

Human Resource Development Strategy Using EFE, IFE, IE, and SWOT Matrices at Indonesian Baptist Theological Seminary

Karnawati Karnawati *, Heri Yanto, Ida Zulaeha, Sungkowo Edi Mulyono

Universitas Negeri Semarang, Indonesia

*Corresponding Author: karnawati@students.unnes.ac.id

Abstract. Educational institutions need to be critical in making strategic plans for human resource development. If not, there is a possibility that the educational institution will experience a decline in quality which can result in the closure of the educational institution. This study aims to find reliable strategies in human resource development using EFE, IFE, IE, and SWOT matrices. The method used is a qualitative approach, with data collection techniques of interviews, observations, document studies, and FGDs. The results of the study can be concluded that Indonesian Baptist Theological Seminary is in quadrant I position which means that the institution is in a growing and developing situation, the institution has high strengths and opportunities to support development policies, while the internal position is on average, which means that it is still not responding to opportunities and threats. Then the strategies obtained through the SWOT matrix are: 1) SO strategy: need to recruit students from GGBI members; institutions need to actively send information to social media regarding SST Baptist Indonesia news as a massive promotion; establish cooperation to increase the capacity of staff and employees through further education and training. 2) WO strategy: report the needs of facilities and infrastructure to the foundation for follow-up; conduct training for staff in utilizing existing information systems; train staff and employees to collaborate with other STTs and other institutions. 3) ST strategy: mobilize teaching staff to play a role in outreach to teenagers; create a business unit to increase the added value of the institution for the welfare of employees. 4) WT strategies: Evaluate staff performance and conduct follow-up; hold a meeting with GGBI (Association of Baptist Churches of Indonesia) to discuss staff issues and find solutions.

Keywords: Human Resource Development; EFE; IFE; IE; SWOT

INTRODUCTION

Rapid technological development and globalization have a wide influence on all sectors of life (Mulyani et al., 2020). The positive impacts on the education sector include: (1) The quality of education is increasing, this can be seen from the easy access to information that can be utilized by the entire academic community, thus both lecturers and students can both look for complete and fast sources of information. This ease of access to information provides space for educators to improve their competence individually or in groups without having to spend expensive costs and wasteful time. In addition, the learning process can be carried out flexibly without having to meet face to face in a classroom. Likewise, managers of educational institutions can easily access various information related to policies that apply in the world of education (UMA, 2021). (2) Opportunities to promote educational institutions abroad are wide open both through special programs in the form of student exchanges and scholarships without having to have a resident policy. (3) Encourage students to create innovative works (Haryono et al., 2017). The negative impacts of technological

advances and globalization, of course, also need to be considered, including the decline in the moral quality of lecturers and students by committing academic fraud, the erosion of regional and national culture, the emergence of instant traditions in doing academic tasks (Setyawati et al., 2021).

This phenomenon is one of the factors for educational institutions to be critical in making their development strategic plans. If not, then the educational institution will experience a decline in quality which can result in the closure of the educational institution. Existing needs to be managed in such a way that it is effective and efficient and makes a good contribution to the institution in the future.

Currently the number of Christian denominations in Indonesia is around 150 (DBK, 2015). On average, these denominations manage higher education. If calculated, the number of Christian universities in Indonesia is currently more than 359. Thus it can be seen that one denomination can have more than two universities, including the Indonesian Baptist Church denomination which has four Theological Colleges. This of course causes competition between the Theological Colleges.

Therefore, the Indonesian Baptist Theological Seminary needs to improve its competencies in order to continue to exist in the world of higher education.

Because of the importance of management that can influence the existence of schools, observations were made at the Indonesian Baptist Theological Seminary. From these observations, several indicators were found that affect employee performance, including low work motivation, inappropriate compensation, lack of fair performance appraisal, low employee discipline, low employee competence, leadership, organizational culture that is not yet strong, academic culture that is not yet strong. Some of these things are factors in the weak performance of employees. Lecturers have not fully carried out tridharma tasks in accordance with the assigned tasks, education personnel and field employees lack discipline in carrying out tasks according to the task description, there is no continuous monitoring from the head of the section. Based on these observations, the top manager needs to immediately make strategic efforts in overcoming these problems.

