

HUMAN RESOURCES MANAGEMENT IN IMPROVING USTADZ PROFESSIONAL COMPETENCIES IN ISLAMIC BOARDING SCHOOLS SABILUR ROSYAD PANGKALAN BUN CENTRAL KALIMANTAN

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Abstract

One of the factors supporting the progress of Islamic boarding school institutions is the professional competence of the ustadz who teaches and this has implications for declining quality and reduced public interest. This is what is currently being experienced by several Islamic boarding schools, according to observation data in the field. Seeing this phenomenon, Islamic boarding schools need to improve human resource management in order to increase the professional competence of their ustadz, through Human Resource Management by carrying out strategic alignment, recruitment and selection, training and development, performance management, compensation and benefits, and ustadz relations. The aim of this research is to analyze human resource management in improving the professionalism of ustadz in Islamic boarding schools. This research is a type of field research using a qualitative approach. Meanwhile, data collection techniques use observation, interviews and documentation. The research location is the Sabilur Rosyad Islamic boarding school in Pangkalan Bun, Central Kalimantan. The results of this research show that human resource management in Islamic boarding schools is carried out by starting with strategic alignment by conducting needs analysis, recruitment and selection through calls and interviews, training and development is carried out by involving education and training of ustadz, performance management is carried out with evaluation, compensation and allowances are given according to performance, while outstanding ustadz receive appreciation in the form of achievement allowances and prize bonuses, and ustadz relationships by building ustadz communication, conflict resolution.

Keywords: Management, HRM, Professional ustadz.

INTRODUCTION

One of the main factors that determines whether an educational institution is progressing or not is the teacher, or what is also called an ustadz in an Islamic Educational Institution (Popndok Islamic boarding school) who is also the leading spearhead in creating quality human resources, the teacher/ustadz deals directly with students in the classroom through a process learn how to teach. In the hands of ustadz, quality students will be produced, both academically, skillfully, emotionally mature, and morally and spiritually, so that future generations will be produced who are ready to live with the challenges of their time, to face the era of globalization, professional ustadz are needed, visionary and able to manage the teaching and learning process effectively and innovatively, even for a Ustadz who is boarding at an Islamic boarding school, has more responsibility than a Ustadz, because the Ustadz is also responsible for all

student/santri activities while at the Islamic boarding school, including activities Every day from waking up until bedtime, he is even responsible for the health of his students. Regulation of the Minister of National Education of the Republic of Indonesia relating to Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. Law of the Republic of Indonesia Number 14 of 2005 Regarding ustadz and lecturers, it is stated that: ustadz are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, education primary, and secondary education. It is further stated that: Teachers have a position as professional staff at the levels of primary education, secondary education and early childhood education in the formal education pathway who are appointed in accordance with statutory regulations. Recognition of a teacher's position as a professional as intended is proven by an educator certificate.

Decree of the Minister of Religion KMA Number 1006 of 2021 concerning Guidelines for the Appointment of Teachers at Madrasas Organized by the Community aims to produce teachers who have qualifications and competencies in accordance with the provisions of statutory regulations. Based on the KMA, the appointment of Madrasah teachers/ustadz held by the community must have bachelor's or S1 qualifications. The aim is to guarantee the quality of the ustadz as a professional ustadz.

Efforts to create professional teachers/clerics/professional human resources certainly require good management. In educational institutions, human resource management is a very important thing to implement. Without human resource management, an organization in general will have difficulty achieving its goals, and this also applies to educational institutions. Human resource management is the most important element in management because human resources are the first element in management before other elements. The role of human resource management in educational institutions certainly greatly contributes to helping improve the quality of education, because quality education comes from the people who manage education themselves, who are also quality human resources.

According to Dessler (2010), human resource management is a policy and training to meet the needs of ustadz or aspects contained in human resources such as management positions, procurement of ustadz or recruitment, screening, training, compensation, and assessment of the work performance of ustadz. Based on the definitions above, it can be concluded that human resource management is a study of human labor issues which are arranged according to the order of their functions, so that they are effective and efficient in realizing the goals of Islamic boarding schools, religious teachers and society.

