Conference Paper

Human Resources Management in Improving the Quality of Islamic Educators at a Madrasa

Trisna Kusuma Yusuf[1*], Oki Dermawan[2]

[1,2]Universitas Islam Negeri Raden Intan Lampung

ORCID
Trisna Kusuma Yusuf: https://orcid.org/0009-0001-4076-4836
Oki Dermawan: https://orcid.org/0000-0001-6243-3643

Abstract.

Resource management is an activity used to achieve organizational success in achieving its goals and objectives as well as the ability to face various challenges, both external and internal. This is done through policies, practices, and systems that influence employee behavior, attitudes, and performance. In this study, the problem formulated is: "what is the management of human resources in the aspects of training and development at MTs Negeri 1 Bandar Lampung like?". The type of research used in this thesis is descriptive-qualitative, the research subject is at MTs Negeri 1 Bandar Lampung, and the data source used is the primary data source. Three data collection techniques are used, namely observation, interviews, and documentation. The data obtained during the study was analyzed using data reduction, data presentation, and drawing a conclusion. The data was collected through observation and triangulation of sources and techniques. Development and training activities are an attempt to assist and serve educators in optimizing their educators' professionalism. What are the activities carried out by the principal, and are carried out at any time to see the ability of educators in the process of developing and training educators, if they are considered less active in the learning process? The implementation of training and development of human resources at MTs Negeri 1 Bandar Lampung has been conducted fairly well, judging from the training and development programs for educators that must be conducted in improving the competence of educators, namely: qualification, certification, training, MGMP, and symposium.

Keywords: Human Resource Management, Educators, Training

Corresponding Author: Trisna
Kusuma Yusuf; email:
trisnakusumayusuf@
radenintan.ac.id

1. INTRODUCTION

One of the national goals that the Indonesian nation must strive for is to educate the nation's life through national education. Education plays an important role in the development of quality human and human resources. The future and excellence of our nation are determined by the superiority of its human resources (HR).

In the implementation carried out by education in Indonesia related to National Education, it is stated in the RI Law no. 20 of 2003 concerning the National Education system, which reads: "National Education functions as developing capabilities and shaping the character and civilization of a dignified nation in the context of educating people. the life of the Nation aims to develop the potential of students to become human beings who believe in God as well as fear of God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

As one of the factors that determine a school organization. Human resources are the most basic thing in every existing organization, human resources per se are understood as a source of strength from the human potential that exists in the organization and are the basic capital in achieving organizational goals.

Human resources are the only resources that determine any organization, including school organizations. Human resources are understood as strengths that come from the capabilities of humans in the organization and as the basic capital of the organization to carry out activities.

Human resources are often called human resources, human power, or strength.[1] The main objective of human resource management is to increase the contribution of human resources to the organization in order for it to achieve the productivity of the organization concerned. It can be perceived that all organizational activities in achieving its mission and goals depend on the humans who manage the organization. Therefore, these resources must be managed in such a way so that they are efficient and effective in achieving the organization's mission and goals.[2]

Regarding the previous indicators, based on the preliminary research that the author did on October 2, 2019, MTs Negeri 1 Bandar Lampung school has implemented the plan. Therefore it dealt with several obstacles when planning learning programs. This often happens because the educational background of an educator is not in one's field, and there are several things that still need to be improved such as training and human resource development. In terms of orientation, the madrasa is very easy to get to know the workplace. Every teacher definitely learns Program Plan (RPP) every new academic year, but there are still some difficulties in making RPP in terms of time and competence in making RPP is still insufficient as well as having fully good competence, especially in managing learning programs. These problems are related to the factors that still affect the implementation of the development of educator resources that have not been maximized. Therefore it is necessary to have centralized training and development so that the quality of education is good.

MTs Negeri 1 Bandar Lampung has a structure in madrasa management such as principals, school committees, public relations, administration, dormitories, facilities and infrastructure, curriculum, and finance. The number of the teaching staff at MTs Negeri 1 Bandar Lampung is 72 people. The task of the personnel is to strive to achieve the goals of the madrasa, including always improving their professional competence. Some developments for educators at MTs Negeri 1 Bandar Lampung have been carried out by the government, including a quality improvement program. In terms of qualifications at MTs Negeri 1 Bandar Lampung, almost all educators have bachelor's degree qualifications, only the equalization and certification program, it is carried out in madrasas in order to develop the ability of educators who teach there not in accordance with their educational background or are not based on what they teach.

2. PROBLEM FORMULATION

From the background above, the formulation in this research is set out in the form of basic questions as follows: "How is human resource management in the aspect of training and educator development at MTs Negeri 1 Bandar Lampung?"

