



International Journal of Research in Academic World



Received: 01/January/2024

IJRAW: 2024; 3(2):01-05

Accepted: 02/February/2024

Human Resource Management in Improving the Quality of Institutions in MI Muslimat Nahdlatul Ulama Pucang Sidoarjo, Indonesia

*¹Yuliasutik, ²Achmad Patoni, ³Asrop Syafi'i and ⁴Samuel Karim

*^{1, 2, 3}Doctoral Program in Islamic Education Management, UIN Sayyid Ali Ramatullah Tulungagung, Indonesia.

⁴Ernest Bai Koroma University of Science and Technology, Sierra Leone

Abstract

This research aims to explore the role of human resources in improving the quality of Madrasah Ibtidaiyah (MI) Muslimat Nahdlatul Ulama Pucang Sidoarjo. The research questions involve human resource planning, implementation, monitoring, evaluation, and follow-up. The research method used is qualitative with data collection techniques through participant observation, in-depth interviews, and documentation, as well as individual site and cross-site data analysis. Human resource planning involves needs analysis, recruitment, and selection of educators according to program and competency requirements. Task allocation is adjusted according to abilities for maximum results. Implementation of human resources includes performance following SOP, development of education personnel, and the application of standard procedures. Monitoring and evaluation are conducted periodically, empowering staff to monitor performance. Follow-up involves continuous development and training, support for further studies, and knowledge dissemination among educators. From this research, it can be concluded that human resource planning, implementation, monitoring, evaluation, and follow-up are key steps in improving the quality of educational institutions. This approach can serve as a reference for similar institutions to optimize human resource potential and achieve desired educational goals.

Keywords: Human resources planning, quality improvement, educational institutions

1. Introduction

Background of the Study

The Ministry of Religious Affairs, as an Islamic educational unit under the Ministry of Religious Affairs of East Java Province, MI Muslimat NU Pucang Sidoarjo once experienced a period of glory when the madrasah was named Madrasah Banat about 40 years ago. Along its journey, the madrasah faced a turning point in its development, resulting in a sharp decline in the number of students.

Since 1998, MI Muslimat NU Pucang Sidoarjo has initiated improvements, especially in the field of management and the enhancement of the quality of educational resources. As a result, some educators received recognition from Cambridge University and the International Baccalaureate Program (IB) with evidence of international certification documents from Cambridge for educators and Primary Years Program (PYP) certificates from IB. The desire to improve seems to have yielded significant results, increasing the popularity of MI Ma'arif NU Pucang in the eyes of the community, making it one of the favorite madrasahs in Sidoarjo Regency.

The process of improving the quality management system in this madrasah seems to never know satisfaction. After collaborating with Cambridge School, the madrasah aims to compete with other collaboration-based schools in West Surabaya, such as Surabaya International School, Ciputra,

Cita Hati, Great Crystal International School, and others. In 2015, the madrasah collaborated with the International Baccalaureate (IB) in the learning program and entered the category of IB Primary Year Program, striving to produce high-quality graduates by making changes in all aspects, including educational quality management covering curriculum, content, methods, educational facilities, and evaluation (Sutrisno, 2006) ^[12].

Human resources are a crucial element for the advancement of an organization, much like a boat needing a responsible crew to achieve its goals. Human resource management becomes a priority in supporting the success of the organization and achieving its goals. The health, strength, solidarity, and dignity of the organization depend on the presence of quality human resources. Conversely, organizations filled with conflict and disharmony, lacking unity and ownership, can be eroded by the passage of time.

Effective management concepts, when applied in organizations involving humans as dynamic and optimistic driving forces, become crucial. The organizational structure serves as a guide for all members to process, from planning to implementation, requiring positive energy to achieve common goals. Thus, human resource management is not only a necessity but also the key to the success and sustainability of an organization in facing the dynamics of time. Educators and

educational staff in an institution are the main human resources with great potential to implement organizational programs optimally. Great input can lead to great output, ultimately bringing a good reputation to the institution.

