

Human Resource Management at Mts Manbaul Ulum Tangsil Wetan Wonosari Bondowoso

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Abstract

This study explores human resource management (HRM) practices at MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso, focusing on recruitment, competency development, career advancement, performance evaluation, and compensation management. Using a qualitative approach through interviews, observations, and document analysis, findings indicate that HRM is systematically conducted, with recruitment based on Islamic values, competency development through internal and external training, and clear career growth pathways. Quarterly performance evaluations focus on discipline and teaching effectiveness, with gradual compensation adjustments. These HRM strategies contribute significantly to enhancing educational quality aligned with Islamic values.

Keywords: *human resource management, Islamic education, recruitment, competency development, performance evaluation*

Abstrak

Penelitian ini membahas tentang manajemen sumber daya manusia (SDM) di MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso yang meliputi rekrutmen, pengembangan kompetensi, karir, evaluasi kinerja, dan manajemen kompensasi. Dengan menggunakan pendekatan kualitatif dengan wawancara, observasi, dan analisis dokumen, hasil penelitian menunjukkan bahwa manajemen sumber daya manusia di madrasah dilakukan secara sistematis dengan rekrutmen berbasis nilai-nilai Islam, pengembangan kompetensi melalui pelatihan internal dan eksternal, serta jenjang pengembangan karir yang jelas. Evaluasi kinerja triwulanan difokuskan pada kedisiplinan dan efektivitas mengajar, dengan penyesuaian kompensasi secara bertahap. Strategi tersebut meningkatkan mutu pendidikan yang sejalan dengan nilai-nilai Islam.

Kata kunci: manajemen sumber daya manusia, pendidikan Islam, rekrutmen, pengembangan kompetensi, evaluasi kinerja

1. Introduction

The development of the world of education, especially in Indonesia, is very rapid and competitive. Global education makes a significant contribution to changes in the world of education (Nurillahwaty, 2022) This change requires every educational institution to follow the existing dynamics and competition, where only institutions that are able to show their superiority can survive in the competition (Saifulloh, M., dkk, 2012).

Improving the quality of education is one of the main pillars in the development of the education sector in Indonesia. A weak education system, accompanied by obstacles in the democratization of education, openness, decentralization, and autonomy, has not been able to run effectively because the academic culture is still underdeveloped and human resources have not been fully trained (Sutikno, Y, dkk, 2022). High-quality education will produce intelligent and competitive human resources, the achievement of which requires efforts to continuously improve the quality of education from various parties.

Schools that have high quality education are the dream of parents who want their children to get the best education (Irawansyah, B, 2022). This hope is based on the desire for children to grow up to be the successors of the nation with noble ethics, have a solid foundation of faith, broad knowledge, and wisdom in making decisions in the future. Quality teachers play an important role in shaping superior students (Sunarsa, S., & Syaripudin, E. I, 2023). Therefore, schools need to apply strict criteria in the selection process of prospective teachers, ensuring that they have professionalism in teaching and can make maximum contributions to the school.

The quality of education in Indonesia is often hampered by unprofessional education management and the low quality of human resources, especially educators. Based on community input and field observations, there are still many schools that face challenges in providing highly dedicated teachers (Fathurrochman, I, dkk, 2022). Many teachers are considered not to meet the standards of professionalism required in education, such as providing clear guidance to students and carrying out responsibilities wholeheartedly. This weakness can hinder the effectiveness and efficiency of the teaching and learning process. To address these issues, schools need to implement effective human resource management.

Human resource management in education involves various functions, ranging from recruitment, selection, development, maintenance, to labor utilization. These various aspects are expected to be able to support the achievement of individual goals and educational organizational goals. The role of human resource management in the school environment is very strategic, including recruitment policies, placement, salary or compensation, as well as career development based on competencies. The recruitment process is an important first step in finding qualified teachers, which is then followed by training and development to ensure professionalism in each role carried out.

