

HUMAN RESOURCES STIFIn AS A HUMAN RESOURCES MANAGEMENT INNOVATION: ITS IMPACT ON EMPLOYEE PERFORMANCE IN ISLAMIC SCHOOLS

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Abstract

This study explores the application of the Human Resources (HR) STIFIn method as an innovative approach to human resource management in Islamic educational institutions, focusing on its impact on employee performance. STIFIn is a personality profiling method based on genetic intelligence, identifying five dominant "Machines of Intelligence": Sensing, Thinking, Intuiting, Feeling, and Instinct. Conducted at Aya Sophia Islamic School, this qualitative research adopts a case study approach to analyze how HR STIFIn is implemented in organizational practice, and how it influences work productivity, communication, and collaboration among teachers and staff. Findings show that HR STIFIn improves task suitability, enhances motivation, and supports harmonious working relationships by aligning responsibilities with individual cognitive tendencies. The study also identifies critical supporting factors, including strong leadership commitment and internal STIFIn expertise. At the same time, challenges include the need for continuous training, among new staff, and integration with parents' understanding. The research concludes that HR STIFIn not only boosts employee performance but also fosters a personalized and humanistic work culture. This model offers a promising alternative for Islamic schools aiming to integrate character-based education with strategic HR development.

Keywords: STIFIn Methods, HR STIFIn, Employee Performance, Productivity

Introduction

Technological developments and the rapid era of globalization have encouraged the business world and organizations to continue to innovate to maintain their existence in an increasingly competitive competition. One of the main keys to organizational success in facing these challenges is effective human resource (HR) management (Mulyadi & Pancasasti, 2022). HR is not only seen as an operational implementer but as a driver of the organization in realizing its existence. Human resources are also strategic assets that play a major role in determining the direction and achievements of the organization (Cahyanti et al., 2021).

Employee performance is a real indicator of the effectiveness of HR management. Various studies show that individual performance is greatly influenced by motivation, discipline, commitment to the organization, and personality inherent in each individual (Priyono et al., 2024). (Hadiyat et al., 2020) stated that personality is a factor that underlies employee behavior in the workplace and influences other attitudes such as job satisfaction, organizational commitment, intention to quit, and performance. According to (Hadiyat et al., 2020), individual personality is one of the micro potentials contributing to the competitiveness of human resources in a company.

One of the approaches that has developed in this context is the STIFIn method, a personality concept based on genetic intelligence introduced by Farid Poniman. STIFIn identifies five main types of intelligence engines—Sensing, Thinking, Intuiting, Feeling, and Instinct—that influence how a person works, interacts, and develops in an organizational environment (Poniman & Hadiyat, 2015). This approach has been widely applied in the world of education for student development. However, its application in the context of organizational or company HR management, especially in the form of the STIFIn Human Resources (HR) system, is still relatively limited and has not been studied much scientifically (Komarudin, 2020).

The STIFIn HR model aims to align employee placement, development, and empowerment with natural potential based on genetic personality. The application of this model is considered to be able to provide a significant contribution to improving performance through a more personal, targeted, and sustainable approach (Hadiyat et al., 2020). In other studies, it has been proven that STIFIn is proven to be able to provide consistent results compared to other personality concepts. As in the following study, the use of the Big Five and MBTI personality models based on behavioral characteristics is not a consistent predictor of work performance.

One of the institutions that has implemented this method is Aya Sophia Islamic School, a character-based school in Tangerang Regency that applies the STIFIn concept in student education and internal management. Although the use of STIFIn previously focused more on the educational realm. From the results of a brief interview we found that before HR STIFIn was implemented in this school, teachers had difficulty finding effective classroom management methods and had difficulty understanding the character of colleagues and students. As a result, productivity and work effectiveness were less than optimal, including the effectiveness of communication with colleagues. However, the development of HR STIFIn, is useful for increasing work effectiveness, communication between employees, and productivity through the suitability of tasks with personality characteristics.