An educational institution is a special vessel for shaping the next generation with noble values instilled in students by a teacher who genuinely dedicates themselves to cultivating a competent and competitive golden generation in accordance with the development of the times. If an educational institution has quality and productive human resources, maximizing organizational effectiveness, including the educational institution's goals, becomes easily achievable.

Competent resources are needed for an educational institution to be able to produce a quality generation. This starts with the foundation, such as the foundation that shelters an educational institution or the parent organization overseeing several educational units. The school principal is the most important part of an educational institution because, as a managerial leader, they organize all organizational activities to align the unity of actions of the participants in organizational behavior. The role of the school principal is crucial in the context of school management. A school can advance and excel because of the school principal's role. Conversely, a school can lag behind others due to the school principal. The school principal, as the top leader, guides and directs the organization toward achieving its goals.

Organizations have various resources as 'inputs' to be transformed into 'outputs,' such as products or services. These resources include capital or money, technology to support the production process, methods or strategies used to operate, humans, and so on. Among these resources, humans or human resources (HR) are the most important element (Priyono, 2010) [9]. The importance of human resources in all activities related to managing human resources efficiently and effectively for optimal contributions to organizational achievements is a necessity to be studied for future planning. According to Mubarak (2021) [7], he states that human resource management is a policy practice carried out by a manager in managing human resources through processes such as screening, recruitment, training, assessment, and compensation. Human resource development is done in two ways: setting human resource plans and setting human resource development plans.

Human Resource Management, abbreviated as HRM, is a science or way of managing relationships and roles of resources (workforce) owned by individuals efficiently and effectively and can be used maximally so that the goals of the company, employees, and society are maximized. HRM is based on the concept that every employee is a human being, not a machine, and not just a business resource.

Human Resource Management (HRM) is a technique or procedure related to the effective and efficient management and utilization of school/madrasah or institution personnel, both educational and administrative personnel, depending heavily on the abilities of the school/madrasah head acting as a manager and leader in the educational institution (Baharuddin & Makin, 2010) [2].

Several expert views on the quality concept provide additional insights, especially in building quality in educational units. There are three popular quality concepts today, as defined by W. Edwards Deming as customer needs and desires, Philips B. Crosby as conformity to requirements, and Joseph M. Juran as conformity to specifications. These three concepts form the basis of quality management systems in business.

Asrohah (2014) [1] suggests that in the world of education, efforts to find the best and most effective system for quality improvement are equally important. Quality management in education is considered an art in managing educational services to ensure quality through the learning process. According to education customers, namely the community in need of educational services, their satisfaction depends on how well the educational institution meets their expectations and needs. Customer satisfaction in purchasing educational services depends on whether their services can meet and even exceed customer expectations, while dissatisfaction can occur if the performance of the educational institution does not meet expectations.

According to Andrew E. Sikula, human resource planning or workforce planning is defined as the process of determining workforce needs and how to meet those needs to implement the organization's integrated plan (Sikula, 2011) [10]. According to Thomas, human resource planning is the process of forecasting the human resource needs of an organization for the future, ensuring steps can be taken to ensure that these needs can be met (Hasibuan, 2007) [6].

According to John B. Miner and Marry Green Miner, human resource planning can be described as a process that seeks to ensure the right number and type of employees will be available at the right place at the right time for the future, and the necessary things to ensure that the organization can continue to achieve its goals (Hasibuan, 2007) [6]. Human resource planning is a series of activities forecasting (prediction or estimation) of the needs or demands of human resources in the future in an organization/company that includes the utilization of existing human resources and the procurement of new labor needed.

Human resource planning in improving quality can be done by:

- i). Recruiting and selecting educators according to the needs of the madrasah. SDM recruitment is a practice or activity carried out by the organization with the main goal of identifying and attracting potential employees (Neo, 2014) [8]. Robert L. Mathis argues that recruitment is the process of producing a group of applicants qualified for organizational jobs.
- ii). Placing "the right teacher on the right job."
- iii). Delegating authority and responsibility to senior, competent, and capable teachers (Yoky Sangsurya *et al.*, 2021) [13].