Previous research shows that the implementation of proper human resource management can have a positive impact on the achievement of school goals. For example, research conducted by Putra et al. (2023) at SDIT Muhammadiyah Bandar Lampung shows that the implementation of human resource management which includes recruitment, training, compensation, and dismissal has succeeded in improving the quality of education even though there are still obstacles such as the difficulty of finding highly qualified teachers (Putra, A. T., dkk, 2023). In addition, Arief (2021) also found that the implementation of human resource management at SD Insan Amanah Malang has a positive impact on the achievement of the school's programs, vision, and mission (Arief, M. 2021). This research will focus on human resource management in Madrasah Tsanawiyah (MTs), especially in MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso. Human resource management in madrasahs has its own characteristics, considering that education in madrasahs not only prioritizes academic aspects, but also strong religious values.

2. Research Methods

This research uses a qualitative methodology. This methodology was chosen because it is appropriate to explore and understand the recruitment and selection process, competency development, career development, performance evaluation, and compensation at MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso. Qualitative research allows researchers to explore the experiences and perceptions of teachers, madrasah heads, and other related parties in the context of human resource management in madrasahs.

The purpose of this study is to evaluate and understand human resource management at MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso, including recruitment and selection, competency development, career development, performance evaluation, and compensation. This research aims to identify effective practices and challenges faced, as well as provide recommendations to improve the quality of human resource management in madrasas.

Data was collected through in-depth interviews, observations, and document analysis. Interviews are conducted with parties involved in the recruitment, training, and evaluation process, such as principals, teachers, and administrative staff. Data analysis is carried out with a thematic approach, where the data that has been collected is identified, categorized, and analyzed based on themes relevant to the research objectives.

3. Results and Discussion

Human resource management (HR) in educational institutions has a crucial role in ensuring that the entire educational process can run well and with quality. MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso as one of the educational institutions strives to improve the quality of education through effective human resource management, starting from the recruitment process to the provision of appropriate compensation. The results of the study show that there are several steps taken in human resource management at MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso, which are as follows:

Recruitment and Selection

Recruitment is the first step for madrasas in finding and obtaining prospective educators needed to meet the needs of Human Resources (HR). (Titisari, Millenia, and Khairul Ikhwan 2021). Through this process, madrasas can communicate with various parties to attract potential candidates, so that more job seekers know and understand the madrasah and consider opportunities to join (Nuryanta Nanang, 2008). Recruitment is considered effective if it manages to attract a large number of applicants who meet the required qualifications (Gunawan, A, 2023). Thus, madrasas can choose the best prospective educators who are not only of high quality but also have a good understanding of religion, commendable morals, and strong commitment (Etikawati Ena, and Raswan Udjang, 2016).

When there is an urgent need for educators or education personnel, MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso carries out recruitment. In this process, the madrasah establishes several general requirements that must be met by all applicants, including

1. Have a S1 degree in accordance with the field needed.
2. Have the ability to read the Quran well and correctly.
3. Have good morals by dressing as a Muslim / Muslim woman and not smoking,
4. Have a commitment to follow the regulations and policies that have been set by the madrasah.

Some of these requirements are mandatory requirements that must be met by prospective educators or education personnel who want to work at MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso. However, in practice, the implementation of recruitment often faces several obstacles. For example, in some cases there are applicants who are still in the final project stage of the undergraduate program. The Foundation finally gave leeway for these applicants to take part in the selection considering the limited number of applicants available, although still paying attention to other requirements.