This study aims to examine in depth the application of the STIFIn HR method in improving employee performance at Aya Sophia Islamic School. This study focuses on exploring the

application of the STIFIn HR method to employees and teachers at Aya Sophia Islamic School. in the context of practice and the results of its application. Specifically, this study aims to: (1) find out how the STIFIn HR method is applied in the context of work in Islamic schools; (2) identify the form of performance improvement that occurs after its implementation; and (3) explore the supporting and inhibiting factors in the implementation of the method in the work environment. Thus, this study is expected to enrich the literature on personality-based HR management and provide practical contributions to HR management in Islamic educational institutions.

Literature Review

STIFIn Theory

The STIFIn concept was developed by Farid Poniman in 1999 in response to the importance of mapping individual genetic intelligence. STIFIn classifies humans into five main Intelligence Machines, namely Sensing, Thinking, Intuiting, Feeling, and Instinct. These five machines are considered to represent the dominance of one hemisphere or layer of the brain in the human work system. This concept developed as a synthesis of various previous theories such as brain theories such as Carl Gustav Jung's basic function theory, Ned Herman's quadrant division of the brain, and Paul MacLean's triune brain theory. Compared to multiple intelligence theories such as MI (Multiple Intelligences), STIFIn emphasizes the importance of focusing on one dominant intelligence as a guide to human behavior and potential (Poniman & Mangussara, 2002).

STIFIn uses a genetic and neurological approach to map human potential more precisely. In comparison with various classical theories, STIFIn adopts the basic terminology and framework but simplifies it into a holistic system based on the brain and genetics. Each STIFIn intelligence engine is associated with a specific brain structure and deep psychological function, such as Sensing associated with the left limbic and mammalian brain, or Thinking associated with the neocortex and human brain. This understanding not only explains behavioral tendencies, but also becomes the basis for a personalized approach in education, communication, and human resource management.

The advantage of the STIFIn concept lies in its approach that integrates psychological, biological, and social dimensions. In addition to building a synthesis of theories from various disciplines, STIFIn also offers supporting theories such as the pentagon-shaped STIFIn circulation theory, the alignment of metabolism with dominant intelligence, and the theory of calibration and genetic strata. This theory opens up opportunities for application in various fields, including education, leadership, and human resources. With a genetic intelligence-based approach, STIFIn is present as a self-management and organizational innovation that can strengthen individual performance optimally and sustainably.

STIFIn HR Concept

The STIFIn HR concept was developed as a human resource management approach that focuses on optimizing employee genetic potential through the dominance of individual intelligence. This approach differs from classical methods that generally only assess performance and competence without considering the unique characteristics of each individual. In STIFIn HR, each employee is positioned as an active subject who contributes based on their

dominant intelligence, not just an object of the company's operations. Thus, this system aims to create a more humane work climate, in line with the natural potential of employees, and can increase motivation and work productivity (Poniman & Hadiyat, 2015).

The STIFIn HR model is applied throughout the HR management cycle, from workforce planning, recruitment, training, and retention, to career development, as seen in Figure 1. Each process is designed to align with the dominant intelligence of employees, identified through a special STIFIn test tool. In addition, this model also adopts the Balanced Scorecard principle to assess performance based on four perspectives: financial, customer, internal process, and learning. By mapping the organizational structure based on work functions and HR characters, companies can create harmonious and productive synergies across various operational lines.

Figure 1 STIFIn HR Model



Source: (Poniman & Hadiyat, 2015:88)

One of the innovative aspects of HR STIFIn is the classification of employees into four quadrants based on a combination of potential and performance, namely dead wood, cash cow, problem employee, and stars. This approach is then combined with an understanding of machine intelligence to determine appropriate coaching and reward strategies. Thus, HR STIFIn not only acts as a management tool but also as a work culture transformation strategy that places humans as the center of organizational excellence. So that it can create a more adaptive and long-term oriented work system.

Employee performance

Employee performance is the result of individual work in carrying out assigned tasks to achieve organizational targets. High performance reflects a significant contribution to organizational success while declining individual performance can have a direct impact on

achieving overall organizational goals (Silaen et al., 2021). Some experts define performance as work results achieved in a certain period, reflecting effectiveness and efficiency in completing assigned responsibilities (Bernardin & Russell, 1993). Therefore, performance management becomes a crucial part of an organization to encourage the achievement of optimal performance.