A number of Islamic boarding schools have experienced rapid development because they have adapted to the demands of society, especially in providing education. This can be seen in the current changes in Islamic boarding schools, many changes have been made by adopting a formal education system which is under the auspices of the Ministry of Religion and the Ministry of Education and Culture, such as the Al-Qur'an Education Park (TPA), Madrasah Diniyah (Madin) Takmilayah Ula, Wustha, and Ulya . Not a few Islamic Boarding Schools also

manage formal educational institutions such as elementary schools (SD)/Madrasah Ibtidiyah (MI), SMP/MTs, MA/MAK/Vocational Schools (SMK), and even universities. This is because it is supported by adequate human resources and good human resource management.

Behind the success of a number of Islamic boarding schools in maintaining their existence as Islamic educational institutions, there are also several Islamic boarding schools that have had the opposite fate. The author's initial observations around the Pangkalan Bun area, West Kotawaringin Regency, Central Kalimantan, it turns out that there are still many Islamic boarding schools that are just sitting in place, meaning they are not making progress even though they have been running for more than 10 years. In fact, there are several Islamic boarding schools where initially there were many students/students who are now empty, one of the factors is the lack of good resource management and the lack of professional ustadz.

RESEARCH METHODS

This research uses qualitative research by conducting research on real conditions and natural objects. Through qualitative case studies, researchers explore existing phenomena through various data sources. Data collection was carried out through interview studies, observation studies and document studies. The interview study was carried out using an interview guide which made it easier for researchers. Observation data is written in an informative form and analyzed based on manual codes. Meanwhile, document studies were carried out to support existing data. These three techniques are integrated with each other to form an in-depth picture of the case. The author used triangulation of data sources and triangulation methods to check the validity of the data in this research.

RESULTS AND DISCUSSION

A. Management

Management is a process of planning, managing, organizing and controlling various resources, including human, financial and material, to achieve organizational goals. In the Qur'an, management has the same elements as the concept of management in general. This has been stated in the Al-Qur'an as the philosophy of life of Muslims. These elements are planning, organizing, implementing, monitoring and evaluating. The importance of management in an organization is explained a lot in the Qur'an, including the words of Allah SWT in surah Ash Shaff (61:4):

إِنَّ اللَّهَ يُحِبُّ الَّذِينَ يُقَاتِلُونَ فِي سَبِيلِهِ صَفًّا كَأَنَّهُمْ بُنْيَانٌ مَّرصُومٌ

Meaning: "Indeed, Allah loves those who fight in His cause in orderly rows as if they were like a solid building."

This paragraph contains management principles where in management, apart from the managerial function, there are several management principles that must be taken into account, namely: the principle of humanity, the principle of democracy, the principle of unity of direction, the principle of unity of command, the principle of efficiency, the principle of

effectiveness, the principle of work productivity, the principle of discipline, the principle of authority and responsibility. According to George R. Terry (1977), management is "a different process consisting of planning, organizing, actuating, and controlling which is carried out to achieve specified goals using human resources and other resources. In this research, the author uses these four management functions to analyze Human Resources in Improving the Professional Competence of Ustadz at the Sabilur Rosyad Islamic Boarding School in Pangkalan Bun, Central Kalimantan.

B. Human Resources

Human Resources are the potential that every person has to realize something as a social creature. Or human resources, namely the ability of thought and physical strength that an individual has and behaves influenced by heredity and environment and works because he is motivated by his desire to fulfill his satisfaction. Human resources are the only resources that have reason, feelings, skills, knowledge and creativity. To improve the quality of human resources, the focus is generally on education, because education is the most important way to produce quality human resources.

One way to develop human resources, especially the quality of educators, is to manage human resources by managing, regulating, controlling and evaluating. In this way, the quality of educators is more professional and effective. Human resource management manages every ability possessed by humans, because humans have different abilities. This ability can be an advantage if we can manage it well. And conversely, this ability will not develop if you cannot manage it well.