Some previous studies that can be used as a comparison for the novelty of this research, among others: Ali Husen's research which raised the HR development strategy to improve employee performance through SWOT analysis at Keday Hay Coffey and Eatery Martapura (Ziyad et al., n.d.). Audia's research discusses business strategies using IFE, EFE, IE, SWOT, and QSPM (Safitri et al., 2023). Then Eko Indra examined the challenges of HR development in the era of the industrial revolution 4.0 (Heri, 2019). Noga Riza examines the development of human resources for MTS Zaidul Ali Sukorejo Sukowono students using the ABCD approach (Riza Faisol et al., 2022). Rita's research is related to the influence of HR development strategies on employee performance (Widjaja & Supriyatna, 2020). Tuti Fitri's research on the factors that influence SWOT, namely a review of management literature studies (Fitri Anggreani, 2021). Next is Yuan's research on development strategies through empowerment and improving the quality of the Cikedokan village environment. (Badrianto & Ekhsan, 2020). Based on the problems and urgency of solving the problem above, the novelty of this research is to study the development strategy at Indonesian Baptist Theological Seminary using the EFE, IFE, IE, and SWOT matrices. Through this research, it is hoped that it can improve the quality of human

resources while improving the quality of the institution.

METHODS

The innovation development method uses a qualitative approach. Qualitative research methods are based on the philosophy of post positivism or interpretive, namely naturalistic qualitative research methods whose processes are inductive, the data obtained is qualitative data, which still needs to be interpreted so that its meaning can be understood (Sugiyono, 2018). The subject of this innovation is a development strategy using the EFE, IFE, IE, and SWOT matrices in improving the quality of human resources and institutions. The object of innovation is the Indonesian Baptist Theological Seminary with the address Jl. Simongan No. 1, Semarang.

This innovation data collection technique uses primary data and secondary data. Primary data is taken from interviews, document studies, observations, and FGDs with the leadership of the Indonesian Baptist Theological Seminary consisting of the Chairperson, Vice Chairperson and Head of Study Program. Secondary data is obtained from the study of books, relevant journal articles and credible internet sources related to development strategies as well as EFE, IFE, IE, and SWOT matrices. This innovation data analysis technique uses EFE, IFE, IE, and SWOT matrices.

RESULTS AND DISCUSSION

External Factor Evaluation Matrix (EFE)

Things to consider: a) The economic sphere has a direct impact on the potential attractiveness of various strategies. Credit availability, disposable income levels, inflation, interest rates, economies of scale, GDP, unemployment, government budget deficits, consumption patterns, stock market trends, etc. b) Socio-cultural, demographic, and environmental forces comprising: population, childbearing rate, number of marriages, number of divorces, pollution control, education level, average energy conservation. c) Political, legal and governmental forces pose opportunities and threats to all organizations without exception. Some variables: government regulations, tax regulations, environmental protection regulations, and special tariffs. d) Technological forces. Rapid technological advances can affect

services or products, markets, suppliers, distributors, competitors, consumers, marketing practices, and the competitive situation of the organization; affect the product life cycle, and affect the production process. e) Competitive forces, namely by making questions: What are the main strengths of competitors? What are the main weaknesses of competitors? And What are the main objectives and strategies of competitors? etc. f) External Information Sources, from the Index and the Internet.

How to do the EFE Matrix: 1) List the main external factors identified during the external audit process; Include a total of ten to twenty factors that affect the organization and industry (opportunity and threat factors); Be specific by using %, ratio, comparison numbers. 2) Weighing, i.e: Assign 0.0 to factors that are not important, and 1.0 to factors that are very important; Add up all the weights on the factors and make it equal to 1.0. 3) Rating, namely: Assign a rating of one to four for each critical success factor to show the effectiveness of the organization's strategy. A rating of 4 means excellent response; 3 means above average response; 2 means average response; 1 means poor response. Determine a rating based on the effectiveness of the organization's strategy. Ranking = organization- based; weighing = industry weight. 4) Multiplying and Summing by Multiplying the weight of each factor. Summing up the weighted score. 5) Meaning of Weighted Score: Score 1.00 to 4.00; Average

A total of 4.0 shows that the organization responds to opportunities and threats in an extraordinary way. A total of 1.0 shows that the organization does not use opportunities as a factor to develop strategy. The EFE matrix is developed in five steps, namely: 1) make a list of key external factors including opportunities and threats that have an influence on; 2) give each factor a weight; 3) rank each factor between 1-4; 4) multiply the factor weights by the factor ranks; 5) add up the weighted factors on each variable to determine the weighted total score (Fred R. David, 2016, p. 65).