Employee performance is influenced by various factors, both internal and external. In general, the three main components that have an influence include ability, motivation, and organizational support (Chatab, 2007). (Mathis & Jackson, 2002) added that individual background, work effort, and organizational facilities also determine work performance. (Gibson et al., 2012) detailed individual factors such as skills, family background, and demographics; psychological factors such as perception, attitude, personality, learning, and motivation; and organizational factors including leadership, rewards, organizational structure, job design, and available resources.

A conducive work environment and commitment to the organization also play an important role in improving performance. Comfort in working creates a sense of security and supports productivity (Hapsari et al., 2022), while a strong commitment will encourage employees to contribute continuously to progress of the organization (Priyono et al., 2024). According to (Robbins & Judge, 2008), there are six main indicators in assessing employee performance, namely work quality, work quantity, timeliness, effectiveness, commitment, and efficiency of resource use. By understanding these factors and indicators, organizations can develop more targeted and sustainable performance improvement strategies.

Research Methodology

This study uses a qualitative approach with a case study method, which aims to deeply understand the application of the STIFIn HR method in improving employee performance at Aya Sophia Islamic School. This approach was chosen because it is considered capable of describing complex phenomena involving interactions between individual genetic preferences, team dynamics, and human resource management strategies. This study is descriptive and exploratory and uses a phenomenological paradigm to capture the subjective experiences of informants in real contexts. Data were collected inductively through observation, in-depth interviews, documentation, and literature studies.

The unit of analysis in this study is individuals who are directly involved in the implementation of HR STIFIn, namely school management, principals, and teachers from the five types of STIFIn intelligence. Key informants consist of management and principals while supporting informants come from teachers who have participated in the STIFIn program. Primary data were obtained through field activities such as observation and interviews, while secondary data were obtained from institutional documents and relevant literature. The research was conducted for four months, from September to December 2024, at Aya Sophia Islamic School, Tangerang Regency, Banten.

The data analysis techniques used include three main stages: data reduction, data presentation, and drawing conclusions or verification. Researchers analyze data continuously throughout the research process to build a deep and holistic understanding of the phenomena being studied. To maintain the validity of the data, this study uses source triangulation techniques and conducts member checks on informants to ensure the correctness of data

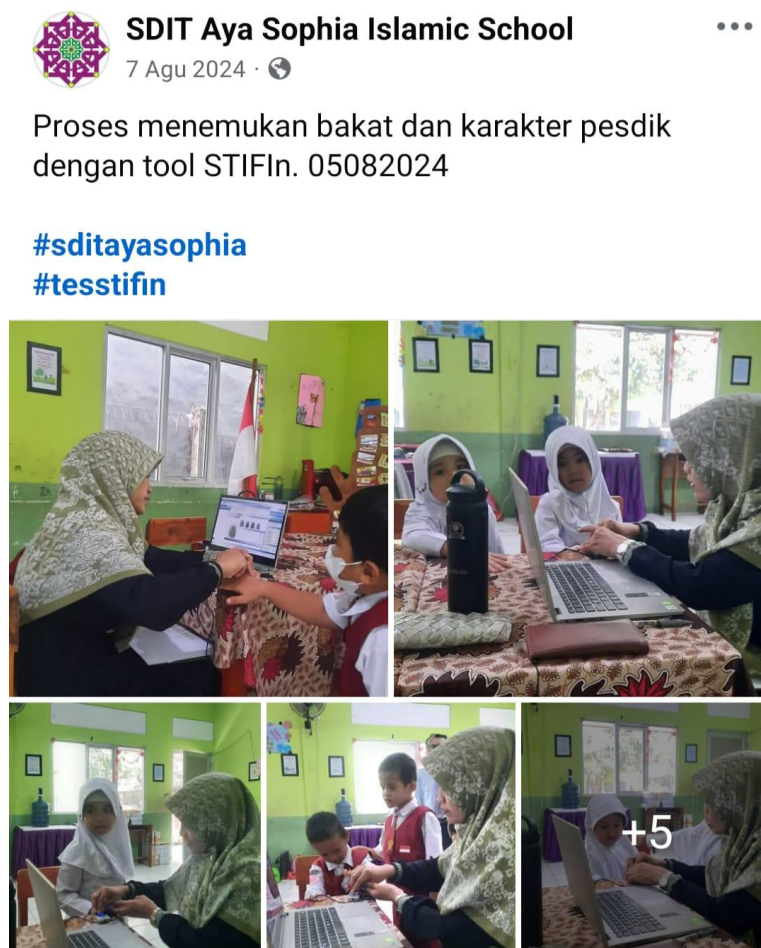
interpretation. With this approach, the study is expected to produce credible, in-depth, and contextual findings regarding the effectiveness of implementing the STIFIn HR method.