3. PREVIOUS RELEVANT RESEARCH

A thesis written by a student named Siti Asma Usania from the State Islamic University of Lampung entitled "Implementation of Educator Resource Development at Madrasah Aliyah Nurul Huda Rukti Endah Kec. White as Raman Kab. Central Lampung". The purpose of this study is to see how the implementation and implications of teacher resource management at MA Nurul Huda, this study uses a qualitative descriptive research method, with data collection techniques in this study are observation, interviews, and documentation. The data obtained are then analyzed and presented again or data are reduced and then conclusions are drawn. Then the data is triangulated using source triangulation.

4. RESEARCH METHODS

1. Time and Place of Research

   This research was conducted in 2021 at MTs Negeri 1 Bandar Lampung.

2. Research Approaches and Methods

In the research according to the title of the thesis, it is field research with qualitative descriptive research methods. Qualitative descriptive research is research that intends to describe (descriptive) about situations or events.[3] The purpose of descriptive research is to make a systematic, factual, and accurate description of the facts and characteristics of a particular population or area.

3. Research Subjects

The author chose a place for research, namely at MTs Negeri 1 Bandar Lampung.

4. Source of Data

The data source in this study is the subject from which the data was obtained.[4] Meanwhile, according to Lofland, quoted by Moeleong, the main data source in qualitative research is words or actions, the rest is additional data such as documents and others.[5] The data sources consist of two kinds:

(a) Primary Data

Sources Primary data sources are data sources that directly provide data to data collectors.[6] In this study, the primary data sources obtained by the study were the results of interviews with school principals, Deputy Principals: Curriculum, and educators at MTs Negeri 1 Bandar Lampung. b. Secondary Data Sources Secondary data sources are sources that do not directly provide data to data collectors, for example through other people or documents.

(b) Secondary Data Sources

The secondary data was obtained directly from related parties in the form of school data and various literature relevant to the discussion, such as documents at MTs Negeri 1 Bandar Lampung. Based on this explanation, the data sources in this study were the Principal and Educator

5. Data Collection Techniques

In qualitative research, data collection is carried out in natural settings (original conditions). Primary data sources and data collection techniques are more on participatory observation, in-depth interviews, and documentation.

6. Observation

Observation can be interpreted as an activity by going directly to the place you want to conduct your research through observation, systematic recording of the symptoms that appear on the object of research. In this study, observation is needed to understand the process of the interview and the results of the interview

can be understood in context. Observations carried out are observations of the subject, the behavior of the subject, during the interview, the interaction of the subject with the author, and things that are considered relevant so that it can provide additional data on the results of the interview.

The purpose of this observation is to describe what is learned, any activities that take place, the people involved in the activity, and the meaning of the event seen from their perspective as seen in the observed event. One of the important but often overlooked things in observation is observing things that did not happen.

7. Interview

The interview or interview method is a means of collecting data or information by asking a number of questions orally to be answered orally as well. The interview guide is used to remind the interviewer about what kind of aspects should be discussed, as well as a checklist whether the relevant aspects have been discussed or asked. With this guideline, the interviewer must think about how the question will be translated concretely in the interrogative sentence, as well as adjust the question to the actual context during the interview.

8. Documentation

Documentation method is to find data about things in the form of notes, books, transcripts, newspapers, ledgers, agendas and so on.[7] Documentation method is a method of collecting data that is sourced from documentation or records of events that have occurred. The documentation method is needed as a supporting method to obtain data because in this documentation method, historical data and other documents relevant to this research can be obtained. The documentation method is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas and so on

Data Analysis

The analysis is the process of analyzing data, organizing it in a categorical pattern from basic description units so that themes and hypotheses can be found. The analysis in the study was carried out at the time of data collection and after completing data collection within a certain period, at the time of the interview, the author had analyzed the answers of the interviewees. Activities in qualitative data analysis are carried out interactively and take place continuously until complete so that the data is saturated.

The steps applied by the author in analyzing the data are, data reduction, data exposure/presentation and verification/drawing of conclusions during and after the

research, as explained as follows; 1) Data Reduction Data, 2) Data Presentation, 3) Data Verification and Drawing Conclusions. Data Validity Test**:** a. Source Triangulation Source, b. Time Triangulation Time. c. Triangulation Techniques.

5. RESEARCH FINDINGS

Based on the observations and interviews that the authors conducted, the research findings that the authors obtained were as follows: From the observations that the authors did, regarding the condition of the existing educators at MTs Negeri 1 Bandar Lampung which is currently good, it is characterized by almost all has met the qualification requirements.

