

## Implementation of Teachers' Human Resources Management to Improve the Quality of Education at Madrassa in Jepara, Indonesia

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**Abstract:** This investigation aims to describe the implementation of Human Resources (HR) management for instructors to improve the quality of education at a private madrassa with a case study approach. This field research was conducted at Jepara regency Indonesia. Data were collected through interviews, observation, and documentation. The exploration subject was the head of Madrassa. The examination sources were the principal, educators, and students with purposive sampling. Data were analyzed with interactive qualitative by applying data triangulation to get validity. The results of the examination uncover that: (1) The implementation of Human Resources (HR) for instructors has been conducted well through the phases of preparation, coordinating, carrying out, enlisting, preparing, giving remuneration, and assessment; (2) The deterrent to the administration is the requests of the calling bring about restricted educating learning hours for all exercises and countless teachers; (3) The proposed solution to overcome the HR problem. HR is to increase the support for student guardians. The headmaster collaborates with other parties in providing training programs for educators.

**Keywords:** human, resource, implementation, quality, education

### 1. Introduction

The madrassa is an example of a formal educational organization engaged that requires good human resource management. The potential of madrassa's human resources of educators must be gradually managed and developed to be able to carry out their functions professionally because based on the facts, not all are trained and have good qualifications (Supriyanto et al., n.d.; Madarik, 2018).

Human Resource (HR) Management includes processes of job analysis, human resource planning, recruitment and selection, orientation, training and development, career planning, compensation, work assessment, work relations including work discipline and conflict resolution and work motivation (Hidayati et al., 2009; Hasibuan, 2010; Usman, 2013; Castetter, 2006). It is directed to improve the quality and productivity which is carried out at a macro level through the planning, development, and management of human resources and in a micro manner with planning, education, and training, and management of personnel to achieve an optimum result (Kuchinke, 2014; Mudassir, 2016; Rachmawatie, 2013).

In the context of developing the management of madrassa, the educational managers must know about management, namely knowledge about the strength and placement of human resources, use of management experience, the renewal of knowledge, and control of organizational movements to maintain the stability of human resources, and provide enough information to facilitate each individual in the organization (Munadi et al., 2012). This paper explores the implementation of management of human resources (HR) for educators at a private Madrassa of Jepara District Indonesia.

Central Java Ministry of Religion informed data regarding the teaching staff (teachers), the educational resources/teachers of the madrassas are displayed in table 1 below that shows the number of educators in terms of teacher and student ratio.

Table 1 Data of madrassa

Information	Number
Teachers (State / Management)	43
Number of Students	1,127
Number of study groups	30
Teacher-Student Ratios	1:18

Source: <https://jateng.kemenag.go.id/satuankerja/tsanawiyah>

Table 2 Data of Teachers' educational Qualification at the madrassa

Qualification of Education	Number
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1	Senior High School	1
2	Diploma	2
3	Bachelor / S1	49
4	Master / S2	10

Source: <https://jateng.kemenag.go.id/satuankerja/tsanawiyah>

Based on tables 1 & 2, the madrassa has met the standard of academic qualifications of teachers at formal education units as ruled in Education Minister of Indonesia Number 16 the Year 2007 article 1 paragraph 2 in the term of improving the quality of education. However, based on the preliminary survey, the problems found in the two madrassas are the lack of educators' professionalism due to the low motivation and participation in education and training, management of school activities, the lack of welfare, and career clarity for teachers and employees.

Some previous researchers have explored the topics of human resources development in education. Mufidah (2018) and Willis (1996) explored and described, an investigation on the concept of the development for Human Resources Development and human resource development as an evolutionary system (from pyramid building to spacewalking and beyond). Sylvester (2015) explored the Human Resource Development: Imperatives for Achieving Quality Assurance in Higher Education in Nigeria. Akinyemi & Abiddin (2013) explored the Quality Administration and Management in Higher Education in Nigeria: Implications for Human Resource Development. Phinaitrup (2000) investigated human resource development in Thai higher education. Sonin (2016) the implementation of human resources development in madrassa-based management and its implication towards the teachers' work performance at MTs Negeri Sekayu. Rugaiyah (2010) focused the research on the strategy to obtain quality human resources in education. Mudassir (2016) investigated the educational human resources development at (MAN) Bireun District. Ruohonen (1991) examined the Information Management Education in Human Resource Strategy.