Internal factor evaluation (IFE) matrix

How to do the IFE Matrix: 1) Compile a list of key internal factors identified during the internal audit. Apply twenty internal factors in which there are strengths and weaknesses of the organization. List the strengths of the organization first and then the weaknesses. List them specifically using %, ratio, and numerical

comparison. 2) Assign weights ranging from 0.0 meaning not important, to 1.0 meaning very important, across all factors. Weights are placed on factors that give an indication of the relative importance of factors for success in the industry. The factor that has the most effect on organizational performance is given the highest weight. The sum of all weights = 1.0. 3) Rate all factors from 1 to 4 to indicate whether they represent major weaknesses (rating = 1), minor weaknesses (rating = 2), minor strengths (rating = 3), and major strengths (rating = 4). Note that strengths are rated 3 or 4 and weaknesses are rated 1 or 2. The ratings are organization-based, while the weights are industry-based. 4) Multiplying and Summing: multiply the weight of each factor. Sum the weighted scores. 5) Add up the weighted scores of all variables to determine the total weighted score of the organization. If the score is below 2.5, it means that the organization is internally weak; while a score of 2.5 is average; and if it is more than 2.5, it means that the internal position of the organization is strong.

Benefits of IFE Matrix: 1) Provides important information for strategy formulation; 2) Easier to understand because the factors included in the matrix have clear meanings for all interested parties both outside and inside the company. The terms used are not confusing and the implications of the matrix are very clear. 3) Easier to use. The use of the IFE matrix does not require special skills, so everyone may be able to apply it. 4) It focuses on the key internal and external factors that affect the organization and its strategy. 5) The IFE matrix is a versatile matrix that can be used to build the IE Matrix, SWOT analysis, and GE-McKinsey or for benchmarking. The IFE matrix is developed with five steps, namely: 1) list the key external factors including strengths and weaknesses that have an influence on; 2) give each factor a weight; 3) rank each factor between 1-4; 4) multiply the factor weights by the factor ranks; 5) add up the weighted factors in each variable to determine the weighted total score (Fred R. David, 2016, p. 65).

Internal External (IE) Matrix

The IE Matrix positions the various divisions in the organization in a nine-cell view. Explanations for the sections and strategic implications of the IE Matrix: 1) Region I- belongs to either space I, II, or IV and can be described as a growing and building organization. The most appropriate strategy to use is: Intensive viz: market penetration, market development, and

product development; or integrative: backward integration, forward integration, and horizontal integration. This is the best area for divisions, given their high IFE and EFE scores. An organization is called successful when it can and does achieve a business portfolio positioned in region 1. 2) Region 2-inclusion in space III, V, or VII can be explained that this organization has a defensive strategy. The appropriate strategies to use are market penetration and product development. 3) Region 3-entered in space VI, VIII, or IX can be explained as a harvest or divestment region. IE Strategy; 1) Region 1-enters space I, II, or IV and can be described as a growth and development organization. The most appropriate strategy to use is: Intensive viz: market penetration, market development, and product development; or integrative: backward integration, forward integration, and horizontal integration. This is the best area for divisions, given their high IFE and EFE scores. An organization is called successful when it can and does achieve a business portfolio positioned in region 1. 2) Region 2-inclusion in space III, V, or VII can be explained that this organization has a defensive strategy. The appropriate strategies to use are market penetration and product development. 3) Region 3-entered in space VI, VIII, or IX can be explained as a harvest or divestment area.

SWOT Matrix

The technique of generating strategies with the SWOT Matrix: is by matching internal and external factors, namely with strategies: 1) SO strategy utilizes the internal strengths of the company to benefit from external opportunities. The organization will pursue a WO strategy, ST strategy, or WT strategy in order to enter the situation to apply the SO strategy. When the organization identifies its major weaknesses, it will work to overcome and try to turn those weaknesses into strengths. When the organization encounters a major threat, it tries to avoid focusing on its opportunities. 2) The WO strategy aims to make up for internal weaknesses by taking advantage of external opportunities. This WO strategy allows the organization to obtain technology by making cooperative efforts with organizations that are competent in the field in question. 3) ST strategy uses organizational strengths to reduce or avoid the impact of external threats. 4) The WT strategy is a defensive tactic implemented to reduce internal weaknesses and avoid external threats.