C. Human Resources Management at the Sabilur Rosyad Islamic Boarding School in Pangkalan Bun, Central Kalimantan

Human Resource Management (HR) is a systematic approach that involves planning, organizing, directing and controlling activities related to human resources in an organization. This approach aims to optimize the contribution of individuals working within the organization in order to achieve organizational goals effectively and efficiently. In this framework, various aspects of HR management such as planning workforce needs, recruitment and selection processes, training and development, performance evaluation, payroll, teacher/cleric relationship management, change management, and attention to work-life balance are integrated to achieve organizational goals.

According to Gary Dessler (Dessler, 2003:2): "Human Resource Management is the policies and practices involved in carrying out the "people" or human resource aspects of a management position, including recruiting, screening, training, rewarding, and appraising." (This means that HR management is the policies and methods that are practiced and relate to human empowerment or HR aspects of a management position including recruitment, selection, training, rewards and assessment).

1) Recruitment of ustadz/teachers at the Sabilur Rosyad Islamic Boarding School

Recruitment of new ustadz/teachers at formal educational institutions is generally carried out by placing announcements via banners or via social media, accepting job applications by collecting files first. However, this is not the case with the Sabilur Rosyad Islamic Boarding School, recruitment of new ustadz/teachers is carried out by:

- (a) Contact fellow boarding school alumni in Java and ask the caregivers to assist old students who are completing community service assignments.
- (b) Calling the closest relatives of Islamic boarding school graduates to be recruited as permanent ustadz/teachers.
- (c) Guiding old students who have completed memorizing the Al-Qur'an and have received a Tahfidz certificate to become assistant teachers by coordinating the muroja'ah of several students.
- (d) Calling outstanding ustadz/outside teachers to guide students specifically in tahfidz and recitations.

2) Selection of ustadz/teachers at the Sabilur Rosyad Islamic Boarding School

Administrative file selection, competency selection through interviews, and new ustadz/teacher teaching practice tests are not carried out at the Sabilur Rosyad Islamic boarding school, because the selection of new ustadz/teacher candidates has been selected during recruitment. If there is a new ustadz/teacher who is less professional in teaching, they will immediately receive guidance from the caregiver.

3) Training for ustadz/teachers at the Sabilur Rosyad Islamic Boarding School

(a) Public Speaking Training

Public speaking aims to increase understanding and maintain student motivation to learn. Most teachers experience difficulty in delivering learning material because it is too serious and emphasizes student understanding. Teachers like this can make students experience boredom during the learning process and student motivation may decrease. Public speaking training at the Sabilur Rosyad Islamic boarding school is routinely given directly by the boarding school caretaker or by the head of the Foundation. Apart from being carried out regularly in conjunction with leadership training events and relaxing together in cafes/restaurants, on the sidelines of the event special consultations are also held to improve the public speaking of the ustadz. Occasionally, the Islamic boarding school also invites resource persons from Jakarta to provide public speaking education and training to the ustadz/teachers to improve the professional competence of the ustadz.

(b) Leadership Training

Leadership training for ustadz/teachers is carried out by caregivers once a month in a non-formal atmosphere, namely with a "coffee together" event held in a café or food stall by inviting all ustadz to gather, share ideas and opinions for the progress of educational institutions. At

this event, the chairman of the Foundation provided training to teachers on how to become professional teachers, how to become good leaders.

(c) Development of Ustadz Professionalism

Teacher training related to professionalism aims to increase a teacher's knowledge and insight, provide training, and assist in implementing PTK (Classroom Action Research) in the classroom or school. Later, the teacher will direct him to create scientific writing based on the PTK that has been carried out. This training can be a facilitator to help teachers understand PTK, as well as guide teachers so that the results of the training can be useful for the school.

At the Sabilur Rosyad Islamic boarding school, the program implemented to develop teacher professionalism is by holding:

(a) Advanced Study Program

Providing further educational opportunities for ustadz and assistant ustadz is the main program of the Sabilur Rosyad Islamic boarding school to improve personal competence, and is even something that is highly recommended by caregivers. There are more than 15 ustadz who are currently completing their Bachelor's degrees at the Nur Ahadiyah Tarbiyah College of Science, Pangkalan Bun, Central Kalimantan.