This study aims to describe the implementation of human resource management for educators at State and Private Madrassa, the obstacles, and the solutions to improve the educator's human resource. The research focuses are planning, organizing, and implementing the recruitment, training orientation, compensation, and dismissal, evaluating (*controlling*).

## 2. Method

This study on human resource (HR) management for educators is field research (Cotton et al., 2010; Akeroyd & Burgess, 1983; Arikunto, 2015) with a case study approach (Creswell, 1998). The units of analysis are individuals and groups at the school of Madrassa Tsanawiyah. The researchers collected the data, took the meaning, and got an understanding of the development of human resources at two Madrassas. The researchers focused on the HR management aspects of the educator (Yin, 2016). The presence of researchers at research sites is obligatory because researchers are *key instruments* (Spradley, 2010). The research data is in the form of written data sourced from informants and archives (documents). The determination of research informants was carried out by *purposive sampling*, namely the head of the madrassa, teachers, and students. The data collection techniques were through interviews (*Interview*), observation, and documentation. The data analysis technique uses interactive qualitative data analysis (Sugiyono, 2010, 2016).

## 3. Results

Based on the research results through an interview, observation, and documentation, the implementation of Human Resource (HR) management for educators in improving the quality of education at the madrassa Jepara.

As the first function of HR management, human resource planning at school is very necessary to apply because it will also affect the determination of the number of accepted new teachers in the new academic year. Furthermore, the number of accepted teachers at the madrassa depends on the number of teachers needed and the estimation of the teachers' graph. The admission of new teaching staff is adjusted to the planning of an annual work program through a board meeting at the beginning of the school year to avoid a shortage of teachers and to assure the learning process runs well.

The process of HR organizing in the madrassa is in a cooperative arrangement, namely dividing each management by giving responsibility, but organizing not only includes human resources but also financial resources because every activity implementation certainly requires funding. The organizational structure consists

of the principal of the madrassa, deputy head of the field of public relations, research and development, curriculum, student affairs, facilities and infrastructure, administration, counseling guidance, class representative teachers, and the teachers.

Comparing the implementation of HR management at both madrassas, the researcher concludes that they apply more or less the same. The person in charge of the activity carries out its activities in line with the specified time of the academic calendar within madrassa. In addition, in each activity, the person in charge also involves other sections or personals to help the success of the activity. If the activity is classified as a large activity, both madrassas engage the student's guardians.

In performing the recruitment of educators, the management of madrassa seeks, finds, and attracts applicants to be employed. The applicants are expected to meet the qualification standards to find qualified applicants. The recruitment process starts with searching for the applicants to receiving a letter of application. The recruitment information was exposed via media such as brochures or announcements on the bulletin board. The criteria of applicants must meet the criteria such as a) type of work, classification, and amount of salary, b) location of duties (geographic and organizational units), c) overview of work obligations, d) start date work, e) application procedures, and f) closing date for receiving applications.

The selection process of HR for educators is deserved for those who have fulfilled the requirements based on their fields by filling the form for applicants implying the complete personal data, position model, or analysis and required specifications. The determination of the number of required teachers is also based on the availability of the number of teachers at the madrassa. The orientation of HR for educators is conducted to introduce new teachers to the work environment by explaining the organizational structure, functions, work relationships, and planned organizational expectations. The orientation process will be known where new workers and from the manager. The placement process is executed in two ways: first, by filling in the positions or jobs of new educators; second, by reassigning old personnel to new assignments and positions. The madrassa managers also conduct *demotion*, namely the transfer of energy from one position to another position that has lower responsibilities.

The educational and theoretical training orientation is conducted in the classroom. The training was carried out in two types, namely training at an outside institution and inside institution. Training consists of internal agenda for teachers of a madrassa in the form of briefing, guidance, and training given by the madrassa principal or by vice principals. These training were usually established at the madrassa. In addition, outside training was established outside the institution. The teachers were delegated to join and engage in training activities such as seminars, scientific forums, training, workshops held by certain institutions. All pieces of training aim to improve teacher competency and teacher professionalism.