The following are the steps in constructing the SWOT Matrix, namely: 1) List the main external opportunities; 2) List the main external threats. 3) List the main internal strengths; 4) List the main internal weaknesses; 5) Match internal strengths with external opportunities, then record the resultant SO strategy in the appropriate column; 6) Match internal weaknesses with external opportunities, then record the resultant WO strategy in the appropriate column. 7) Make a match between internal strengths and external opportunities, then record the resultant ST strategy in the appropriate column. 8) Match internal weaknesses with external threats, then record the resultant WT strategy. The SWOT matrix is developed with the following steps: 1) list the main external opportunities; 2) list the main external threats; 3) list the main internal strengths; 4) list the main internal weaknesses; 5) make a match between internal strengths and external opportunities, then record the resultant SO strategy in the appropriate column; 6) make a match between internal weaknesses and external opportunities, then record the resultant WO strategy in the appropriate column. 7) make a match between internal strengths and external threats, then record the resultant ST strategy in the appropriate column; 8) make a match between internal weaknesses and external threats, then record the resultant WT strategy.

To make development strategy innovations using the EFE, IFE, IE, and SWOT matrices, it is necessary to formulate the aspects of strengths, weaknesses, opportunities, and threats faced by the Baptist Theological College first as follows:

First, Strength is a strength possessed by the institution that can influence development in the midst of intense competition and advances in information flow and globalization, including: 1) Having adequate facilities and infrastructure consisting of: own building as a place to carry out academic activities in the form of classrooms, lecturer offices, education staff offices, laboratories, chapels, kitchen rooms, student dormitories, lecturer dormitories, apartments, libraries, sports fields, playgrounds, parking spaces, LPPM rooms, quality assurance unit rooms. 2) Has five study programs that have been accredited by national accreditation agencies. 3) Having 40 teaching staff for five study programs and sufficient education personnel to carry out tasks in each study program, coming from various ethnic and cultural backgrounds. 4) Has a cooperative relationship with the Association of Indonesian Baptist Churches whose

members number more than 500 churches, the Association of American Baptist Churches, non-Baptist churches, government, alumni organizations. 5) Having an academic information system that is relevant to the needs and fulfillment of the accreditation boring assessment.

Second, weaknesses are factors that hinder the human resource development process faced by the institution, including: 1) Some infrastructure facilities are damaged and poorly maintained. 2) All study programs are still accredited "Good". 3) The existing staff have not been able to fully carry out their work in accordance with their main duties and functions. For example, teaching staff have not been able to fully carry out tridharma activities, employees lack discipline and responsibility for work. Monitoring and evaluation tasks have not gone well 4) Communication between the institution and other institutions has not been intensive. 5) The use of academic information systems has not been optimized by all parts of the institution.

Third, Opportunities is a condition or situation that supports and can provide opportunities for institutions to grow and develop both internally and externally, including: 1) The Indonesian Baptist Church Association requires graduates to fill pastor vacancies in various regions in Indonesia and abroad. 2) Many schools in Indonesia do not have Christian Religious Education teachers. 3) Indonesian Baptist Theological Seminary is one of the oldest STTs

among other Baptist STTs, and has graduated STT leaders spread throughout Indonesia. 4) The Indonesian Baptist Foundation as an institution that oversees the Indonesian Baptist STT has cooperation with other Baptist institutions that are profit oriented. 5) Advances in technology and globalization have made access to information faster, easier and cheaper.

Fourth, Threats, are obstacles and barriers resulting from the economic, social, cultural, political, technological and other aspects that developed at that time, including: 1) A number of 359 Theological Colleges that have the same study programs spread throughout Indonesia, including those that have been accredited "Excellent" and "Superior". 2) The rapid advancement of technology has not been fully followed by those in the institution and the decline in the moral ethics of society. 3) Social culture of the millennial generation is a challenge for teaching staff who are mostly baby boomers. 4) Bilangan Research says 61.8% of teenagers feel that church is no longer interesting and suitable for them (Putra, 2022). 5) The cost of living is increasing while employee salaries are still far below the regional minimum wage (UMR).