2. Research Method

The research approach employed in this study is phenomenology because the researcher aims to describe the improvement in academic quality and qualifications, categorize them, find the essence, and draw patterns (Creswell, 2017) [4]. This type of research can be viewed from several perspectives. Firstly, in terms of location, this is a field research where the researcher will reach the research location and directly engage in data collection through in-depth interviews, participant observation, and documentation. Secondly, in terms of the number of subjects studied, this is a multisite research. Thirdly, in terms of its design, this is a qualitative research, where the researcher utilizes an inductive thinking paradigm and presents it by documenting qualitative data from phenomena in the field until saturation and climax. The data collection techniques employed in this research include in-depth interviews, participant observation, documentation, and the collection of audiovisual materials. Data collection techniques refer to information obtained

through specific measurements, used as a basis for constructing logical arguments into facts (Fathoni, 2006). Data collection techniques can also be understood as the methods used by researchers to obtain relevant data.

The data collection techniques in this study involve observation, interviews, and documentation because for qualitative researchers, understanding the meaning of the phenomenon is crucial. Interacting with subjects through in-depth interviews and observations at the setting where the phenomenon occurs, supplemented by documentation, is necessary to complete the data.

This research went through four stages as follows:

- i). **Preparation Phase:** At this stage, researchers began to collect books or theories related to human resource management and institutional quality.
- ii). **Level of Implementation:** This stage is carried out by collecting data related to the researcher's focus at the research location. In the process of data collection, the author utilizes interview, observation, and documentation methods.
- iii). **Data Validity Stage:** After obtaining data from the field, the next step is data validation. This is done to prevent errors in the acquired data.
- iv). **Reporting Phase:** The final stage is the reporting of the entire research process, which involves presenting the research findings. This research is reported in the form of an article.

3. Result and Discussion

i). Human Resource Planning in Improving the Quality of Institutions

The Muslimat Nahdlatul Ulama Elementary School in Pucang Sidoarjo implements human resource planning with the following steps:

- a) **Analysis of Madrasah Needs:** The madrasah leadership conducts an analysis of staffing needs to determine vacant positions or jobs and the required qualifications. This analysis is carried out three months before the new academic year to identify shortages of teachers and staff and to place existing teachers according to their abilities. The results are reported to the foundation for the recruitment of new employees.
- b) **Recruitment and Selection of Educators:** Recruitment is carried out based on the staffing needs analysis conducted by the madrasah leadership. The selection of educational staff is prioritized for those with double skills or multitasking abilities, involving administration, peer assessment, and interviews. The madrasah implements the recruitment system two months before the new academic year, with criteria that align with the madrasah's needs.
- c) **Allocation of Teaching Hours and Class Advisors:** The allocation of teaching hours, class advisors, and educational staff duties is based on the evaluation of the previous year. In the case of shortages, the madrasah opens recruitment opportunities to fill vacant positions. The selection of class advisors is conducted after the completion of the new student admission process, taking into consideration the alignment between passion and duties.
- d) **Job Analysis Based on Performance:** The madrasah conducts job analysis based on the performance of educators and educational staff. Teacher performance assessments (PKG) and academic supervision are conducted every semester or twice a year, with rewards

or penalties based on the assessment results. The madrasah focuses its human resource management planning on efforts to improve the quality of the institution. Needs analysis, recruitment and selection, task allocation, and job analysis play a crucial role in ensuring the continuity and improvement of educational quality. The success of this planning is reflected in various awards received by the madrasah.

ii). The Implementation of Human Resources in Improving the Quality of the Institution

The Muslimat Nahdlatul Ulama Elementary Madrasah in Pucang Sidoarjo implements human resource management planning with a focus on improving the quality of the institution, particularly in the performance of educators and staff. The steps taken include:

- a) **Educator Performance:** Educators are required to follow the madrasah's standard operational procedures (SOP) in developing teaching materials at the beginning of the year and semester. Teacher performance assessment is conducted through the teacher performance assessment form (PKG), which includes pedagogical, personal, social, and professional competencies. Pedagogical competence, readiness in developing teaching materials, and classroom administration are the main focuses in improving the quality of teaching. Social and professional competencies are enhanced through training activities, workshops, seminars, and teacher working groups (KKG).
- b) **Employee Performance:** At the staff level, the school establishes work guidelines that include various competencies such as proficiency in MS Office, responsiveness, communicativeness, adaptability, and various other skills. Administrative staff members are provided with development opportunities through excellent service training to deliver excellent service to all human resources within the school. The performance of administrative staff is evaluated, and development is provided, including Islamic study or tausyiah, as a positive contribution to the spiritual quality of the staff. The success of administrative staff is emphasized through awards from parents of students, indicating satisfaction with the services provided.
- c) **Observation and Development:** Through observation, it is evident that the performance of educators and staff aligns with the work guidelines and SOP established by the school. The development of administrative staff also includes job skills, loyalty, and good working relationships.
- d) **Appreciation and Spiritual Development:** Awards from parents of students serve as indicators of the success of both staff and teachers in providing services and making positive contributions to the quality of the institution. The spiritual development of staff through Islamic studies and tausyiah is acknowledged to bring positive benefits to daily worship control and new scholarly insights. With the implementation of the above steps, the Muslimat Nahdlatul Ulama Elementary Madrasah in Pucang Sidoarjo has successfully achieved a good institutional quality, reflected in the achievements and satisfaction obtained from parents of students.

iii). Monitoring and Evaluating Human Resources in Improving the Quality of Institutions

The Muslimat Nahdlatul Ulama Elementary Madrasah in Pucang Sidoarjo conducts monitoring and evaluation of human resources to improve the quality of the institution through the following steps:

- a) **Monitoring the Performance of Educators and Education Personnel:** The madrasah regularly conducts performance monitoring of educators and educational staff, with madrasah staff authorized to oversee the process. Monitoring is scheduled and conducted at any time to ensure the efficiency and effectiveness of job implementation according to the plan. The head of the madrasah employs various observation techniques such as surveys, interviews, and discussions with teachers during meetings to ensure the smoothness of the learning process.
- b) **Weekly Evaluation:** The madrasah conducts weekly evaluations in conjunction with the Teacher Working Group (KKG) on Saturdays, starting at 08:30 AM. This evaluation is carried out if there are findings that educators and educational staff are not following the established Standard Operational Procedures (SOP). KKG serves as a platform to evaluate performance, share knowledge, and improve the quality of human resources in education.
- c) **Monthly Evaluation:** Monthly evaluations are conducted through the KKG forum with a focus on reporting the results of holistic assessments and follow-up actions for students who have not achieved the Minimum Completion Criteria (KKM). Senior teachers provide guidance to new or less experienced teachers in an informal manner. All subject teachers participate in KKG, and the material provided is tailored to the specific needs.
- d) **Semester Evaluation:** Semesterly evaluations are conducted specifically to ensure that educators and educational staff have performed their duties in accordance with the established SOP. Teachers are required to submit Lesson Implementation Plans (RPP) with reflections and Follow-up Action Plans (RTL), as well as examination documents uploaded to the School Administration Management Information System (SIMAS). This evaluation involves an overall assessment of teacher performance and provides comprehensive corrections related to that performance.
Through monitoring and evaluation practices that encompass various levels and aspects of performance, the Muslimat NU Pucang Sidoarjo Elementary Madrasah aims to ensure optimal educational quality and continuous improvement in its human resources. These steps reflect the madrasah's commitment to achieving high-performance standards and providing quality education.

iv). Follow-up of Human Resources in Improving the Quality of the Institution

The Muslimat Nahdlatul Ulama Elementary Madrasah in Pucang Sidoarjo is actively committed to improving the quality of the institution through follow-up actions on human resources. The following are the steps taken:

- a) **Continuous Development and Training:** The madrasah consistently conducts development and training for educators to update and upgrade their knowledge. Awareness of the rapid dynamics in education forms the

basis of the policy, emphasizing that stagnation can hinder innovation and decrease public trust.