Table 3: Education and training activities and workshops for educators at Madrassa

No	Activities	Material
1	Curriculum Training for educators	Making syllabus
2	Teaching quality work for educators	Chasing methods and strategies
3	Training for compilation of lesson plan	preparation syllabus on the Curriculum of education units
4	Training and Education for the Preparation of Learning Tools	Preparation of lesson plan of 2013 Curriculum
5	Workshop on writing modules and Textbooks	Motivation, Methods, and Practices for Writing Modules and Textbooks
6	Training for assessment and evaluation of learning outcomes	Preparation of Authentic Assessment on student learning outcomes

The form of compensation for educators is given for employee work performance which includes employees and other staff, given in the form of money as compensation. The compensation for teaching staff is done by using the following methods: 1) direct compensation in the form of monthly salary/honorarium in cash by considering job/task analysis, job/task evaluation, salary survey, and determining salary levels, 2) indirect compensation, in the form of incentives or benefits for any activities outside working hours, *Lebaran* Day Incentive (THR), transportation, etc., 3) non-financial compensation in the form of Health Assurance (ASKES) or Social Assurance (BPJS).

The termination usually occurs when the teachers propose to resign for some reasons such as old age; as a result, work productivity is low. The pension is usually at its request by submitting an application letter after reaching the work period certain, and then the application was approved by the madrasa. The end of the work engagement for educators at madrasa depends on the conditions. The educators quit because of their own will, the will of the madrasa, or other things such as illness or completion of the term of office.

The evaluation of educators at madrasa is conducted periodically. The evaluation of teachers' performance is carried out twice a year involving the central supervisory agency. In this evaluation as a very important moment, coaching is carried out by the madrasa head in that the management can find out weaknesses and shortcomings during the work program. The evaluation and coaching function as a self-evaluation tool and discussion material so that the educators can better carry out their roles and functions. The evaluation of educators is carried out once a year based on the meeting of Madrasa Action Planning (RKM) in which management administrators, Madrasa committees, Madrasa heads, teacher councils, and local community leaders cordially presents.

#### **4. Discussion**

Based on the research results of Human Resource (HR) management for educators, in general, the planning of educators' Human Resources at the madrasa has met is following the planning process according to Hasibuan (2000: 254), namely: (1) determining the quality and quantity of Human Resources needed, second, (2) collecting data and information about human resources, (3) grouping data and information and analyzing it, (4) determining some alternatives, (5) choosing the best from the existing alternatives into a plan, and (6) informing the plan to the employees to be realized.

The organization of Human Resources in the madrasa has met the HR theory of Rachmawati (2008: 84) that internal educators are candidates for certain positions who are sought and selected from existing educators in the organization today. This recruitment was carried out by the organization for several reasons, such as for management refresher or organizational reform.

Related to HR actuating for educators at the madrasa, the interaction between the head of Madrasa and his subordinates (educators and educational staff) is established by delegating the tasks and giving confidence in their respective tasks to carry out the planned work programs. Then, each person in charge carried out these programs with the other sections.

In conducting the HR recruitment of educators, the management of the madrasa determines the vacant position or job and the requirements needed for workers to be employed in the madrasa. The position requires the criteria or characteristics including expertise, knowledge, skills, and experience needed to do work (Hasibuan, 200: 38).

Concerning with HR selection of educators at Madrasa, the managers have carried out HR management to screen required prospective staff. This is in line with Rivai's theory (2004: 171) that selection includes a series of activities used to decide whether applicants are accepted or not.

The placement of HR for educators at madrasa is in line with the Islamic lesson in the context of placing employees based on their performance and abilities. This concept was once carried out by the Caliph Umar on his employees: "Indeed, I chose you to test you, if you can show optimal and good performance, then I will add your responsibility. But if you perform poorly I will fire you" (Sinn, 2006).

Based on the data findings, the researcher concluded that the orientation of HR for educators has not been implemented properly. In this case, the placement of teachers is done in two ways, namely: new workers are directly assigned according to their respective formations, while old personnel is immediately given new tasks by considering their competence and performance.