(b) Competency Based Integrated Training Program

The Competency-Based Integrated Training Program (PPTBK) is a training program that is tailored to teacher needs, namely referring to teacher competency demands, including pedagogical, personal, social and professional competencies. The aim of PTBK is to improve employee competency, so that all master the competencies that should be mastered and have good work commitment, which in the end is able to show good performance, while the target of PTBK is for all employees who based on the results of the competency test (training need assessment) have not yet master all the competencies that should be mastered.

(c) Supervision program

The educational supervision program functions as a guide in carrying out activities and a tool for measuring the success of professional development. With a good program, teachers and supervisors can find out what problems the learning process is facing, what methods can be taken to overcome these problems, and ultimately can find out systematically what positive changes have occurred over time. to time. A realistic educational supervision program can help supervisors carry out progressive and cumulative development activities. This means that supervisors are expected to avoid dealing with the same problems over time.

(d) Curriculum Development Training

Curriculum development is the process of preparing or planning curriculum and activities that will be used as teaching materials and references for implementing educational goals. This skill must be possessed by a teacher/cleric in order to be able to plan the learning process well in the classroom. At the Sabilur Rosyad Islamic boarding school, training to increase the professional competence of ustadz is carried out by: (1) participating in training activities, (2)

participating in Madrasah Head Working Group (K3M) activities, (3) participating in Subject Teachers' Conference (MGMP) activities.

(e) Learning Media Creation Training

The teaching and learning process can be effective if teachers can choose and use appropriate learning media. The right learning media can make students understand the material presented by the teacher well. For this reason, teacher training in creating creative learning media needs to be maximized.

- (1) Make a handbook. At the Sabilur Rosyad Islamic boarding school, all ustadz are given the freedom to develop learning materials, and are given the freedom to organize and create more effective and practical learning models.
- (2) Creating learning innovations in the form of songs. In this case, the caregiver asks the ustadz to package the learning material into nadzhom or poetry which makes it easier for students to understand and memorize, not only religious lessons but also general lessons such as English which are packaged in the form of songs which further motivate students to be enthusiastic about learning. Among them is making special handbooks on several subjects, for example material about monotheism, the Sabilur Rosyad Islamic boarding school has compiled a book entitled: Aqid Khomsiin (about monotheism), Nadhom Mufrodat Lughotul Arabiyah (about Arabic), Nadhom translated Jurumiyah (about Nahwu), Nadhom translation of Safinatun Najah (about Fiqh), etc.

4) Awards and performance assessments of ustadz/teachers at the Sabilur Rosyad Islamic Boarding School

Rewards in the form of incentives can be a very effective tool in cleric performance management. When chaplains feel appreciated and recognized for their performance, then they are more likely to work harder and achieve the goals they have set. Then the Islamic boarding school teacher must consider appropriate rewards and incentives to provide motivation and improve the performance of the Islamic boarding school teacher. Rewards and incentives can then take the form of bonuses, promotions, certificates of appreciation, or non-material rewards such as vacations or enjoyable experiences. The awards given by the Sabilur Rosyad Islamic boarding school for outstanding teachers are incentives in the form of bonuses/prizes/additional allowances:

- (a) Service period allowance in the form of a house, after 20 years of service. This is one of the motivators for the ustadz to continue teaching at the Sabilur Rosyad Islamic boarding school. Apart from the monthly salary and other allowances they receive every month, the ustadz will also get a bonus in the form of a house if the ustadz's service period has reached 20 years without interruption.
- (b) Performance Allowance. Islamic boarding schools will give achievement allowances to ustadz who excel in both academic and non-academic fields, in the form of money or goods. Recently (November 2023) the Islamic boarding school gave a gift in the form of a Toyota Ayla (new) to a cleric who excelled in the field of recitation by taking

students/students to the national level. This is a form of appreciation from the Islamic boarding school and appreciation for their hard work so far in trying to guide students to achieve achievements.

CONCLUSION

Increasing the professional competence of teachers/clerics is very dependent on the leadership of the institution in carrying out human resource management. If it is implemented well then the results will be good. If recruitment, selection, training, performance assessment and awarding are all implemented well then it will be possible to increase competence. the professionalism of existing teachers/clerics, and will have implications for progress or improvement in the quality of education at Islamic boarding schools or other educational institutions.

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