Results and Discussion

Results

This research was conducted at Aya Sophia Islamic School, an Islamic educational institution that implements the HR STIFIn method as part of its human resource management strategy. The implementation of this method begins with the implementation of the STIFIn test on all teachers and students, which aims to map the dominant Intelligence Engine (IEM) of each individual (Figure 2). The results of this test then become the basis for the recruitment process, assignment, competency development, and career development. The test is conducted routinely every year for new teachers and students, equipped with coaching sessions and parenting seminars to improve understanding of the test results and their applications, as can be seen in Figure 3.

Figure 2 STIFIn test activity



Source: Facebook SDIT Aya Sophia Islamic School

Figure 3 Coaching session explaining STIFIn test results



Source: Facebook Endang Sunandar

The implementation of HR STIFIn at Aya Sophia Islamic School is carried out systematically and continuously. This program includes internal training for teachers and employees, such as professional and competency development activities, the formation of educational teams, soft skills training based on the book "Fokus Satu Hebat", and individual coaching to understand strengths and challenges based on intelligence types. Placement of tasks within the school is also combined between STIFIn intelligence and professional competence so that optimal performance can be achieved. This method is also applied in managerial decision-making, such as selecting homeroom teachers, grouping student classes, and developing learning strategies.

All elements of the school are involved in implementing this method, from management, teachers, and students, to parents. The implementation of STIFIn is not only limited to the development of teacher human resources, but is also integrated into parenting activities (Figure 4), student development, and school management systems. Parents are given an understanding of their child's STIFIn results to help support the education process at home. This approach creates synergy between schools and families in forming a learning environment based on character and potential.

Figure 4 Parenting Seminar



Source: Instagram Aya Sophia Islamic School

The results of the study showed that the implementation of the STIFIn HR method had a positive impact on the performance of teachers and employees. Teachers became more aware of their own and their co-workers' characters, so they were able to work more synergistically. Assignments based on the suitability of the MK made teachers feel more comfortable and motivated to carry out their duties. There was an increase in communication, team problem-solving, and work efficiency. In addition, teachers felt appreciated and involved in a process that was by their potential, thus fostering a sense of ownership of the institution.

The impact of implementing HR STIFIn can also be seen in the achievement of more measurable performance. The school sets performance indicators based on the results of a 360-degree evaluation and direct observation from the principal. Teachers who show high performance are given various awards, ranging from financial incentives, umrah rewards, and family recreation, to public appreciation during the annual work meeting as seen in Figure 5. This appreciation system is adjusted to the motivational preferences of each individual according to their intelligence typology so that it is more personal and meaningful.

Figure 5 Forms of appreciation and rewards for teachers and employees of Aya Sophia Islamic School who excel



Source: Social media and Aya Sophia Islamic School website

Supporting factors for the successful implementation of the STIFIn HR method include strong foundation leadership that has been certified as a STIFIn promoter, an adaptive organizational structure, and a collective commitment from all elements of the school. The enthusiastic support of students' parents for this approach is also an additional strength in building an educational ecosystem based on character and potential. This approach not only internal human resources but also the quality of teacher interactions with students and parents.

However, some challenges also arise in its implementation. One of them is the potential for stereotypes towards certain personality types, especially if they are not fully understood by all elements of the school. In addition, consistency in training and education for new teachers and parents needs to be improved so that understanding of the STIFIn method is not just a formality. Several teachers also expressed the need for further assistance after the test was conducted to avoid stagnation in its implementation.