Related to the HR education and training at madrasa, training, and development are required for all teachers or educators to be more skilled and improve performance. Concerning the training and development of the teaching resource of the Educators in the madrasa, no specific data was found. Madrassas send teachers for training outside the institution following the invitation of the madrasa Teachers Group (KKG) and teacher training organized by the Jepara Regency Ministry of Religion. Some teachers are also active as administrators of the Subject Teachers Forum (MGMP) at Madrassas. Training held internally by institutions is rarely carried out due to budget constraints.

In following up the compensation for educators, the head of the madrassa can further motivate the teaching staff so that they become disciplined, aware, and obey the rules.

The termination for educators usually occurs when the teachers propose to resign for some reasons such as old age; as a result, work productivity is low. The pension is usually at its request by submitting an application letter after reaching the work period certain, and then the application was approved by the madrasa. The end of the work engagement for educators at madrasa depends on the conditions. The educators quit because of their own will, the will of the madrasa, or other things such as illness or completion of the term of office.

The evaluation of educators is intended to assess the performance of all activities of educators and find indicators that cause success or failure of achieving goals so that it can be used as upcoming evaluation material. The evaluation of HR for educators is conducted to determine the performance of madrassas. The assigned results will be the consideration to find solutions to the problems of HR for educators within a certain period.

The Obstacles to the management of HR for educators are the demands of the profession to make limited teaching hours and learning activities effective due to a large number of educators. The education and training for teachers are considered to be less optimal because few teachers participate in the activity. This condition causes the teachers to be less professional. The personal business in administration tasks does not allow them to carry out their duties properly and optimally. It hinders the performance of the madrassa though the administrators have their respective responsibilities.

Behind these constraints on HR management solutions for educators, there are some alternatives to solve the barriers. First, madrassa management increases the support for the student's guardians, the students, and Madrassa principals as well as collaborating with other parties and providing training programs for staff educators. This support can facilitate any activities at both madrassas in improving teacher quality. Without the support of thoughts, energy, and funds from various parties, it is impossible to proceed with the plan of any activities at the madrassa.

Second, the madrassas need to cooperate with various parties in improving the quality of education, with the program, can train students to communicate directly with the community, hoping to be able to compete with other schools, excel in achievement, and get quality output, not only teaches students also exist assistance, bring tutors to tutoring. With this program, activities in madrassa will increase. The existence of a training program, through training or development, is expected to help the process of improving teacher job skills.

## **5. Conclusion**

Based on the research result, the conclusion can be drawn concerning the implementation of the management of HR for educators in improving the quality of education. Management of human resources in the field of education is all efforts, whether in the form of policies, activities, considerations, etc. which are intended so that human resources (in this case are educators and educational personnel) can be able and prosperous in working optimally to achieve educational purposes. To realize the meaning of human resource management in the unity of the national education system, especially the management of educators and educational personnel, it is necessary to have a clear framework as a reference. The framework describes the direction and objectives, the basis of reference, the scope of activities, up to the portrait of its implementation.

Human resources management at the macro-level education as a foothold to implement personnel management at the micro-level. Meanwhile, in managerial functions, human resource management is part of organizational management that focuses on the element of human resources. These organizational and managerial functions look more at human resource management at the macro level. Meanwhile, the operational function, human resource management is more focused on activities such as procurement, development, compensation, welfare, and appraisal. Thus, this operational function looks more at human resource management at the micro-level. In the scope of educational organizations, the human resource management function includes activities: planning, procurement, selection, orientation, placement and assignment, compensation and welfare, empowerment, development of professional competencies and career paths, performance appraisal, as well as dismissal and termination of employment.

## **6. Recommendations**

Based on the research results, the study recommends further research to reveal the implementation of educational resource management in several private schools using the multi-site method. The duration of the research period needs to be added so that the research data is obtained more completely and comprehensively with various cases. Other researchers need to add research objects that represent private schools with various characteristics. Research populations and samples also need to be added to obtain more complete data.

## 7. Limitations

This research only describes the implementation of teaching resource management in a private school using a case study method. The research data from interviews and documentation were not comprehensive due to the limited research time. The research object is not representative of other private schools because private schools vary in characteristics. Because it uses the case study method, the population and research sample are limited to one school.

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