Implementation of SWOT analysis of Indonesian Baptist Theological Seminary's HR development strategy

1. IFE and EFE matrix analysis

Table 1. External Factor Evaluation Matrix (EFE Matrix)

Key External Factors	Weight	Rating	Weighted Score
Opportunities			
1. The emptiness of pastors in the Indonesian region	0.13	4	0.52
2. Many schools do not have a Christian teacher	0.12	4	0.48
3. Indonesian Baptist Theological Seminary is one of the oldest STTs in Indonesia and graduated many STT and Synod leaders.	0.09	2	0.18
4. The Indonesian Baptist Foundation has many collaborations with profit-oriented institutions	0.11	3	0.33
5. Advances in technology and globalization have made access to information fast, easy and cheap.	0.09	2	0.18
Threat			
1. A total of 359 STTs in Indonesia have similar study programs, and some of them are already accredited as excellent.	0.10	3.5	0.35
2. Technological advances have not been fully followed by teaching staff	0.08	3	0.24
3. Social culture of the millennial generation is a challenge for teaching staff who are mostly baby boomers	0.09	2	0.18
4. 61.8% of teenagers feel that the church is no longer interesting and suitable for them	0.09	3	0.27
5. The cost of living is increasing while employee salaries are still far below the regional minimum wage (UMR)	0.10	3	0.30
Total	1.00		3.03

Table 2. Internal Factor Evaluation Matrix (IFE Matrix)

Key Internal Factors	Weight	Rating	Weighted Score
Strength			
1. Infrastructure facilities for teaching staff and employees are complete and privately owned	0.11	3	0.33
2. Five study programs have been accredited	0.10	3	0.30
3. Sufficient number of teaching staff and employees	0.12	3	0.36
4. Has cooperation with various institutions both Baptist and non-Baptist	0.09	4	0.36
5. Has an academic information system	0.09	3	0.27
Weaknesses			
1. Some infrastructure facilities are damaged and not maintained	0.11	2	0.22
2. All study programs are still accredited "C"	0.09	1	0.09
3. HR has not carried out tasks according to the job description	0.11	1	0.11
4. Institutional communication with other parties has not been intensive	0.11	1	0.11
5. The information system has not been maximized	0.07	2	0.14
Total	1		2.29

2. IE matrix analysis

Information from the EFE matrix and IFE matrix combined produces an IE matrix that shows the position of Indonesian Baptist Theological Seminary's strengths based on external and internal factors. The weighted score results show an EFE matrix value of 3.03 and an IFE matrix value of 2.29. Based on this value, the

institution is in quadrant I position, which means that the institution is in a growing and developing situation, the institution has high strengths and opportunities to support its development policies, while the internal position is on average, which means that it is still not responding to opportunities and threats.

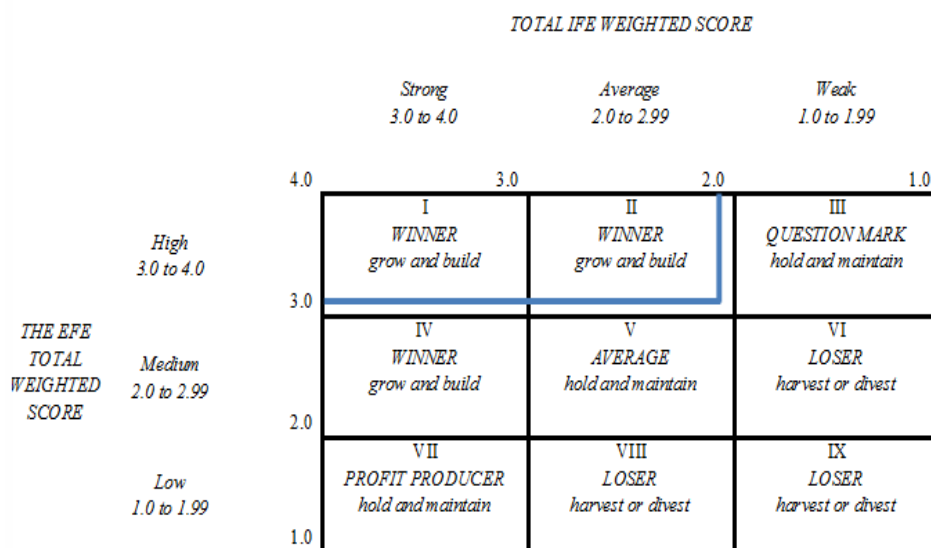


Figure 1. IE Matrix

3. SWOT matrix analysis

Based on the identification of strengths, weaknesses, opportunities, and threats that can affect HR, alternative strategies were found by