- b) **Improved Academic Qualifications and Internal Training:** The madrasah's policy involves two main approaches: improving the academic qualifications of educators and internal training. The enhancement of academic qualifications is carried out formally, while internal training has been ongoing since 2006 and is held every Saturday.
- c) **Initial Training and MGMP Team:** Initial training, especially for new teachers, focuses on basic aspects involving senior teachers as speakers. The Subject Teacher Management Team (MGMP) and the teacher Olympiad team at Pondok Pesantren Amanatul Ummah support training and innovation.
- d) **Unity and Professionalism:** Consistency in the training approach for new teachers by senior teachers aims to create unity and professionalism among the educational staff.
- e) **Job Rotation and Teacher Olympiad Team:** The implementation of job rotation helps improve knowledge and skills in various fields. The Teacher Olympiad Team is directly supervised by the Deputy Head of Teachers & Personnel, assisting in teaching activities.
- f) **Internal KKG Training:** Implementation of internal Teacher Working Group (KKG) training with two models: class teacher KKG and KKG for all educators. KKG is scheduled, responding to educational developments, and developing teaching materials.
- g) **Participation in International Training and Certification:** The madrasah actively participates in training, workshops from the Ministry of Religious Affairs and the Ministry of Education, as well as workshops organized by Cambridge University, including international certification from Cambridge.
- h) **Follow-up and Knowledge Dissemination:** Supervision practices and follow-up from supervision findings, including knowledge dissemination by educators with Upper-level values. Educators who have undergone external training are encouraged to share their knowledge with their fellow teachers.
- i) **Support for Further Studies:** The madrasah supports the further studies of educators to higher levels through interest-free soft loans. Internal follow-up involves educators who have mastered the workshop material disseminating their knowledge to their peers.
Through these steps, the madrasah maintains the quality and relevance of education, providing incentives for educators who want to improve their qualifications and knowledge.

4. Conclusion

From the presentation of the data findings that the researcher obtained at the research site, the researcher concluded the following things:

- i). **Human Resource Planning in Improving the Quality of Institutions is Carried out as Follows.**
 - a) Analysis of madrasah staffing needs is carried out by the madrasah leadership by first determining the mapping of the analysis of vacant positions or jobs and employees who have resigned from the madrasah as well as the requirements needed by the school, then reporting it to the foundation for recruitment of new employees, the need for additional teaching staff in accordance with program.

- b) Recruitment and selection of teaching staff in accordance with the formation of madrasah needs and prioritizing the competencies possessed by prospective teaching participants. The recruitment system is carried out through two sources, namely internal and external sources.
 - c) Distribution of tasks to teaching staff and educational staff according to their abilities in order to obtain maximum results in carrying out their duties.
 - d) Job analysis based on the performance of educators and education staff, madrasahs apply rewards and punishments based on performance assessed in a point system. Apart from that, teacher performance assessment is through teacher performance assessment (PKG) and academic supervision which is carried out every semester or twice a year. If the educator has more than fifty points, the madrasah will give a warning letter I (one) and so on.
- ii). The Implementation of Human Resources in Improving the Quality of Institutions is Carried out by:**
- a) The performance of educators in this madrasah is in accordance with the standard operating procedures (SOP) that have been set by the madrasah, including educators making learning tools at the beginning of the learning year and at the beginning of the semester.
 - b) The performance of educational staff or employees is carried out by development provided by the school to produce good work skills for employees. For this reason, the school has prepared quality human resources for the progress of the school because every work carried out by employees is controlled according to their respective fields. This shows that the management carried out by the school is optimal.
- iii). Monitoring and Evaluation of Human Resources in Improving the quality of the Institution is Carried out by**
- a) Monitoring is carried out at any time by the madrasah on the performance of educators and education staff. Staff are given the authority to monitor the performance of teaching and education staff if problems are found, then appropriate solutions are found. appropriate.
 - b) Weekly evaluations, monthly evaluations, and semester evaluations are carried out by madrasahs periodically and continuously.
- iv). Human Resource Follow-up in Improving the Quality of Institutions is Carried out by:**
- a) madrasahs carry out continuous development and training to update and upgrade the knowledge of teaching staff.
 - b) Internal KKG training in madrasahs is divided into 2 models, namely class teachers, all teaching staff.
 - c) Madrasahs support teaching and education staff to continue their studies to the next level of education by providing stimulus with a soft loan model without interest for educators who are continuing their second-level academic qualifications. Meanwhile, for internal follow-up, educators who have mastered and understood the workshop material are obliged to disseminate it to their peers, so that peer learning can emerge.