Overall, the STIFIn HR method has been proven to provide a significant contribution to improving employee performance at Aya Sophia Islamic School. Not only creating efficiency and productivity, this approach also strengthens the emotional bond between employees and the institution. The practice of implementing and the process of implementing this method have helped me understand the individual potential and improve work effectiveness and communication between employees. By placing humans according to their natural intelligence, HR STIFIn becomes an innovative model in HR management that is not only rational but also humanistic and contextual in the world of Islamic education.

Discussion

Based on the results of the research that has been previously stated, the practice of HR STIFIn at Aya Sophia Islamic School is by the theory of HR STIFIn Management (Poniman & Hadiyat, 2015). Starting from the concept of implementation, the program that is implemented, although there must be adjustments according to the institution that implements it, management responsibilities, who is involved in its implementation, the process, and the importance of placing people according to their genetic potential. According to (Sabna, 2021), the HR STIFIn implementation process begins with the STIFIn test, then in education, this method is used to see students' learning styles, adjust the teacher's teaching methods, and communicate the right parenting methods for parents to children. Furthermore, the importance of an evaluation in the implementation process, as stated by (Hasmaniah et al., 2023) and (Mahmudi, 2011) in various forms, both based on the frequency of evaluation and evaluation based on program targets.

With the STIFIn HR approach, the positive impact and influence on productivity and performance effectiveness can be seen by the theory (Poniman & Hadiyat, 2015). The positive impact can be in the form of creating harmonious working relationships, matching work with their potential, being treated according to employee potential, not just company objects or assets, retaining employees in the long term, and creating conducive working conditions. Of course, as stated (Hasmaniah et al., 2023) STIFIn helps identify intelligent machines and knows how to approach them. STIFIn aims to find the 'red carpet' for each human being so that they can achieve success quickly, cheaply, and enjoyably according to their potential (Poniman & Mangussara, 2002:18).

In addition, according to teachers and HR employees, STIFIn also helped change working conditions and teams, communication, collaboration, and motivation between employees. Motivation is very important to encourage individuals to work effectively to achieve goals. High motivation improves performance, while low motivation has the opposite effect (Gibson et al., 2012). Their response in welcoming this change was very good so that they knew more about themselves and their potential, knew how to interact with coworkers, and added motivation to optimize their potential in the future.

However, like other organizations, Aya Sophia Islamic School experiences dynamic internal challenges that make it improve. Challenges from teachers who are not used to it or experience culture shock are very common for those who are in a new environment with new habits and this becomes an obstacle (Mufidah & Fadilah, 2022). In addition, how to communicate with parents, and ensure that collaboration between schools and parents runs smoothly in ensuring student success, both in academic aspects and character formation (Jatnika, 2018). So it is necessary to carry out periodic evaluations (Hasmaniah et al., 2023), develop more appropriate programs to overcome problems for teachers (Mahmudi, 2011), and continue to conduct parenting seminars and consultations for parents of students (Nuraeni et al., 2023). However, on the other hand, Aya Sophia Islamic School has motivation, organizational support, a conducive work environment, supportive resources, and a shared commitment to supporting STIFIn HR practices so that they continue to run.

In addition to finding things that are by the theory in the results of our research, we also found things that are not by the theory of the implementation of HR STIFIn at Aya Sophia Islamic School. First, the teacher's learning method in studying STIFIn is not by the intelligence engine,

teachers are asked to study STIFIn through independent learning and literacy. Sensing must be learned from examples and through detailed instructions, Thinking learned through e-books, material modules, or books, Intuiting learns more audio-visually, suitable for watching YouTube, Feeling must have senior guidance, and Instinct must be spontaneous and provoke direct involvement in learning. Next is the student's learning method according to (Hasmaniah et al., 2023) each child has a different approach according to their intelligence engine and STIFIn helps us identify intelligence engines and approaches. Therefore, in the practice of STIFIn in the world of education, class division needs to be based on the type of intelligence engine. Because in STIFIn theory there is a circulation theory that shows the relationship of mutual support or conquest between intelligence engines. Like the teacher-student relationship, a mutually supportive relationship is needed, namely, the Sensing type that diligently supports systematic Thinking, the Thinking type that is directed supports flowing Instinct, the Instinct type that is quick to respond supports Intuiting that has many ideas, the Intuiting type that is conceptual supports visionary Feeling (Poniman & Mangussara, 2002:45). If the class is grouped according to the same intelligence engine and supported by teachers who have supportive intelligence engines, then the teacher does not need to bother adjusting different learning styles in one class or wasting time with classical and group learning types.