combining these SWOT factors. The SWOT matrix resulted in four strategies, namely SO strategy, WO strategy, ST strategy, and WT strategy.

Table 3. SWOT Matrix

		Internal	Strength	Weaknesses
External			<ol style="list-style-type: none"> 1. Infrastructure facilities for teaching staff and employees are complete and privately owned 2. Five study programs have been accredited 3. Sufficient number of teaching staff and employees 4. Has cooperation with various institutions both Baptist and non-Baptist 5. Has an academic information system 	<ol style="list-style-type: none"> 1. Some infrastructure facilities are damaged and not maintained 2. All study programs are still accredited "C" 3. HR has not carried out tasks according to the job description 4. Institutional communication with other parties has not been intensive 5. The information system has not been maximized
	Opportunities	SO Strategy	WO Strategy	
	<ol style="list-style-type: none"> 1. The emptiness of pastors in the Indonesian region 2. Many schools do not have a Christian teacher 3. Indonesian Baptist Theological seminary is one of the oldest college in Indonesia and graduated many Theological campus leader 4. The Indonesian Baptist foundation has many collaborations with profit-oriented organizations 5. Advances in technology and globalization have made access to information fast, easy and cheap 	<ol style="list-style-type: none"> 1. Recruitment of students from GGBI members (Association of Baptist Churches of Indonesia) (S4, O1, O2) 2. Actively send information to social media about SST Baptist Indonesia news as a massive promotion (S5,O5) 3. Establish cooperation to increase the capacity of staff and employees through further education and training (S3, O4) 	<ol style="list-style-type: none"> 1. Reporting facility and infrastructure needs to the foundation for follow-up (W1,O4) 2. Encourage staff and employees to further study and attend training (W1, W2, O4, O5) 3. HR training utilizing existing information systems (W5, O5) 4. Train staff and employees to collaborate with other STTs and other institutions (W5, O1, O2, O3, O4, O5) 	
	Threat	ST Strategy	WT Strategy	
	<ol style="list-style-type: none"> 1. A total of 359 STTs in Indonesia have similar study programs, and some of them are already accredited as excellent. 2. Technological advances have not been fully followed by teaching staff 3. Social culture of the millennial generation is a challenge for teaching staff who are mostly baby boomers 4. 61.8% of teenagers feel that the church is no longer interesting and suitable for them 5. The cost of living is increasing while employee salaries are still far below the regional minimum wage (UMR) 	<ol style="list-style-type: none"> 1. Develop a budget for further study and training needs for employees (S3, S4, T1) 2. Train employees to use the information system that is already available (S5, T2) 3. Socialize to teaching staff about outreach opportunities to adolescents (S4,T4) 4. Make efforts to increase income for the institution for the welfare of employees (S1,S4,T5) 	<ol style="list-style-type: none"> 1. Improve infrastructure (W1,T5) 2. Evaluate employee performance and conduct follow-up (W2, W3, T1, T2) 3. Holding a meeting with GGBI to discuss HR issues and find solutions to solve problems (W4, T4, T5) 	

CONCLUSION

Based on the EFE, IFE, and IE analysis, it can be concluded that Indonesian Baptist

Theological Seminary is in the position of Quadrant I position which means that the institution is in a growing and developing situation, the institution has high strengths and opportunities to support development policies,

while the internal position is on average, which means that it still does not respond to opportunities and threats. Then the strategies obtained through the SWOT matrix are: 1) SO strategy: need to recruit students from GGBI members (Association of Baptist Churches of Indonesia); institutions need to actively send information to social media regarding Indonesian Baptist Theological Seminary news as a massive promotion; establish cooperation to increase the capacity of staff and employees through further education and training. 2) WO strategy: report the needs of facilities and infrastructure to the foundation for follow-up; conduct training for staff in utilizing existing information systems; train staff and employees to collaborate with other STTs and other institutions. 3) ST strategies: mobilize teaching staff to play a role in outreach to adolescents; create a business unit to increase the added value of the institution for the welfare of employees. 4) WT strategies: evaluating staff performance and conducting follow-up; holding a meeting with GGBI (Association of Baptist Churches of Indonesia) to discuss staff issues and find solutions.