Suggestions

- i). For Madrasah Heads:** This research should be able to provide input regarding human resource management in improving the quality of institutions.
- ii). For the Ministry of Religion:** The results of this research should be used as a contribution related to the development of human resources to be carried out systematically, programmatically and in stages, so that it can produce human beings who are of good quality, perfect and dignified, and beneficial to all of nature. Islamic education is very responsive in efforts to improve the quality of human resources through a comprehensive process, which includes intellectual, spiritual, emotional and physical, so that a Muslim can be well prepared so that they are able to appear in synergy between science and technology and IMTAQ and produce a strong generation with competitive power. tall one.
- iii). For Teachers:** Teachers should continuously update their competencies to support school programs and services to students/parents. They should also enhance coordination with superiors and colleagues to maintain good teamwork.
- iv). For Further Researchers:** This research can serve as a reference for further exploration and development of research with different topics and focuses, enriching the findings of this study.

References

1. Asrohah H. *Education Quality Management*. Surabaya: UIN Sunan Ampel Surabaya, 2014.
2. Baharuddin & Makin M. *Islamic Education Management*. Malang: UIN-Maliki Press, 2010.
3. Collings DG, Wood GT & Szamosi LT (Eds.). *Human Resource Management: A Critical Approach*. Routledge, 2018.
4. Creswell JW. *Research Design: Quantitative, Qualitative, and Mixed Methods Approaches*. Yogyakarta: Student Library, 2017.
5. Fathoni A. *Research Methodology & Thesis Preparation Techniques*. Jakarta: Rineka Cipta, 2006.
6. Hasibuan M. *Human Resource Management*. Jakarta: Bumi Literacy, 2007.
7. Mubarak R. *Development of Human Resource Management in Islamic Education Institutions*. *Al-fahim: Journal of Islamic Education Management*, 2021, 3(2).
8. Neo RA. *Human Resource Management: Gaining A Competitive Advantage*. Jakarta: Salemba Empat, 2014.
9. Priyono. *Human Resource Management*. Sidoarjo: Zifatama Publisher, 2010.
10. Sikula AE. *Human Resource Management*. Bandung: Erlangga, 2011.
11. Subaidi, Sudarmaji, Nasuka M & Munasir. *The Implementation of Human Resource Management in Improving the Quality of Teacher's Learning*. *Nidhomul Haq: Journal of Islamic Education Management*. 2021; 6(3):579-586.
12. Sutrisno. *Reviving Islamic Education, Critical Study of Fazlur Rahman's Thought*. Yogyakarta: Kota Kembang, 2006.
13. Yoky Sangsurya, Muazza & Rahman. *Human Resource Planning in Improving the Quality of Education at Mutiara Al Madan Islamic Elementary School, Kota Sungai Penuh*. *Journal of Educational Management and Social Sciences*, 2021, 2(2).