STIFIn HR's breakthrough scheme in employee retention program, the management method adjusts its intelligence engine. Previously, employees were classified into 4 groups, namely employees with low potential and low performance (dead wood), employees with low potential but high performance (cash cow), employees with high potential but low performance (problem employees), and employees with high potential and high performance (stars). After being divided into four quadrants, the awarding of awards is adjusted to the intelligence engine in each of these four quadrants (Poniman & Hadiyat, 2015:261). This can be seen in table 1 below:

Table 1
Employee Awards according to STIFIn HR Scheme

Employee Classification	STIFIn Intelligence Engine				
	Sensing	Thinking	Feeling	Intuition	Instinct
<i>Deadwood</i>	Presence Intensive	Implementation of the Rules	<ul style="list-style-type: none"> • Motivation and work ethic training • Mentoring 	Proposal preparation assignment	Counseling
<i>Cash Cow</i>	Skills Allowance	Target giving and percentage of results	Promotion to leader or team leader	Assignment as project conception	Becoming a team spokesperson
<i>Employee Problems</i>	Production Bonus Scheme	Given the opportunity to develop SOPs	<ul style="list-style-type: none"> • Motivated • Invited to discuss company developments 	Confession in front of forums or other employees	Motivation and work ethic training

<i>Stars</i>	<ul style="list-style-type: none"> • Intensive based on performance • Rewards for new achievements 	New Assignment/Project	Opportunity to lead new projects	Opportunity to propose innovations and development projects	Key companion for new projects
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Source: (Poniman & Hadiyat, 2015:261)

Conclusion And Recommendation

Research findings led to the following conclusions:

1. In Islamic schools, the HR STIFIn method is systematically applied, including initial genetic intelligence testing, training, and coaching, assignments along the lines of MK, and the integration of all into the school's work program. All the components of a school are involved in this implementation: management, teachers, students, and parents, with support from programs such as parenting based on STIFIn and teacher professional development.
2. Implementation of HR STIFIn has a tangible effect on enhancing the performance of the employee- from productivity, and work effectiveness, to quality of relationships between people. Teachers understand each character better, work is delegated by the employees' potentials, communication is smooth, and a friendly working atmosphere prevails. Even the reward system is tuned to the character of each employee that encourages him and makes him loyal.
3. Visionary leadership, collective commitment of the school team, and the presence of internal consultants are among the supports for STIFIn implementation. On the other hand, the low knowledge of STIFIn by newly recruited teachers, the small population of teachers, and the difficulty in aligning the school's approach with the family environment of the students hinder the process. These obstacles are overcome through several sessions of training.

Recommendation

At this point, based on the research results, Aya Sophia Islamic Senior Secondary School is recommended to further optimize the implementation of the STIFIn HR method by adjusting the designing of class grouping and teacher assignment according to the aptitude of the Intelligence Machine (MK) to improve learning and classroom management productivity and also to design training and employee retention programs that are suitable for the characteristics of every MK. It is expected that teachers, as well as principals, would seem to exercise this method as a strategic approach for student' management as well as the improvement of educator professionalism. For institutions or corporate leaders, this STIFIn HR method could be an innovation in the human resource management discipline as the same, its effect on performance and work harmony was proven through a genetic potential-based approach. Meanwhile, for the subsequent researcher, it was suggested to develop further studies in specific aspects such as recruitment for employees, training, or compensation of employees with the STIFIn approach and among others, comparative research to some different personality methods and widening the application of STIFIn in the non-education sector to enrich final findings validity and scope.

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