Akbar Research et.al.(2024) revealed that the selection process for teachers and education personnel in educational institutions includes a variety of tests, interviews, observations, and reference checks. This stage aims to ensure that the selected candidates are truly qualified (Akbar, W. F., Firman, M. F. M., & Windasari, W. 2024). The selection method applied to assess and select prospective teachers and education staff at MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso consists of several stages. The first stage is the administrative selection, where the school checks the completeness of the documents and basic requirements that have been set. After that, applicants take a written test to assess their academic abilities and knowledge in the relevant field. Furthermore, prospective teachers test their ability to read the Quran to ensure their skills in the religious aspect. The final stage of the selection process is the interview, where applicants are assessed on their personality, motivation, and commitment to the school's vision and mission. These four stages of selection are used sequentially to ensure that the accepted candidates meet the criteria

Based on the above explanation, it can be understood that the recruitment and selection of educators at MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso is a systematic and comprehensive process to ensure that the educators accepted not only meet academic standards but also have moral integrity and a strong understanding of religion. Through stages that include administrative selection, written tests, Quran-reading tests, and interviews, madrasas can assess the candidate's eligibility thoroughly. Despite obstacles such as the limited number of qualified applicants and special consideration for applicants who are still in the final project, this process still aims to maintain the quality of educators according to the needs of the institution. Thus, this effective recruitment provides an opportunity for madrasas to select the best educators who are able to support the mission and vision of the pendid

Competency Enhancement

Teachers in madrasas play an important role in improving the quality of education through the task of educating, teaching, guiding, and providing students (Tanjung R., dkk, 2021). Teachers' professionalism, including the improvement of knowledge and mastery of the curriculum, greatly affects the quality of education (Faizah, M. Dkk, 2024). Improving the professional competence of teachers in madrasas requires a comprehensive and sustainable approach. Strategies that can be applied to support this competency improvement include continuous training, mentoring, and collaboration between teachers (Sunardi, dkk, 2024). Madrasas need to create an environment that can support the development of teachers' professional competencies, so that they are able to provide quality education (Satria E., dkk, 2024). This development should be adjusted to the specific needs of each teacher, both in terms of learning planning, implementation, and assessment. Improving the professional competence of teachers in madrasas is an important step in improving the quality of education (Aisah, A., dkk, 2024).

The results of the study show that the competency improvement program at MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso has significant effectiveness in improving the quality of educators. There are several programs carried out in an effort to improve competence at MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso, namely: initial training, monthly training and external training. The implementation of initial training plays an important role in providing a basic understanding of work culture in madrasas. Furthermore, the monthly training organized by the foundation is a means of continuous development for educators while maintaining their motivation level. The participation of educators in external education and training programs contributes to the welfare of this program by providing access to relevant new knowledge and skills.

Based on the results of the above research, it can be understood that the teacher competency improvement program at MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso, through initial training, monthly training, and external training, is effective in improving the quality of educators. This inclusive approach supports teacher professionalism, enriches skills, and tailors development to the specific needs of each teacher, thereby improving the quality of education in madrasas.

Career Development

Teacher Career Development is an effort to improve the quality and career path of teachers, which is carried out through collaboration between school principals and teachers. The main goal is to help teachers achieve higher careers by using education, training and promotion indicators (Ramadhani, F., dkk, 2024). Teacher career development has an important role because it can increase teachers' awareness of responsibility and work, maximize their potential, help in designing personal development strategies, strengthen competencies, and increase job satisfaction. (Azu Pratiwi, dkk, 2024). One of the indicators in teacher career development is promotion. This promotion needs to be carried out based on considerations of achievements, competence, performance, and dedication that teachers have given to the madrasah (Kurniawan, K., & Utari, W, 2021).

This study shows that the career development system in this madrasah is not fully structured like the career path in Civil Servants (PNS), which usually includes rank regulations and functional positions. Currently, the positions at MTs Manbaul Ulum are structural, such as the Head of Madrasah, Deputy Head of Madrasah, Class Teacher, and Subject Teacher. The status of teachers at MTs Manbaul Ulum is divided into two Non-Permanent Teachers (GTT), which is a status that is valid for the first year after the teacher is accepted at MTs Manbaul Ulum. If this new teacher meets the requirements, then his status will change to a Foundation Permanent Teacher (GTY).