In PP No. 19 of 2005, chapter IV Article 28 stated that one must have academic qualifications and competence as an agent of learning, be physically and mentally healthy, and have the ability to realize national education goals. There are no obstacles at all in MTs qualifications, the school understands that in conducting certification, it must be qualified for S1.

In the Certification program according to the Principal and Deputy Head of Curriculum in the certification program, educators have implemented it, but there are some educators who have not been certified, it is found that around 14 educators have not done certification, and the rest have done so. Regarding certification in MTs 1, it is quite good from certification. The school has also tried to provide services regarding this certification.

Next is the training program, based on interviews with the head of the school and the Head of Curriculum that the educators at MTs Negeri 1 Bandar Lampung to develop educators have been carried out. The training activities that are often followed are training activities outside of school by sending educators to take part in Training and Workshop activities, according to the number of participants required in the request.

Regarding the training of educators, the school also provides training for educators, namely MGMP, based on the results of an interview with one of the educators explained that educators at MTs Negeri 1 Bandar Lampung often participate in this MGMP, it's just that there are some obstacles that we observed. The MGMP activities in MTs 1 have been carried out. Furthermore, the development of the Symposium, based on observations and interviews that the author did, found that none of the educators participated in the program.

6. CONCLUSION

Based on the research report and analysis in the previous chapter, the research on human resource management in improving the quality of educators at MTs Negeri 1 Bandar Lampung can be concluded as follows; Training and Development of Human Resource Management in Improving the Quality of Educators at MTs Negeri 1 Bandar Lampung The Qualification Program at MTs Negeri 1 Bandar Lampung is good, this is indicated by all educators who have qualified S1 and S2, so there are no problems in qualification. Certification of educators at MTs Negeri 1 Bandar Lampung, is still not evenly distributed in certification, there are 15% of educators have not been certified educators. The school has provided the services needed by educators in these MTs, making it easier for educators to carry out activities both inside and outside the school. MGMP for educators is a very important thing in education, this program is well followed by educators at MTs Negeri 1 Bandar Lampung. The form of this activity is deliberation, usually, they discuss learning issues according to their respective fields. Various kinds of MGMP activities that have been followed by 94 are at the city level where these activities are often a problem for schools in the implementation of learning so it is often a topic in the implementation of MGMP. The next development program is the symposium, the symposium program at MTs Negeri 1 Bandar Lampung has not been followed by educators. Due to several factors, including time and cost, as well as the many training activities that have been frequently attended by educators, there is no longer any time or opportunity for educators to participate in this program. The training of educators in MTs has been said to be quite good. The school has provided training services to educators, it's just because educators have obstacles. Not only external training, but school buttons also carry out their own training in schools. The implementation is in steps, starting from identifying problems faced by educators to following up on training activities.

7. RECOMMENDATIONS

1. It is expected that schools can provide information to their educators regarding the development and training of educators so that educators can have equal qualifications and certifications because this relates to school quality/school performance.

2. For the sake of education progress, it is hoped that educators will often participate in several existing training programs, to improve their abilities and professionalism.

3. It is expected that the head of the madrasa is able to continue encouraging and providing motivation to educators so that they can increase their confidence in teaching.

Notes

[1] Abdurrahmat Fathoni, Manajemen Sumber daya manusia, (Jakarta: Rineka Cipta, 2006), h. 11

[2] Soekidjo Natoatmodjo, Pengembangan Sumber daya manusia,(Jakarta: Rineka Cipta, 2003), h.118

[3] Sumadi Suryabrata, Metodelogi Penulisan, (Jakarta: PT. Raja Grafindo Persada, 2002) h.18

[4] Suharsimi Arikunto, Prosedur Penulisan Suatu Pendekatan Prakter, (Jakarta: PT Rineka Cipta, 2002), h.

[5] Lexy J Maleong, Metodelogi Penulisan Kualitatif,(Bandung: Remaja Rosdakarya, 2000), h.157

[6] 24 Sugiono, Metodelogi Penulisan Pendidikan, (Bandung: ALFABETA, 2017), h.400

[7] Suharsimi Arikunto, Ibid, h.234

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[5] Sugiyono MP. Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta 2017), Suharsimi Arikunto, Prosedur Penulisan Suatu Pendekatan Prakter. Jakarta: PT Rineka Cipta; 2002.

[6] Sumadi S. Metodelogi Penulisan. Jakarta: PT. Raja Grafindo Persada. 2002.

[7] Undang-Undang RI Nomor 20 Tahun. Tentang Sistem Pendidikan Nasional, Bab II. 2003.

[8] Pasal 3. Bandung. Fermana. 2006.