovation to address global challenges, such as the demands of multidisciplinary competencies and adaptation to digital developments. (Bongomin et al., 2020). On the other hand, the success of the Education and Training Center in developing an AKD-based curriculum and establishing synergy with the Regional Office of the Ministry of Religion of South Sumatra Province strengthens the argument. of Isbahi (2023) About the importance of visionary leadership and structural coordination in increasing the relevance of religious education programs.

Overall, this study confirms the importance of data-driven planning and stakeholder participation, as advocated. (Julianto et al., 2023), But also offers a new perspective on collaborative strategies to address budget constraints. The theoretical implications lie in the integration of the ADDIE model with a contextual approach, while the practical implications include operational recommendations such as verification of infrastructure facilities before training and strengthening cooperation training. However, this study has limitations, such as not measuring the long-term impact of training on participants' competencies, thus opening up space for further studies related to outcome evaluation and technology integration. These findings are not only relevant to the development of religious human resources in Indonesia but also contribute to the global discourse on the optimization of training institutions in an era of limited resources.

CONCLUSION

The planning process of the Religious Technical Training program at the Palembang Religious Training Center is carried out systematically, starting with the Training Needs Analysis (AKD) to identify competency gaps in prospective participants. This stage is the main foundation for compiling program recommendations that are relevant to organizational needs and government priorities. Furthermore, the process continued with a coordination meeting across organizational units, the formation of an organizing

committee, as well as the preparation of schedules, curriculum, infrastructure, and preparation reports. The effectiveness of this process is supported by the quality of human resources that meet competency standards, an AKD-based curriculum, complete infrastructure, and synergy with stakeholders. Multidisciplinary collaboration and compliance with the guidelines of the Ministry of Religion also strengthen technical and administrative readiness before the implementation of training.

To optimize planning, the Palembang Education and Training Center adopted strategies such as the implementation of national education and training standards, quality assurance, and the implementation of cooperative training with non-government funding to overcome budget constraints. However, challenges such as limited fund allocation, incompatibility of participant quotas with the budget, and widyaiswara time divided between tasks at the Training Center and other jobs are still obstacles. However, innovations in inter-institutional coordination and the use of technology for information dissemination have helped expand the reach of the program. This effort shows that despite being faced with structural constraints, institutions are still able to maintain the quality of training through policy adaptation and strategic collaboration, despite the need for increased investment in technology and budget flexibility to respond to evolving needs.

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