ACKNOWLEDGEMENT

The researcher would like to thank the leadership at Indonesian Baptist Theological Seminary for providing the opportunity for researchers to conduct research and be involved in formulating strategies in order to improve the quality of human resources there.

REFERENCES

- Badrianto, Y., & Ekhsan, M. (2020). Strategi Pengembangan Sumber Daya Manusia Melalui Pemberdayaan Dan Peningkatan Kualitas Lingkungan Desa Cikedokan. *Jurnal Pengabdian Kepada Masyarakat*, 1(1), 168–175. <http://www.openjournal.unpam.ac.id/index.php/kommas/article/view/4501>
- DBK. (2015). *Data Pddikti Perguruan Tinggi Kristen & Swasta*. Dirrjen Bimas Kristen.
- Fitri Anggreani, T. (2021). Faktor-Faktor Yang Mempengaruhi Swot: Strategi Pengembangan Sdm, Strategi Bisnis, Dan Strategi Msdm (Suatu Kajian Studi Literatur Manajemen Sumberdaya Manusia). *Jurnal Ekonomi Manajemen Sistem Informasi*, 2(5), 619–629. <https://doi.org/10.31933/jemsi.v2i5.588>
- Fred R. David. (2016). *Manajemen Strategik Suatu Pendekatan Keunggulan Bersaing* (15th ed.). Salemba Empat.
- Haryono, D., Subkhan, E., & Widhanarto, G. P. (2017). *21st Century Competencies and Its Implications on Educational Practices*. 118, 606–610. <https://doi.org/10.2991/icset-17.2017.100>
- Heri, E. I. (2019). Tantangan Pengembangan SDM Polri di Era Revolusi. *Jurnal Ilmu Kepolisian*, 13(2), 90–105.
- Mulyani, T., Semarang, U. N., Semarang, U. N., Yanto, H., Semarang, U. N., & Semarang, U. N. (2020). *Management Model of Education Funding Quality Assurance Based on National Standard Education Procedure*. 443(20), 15–21.
- Putra, C. A. (2022). *Gereja Sudah Tidak Menarik Bagi Kaum Muda*. Bilanganresearch.Com. <https://bilanganresearch.com/gereja-sudah-tidak-menarik-bagi-kaum-muda.html>
- Riza Faisol, N., Zainuri, Z., & Fadilah, N. (2022). Pengembangan SDM Santri Mts Zaidul Ali Sukorejo Sukowono. *Al-Ijtima: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 129–141. <https://doi.org/10.53515/aijpkm.v2i2.35>
- Safitri, A. N., Arbainah, S., & Hasanudin, M. (2023). *Perumusan strategi usaha menggunakan ife, efe, ie, swot, dan qspm*. 13, 25–38.
- Setyawati, Y., Septiani, Q., Ningrum, R. A., & Hidayah, R. (2021). *Imbas negatif globalisasi terhadap pendidikan di indonesia*. 5(2), 306–315.
- Sugiyono. (2018). *Metode Penelitian Kualitatif*. Alfabeta.
- UMA. (2021). *The Impact of Globalization in the Field of Education and Examples*. Manajemen.Uma.Ac.Id. <https://manajemen.uma.ac.id/2021/10/dampak-globalisasi-di-bidang-pendidikan-beserta-contohnya/>
- Widjaja, R., & Supriyatna, E. (2020). Pengaruh Strategi Pengembangan SDM Terhadap Kinerja Karyawan. *Jurnal Manajemen Bisnis Dan Kewirausahaan*, 4(2), 63. <https://doi.org/10.24912/jmbk.v4i2.7523>
- Ziyad, A. H., Husnurrofiq, & Yulianti, F. (n.d.). *Kedai Hay Coffee And Eatery Martapura*.