The career development of teachers at MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso aims to improve the quality of education through the collaboration of madrasah heads and teachers, focusing on education, training, and promotion. Although it is not structured like the civil servant career system, this madrasah has a structural position and two categories of teacher status: Non-Permanent Teacher (GTT) and Permanent Teacher Foundation (GTY), which provides direction and stability for teachers' careers. This initial step shows the madrasah's commitment to systematic teacher career training to support the improvement of the quality of education.

Performance Assessment

According to Robert L. Mathis and John H. Jackson (2006), performance appraisal is the process of assessing how well employees are doing their jobs compared to certain standards, then conveying that information to employees. Performance appraisal is also known as employee ranking, employee evaluation, performance observation, performance evaluation and penilaian hasil (Palembeta, T., & Arifin, S. 2014). The same thing was also conveyed by Hasibuan (2016), who argued that performance appraisal is a process carried out by managers to achieve employee work performance and determine follow-up policies, including performance evaluation and performance appraisal. (Ahmad, L. I. 2017). Performance assessment in the context of teacher performance is an evaluation process that compares teachers' work achievements with established standards (Fikri, M. I., Haerani, E., Afrianty, I., & Ramadhani, S. 2022) The results of this teacher performance assessment can be used to compile a teacher performance profile, which then becomes input in developing the next professional development plan (Aswaruddin, A. 2021).

This study revealed that performance assessments at MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso are carried out every three months to ensure continuous improvement in performance quality.

The results of the performance assessment make differences in allowances between employees according to their achievements. For employees with unsatisfactory performance, this quarterly report is the basis for corrective actions that can be in the form of summonses and reprimands. The performance assessment is carried out to assess two main aspects, namely Discipline and Work. In the Discipline aspect, the assessment includes attendance, tardiness, licensing, and compliance in the use of uniforms. Meanwhile, aspects of work include planning programs, conformity with task standards and teaching skills.

Based on the above explanation, it can be understood that teacher performance assessment is a routine evaluation to measure teachers' achievement against set work standards, used as a basis for feedback and professional improvement policies. At MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso, this assessment is carried out every three months, assessing aspects of Discipline (attendance, permits, tardiness, uniforms) and Work (planning programs, task standards, teaching ability). The results of the assessment affect the allowance and become a reference for corrective actions such as summonses or reprimands for those whose performance is not satisfactory.

Compensation

Compensation can be interpreted as an award for the contribution that an individual makes to the organization. This compensation includes imbalances, both in financial and non-financial forms, given to employees as appreciation for the work they have done in an organization (Asyari, H., dkk, (2023). Compensation plays an important role in improving teacher performance. The purpose of providing compensation is to provide justice according to the performance that has been carried out in order to increase job satisfaction which can ultimately improve teacher performance (Mahram, M. 2022). Research shows that MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso provides allowances in the form of basic salary, family allowances, position allowances, classroom teacher allowances, and performance allowances. However, the value of this compensation is still relatively small, this has the potential to affect teacher motivation, job satisfaction, and teaching quality. However, efforts to increase teachers' salaries cannot be done directly, but need to be done gradually (Anjani, T., Afridah, Z. F., Nadhila, A. A., Hasana, S. M., & Fauzi, I. 2022). Teachers should continue to develop their teaching skills and improve their respective qualities. The relationship between compensation and teacher ability is very close, as high ability can improve the quality of teacher performance, which in turn has the potential to affect the level of renewal received. Teachers need to continue to improve their abilities in order to provide effective and relevant teaching according to educational developments and student needs (Suherman, A. 2021). Skill enhancements also help teachers meet higher performance standards, which not only supports their career professionals but can also be the basis for consideration in determining salary increases.

Based on the explanation above, it can be understood that compensation is an award for individual contributions to the organization, both financial and non-financial. Compensation plays an important role in improving teachers' performance and job satisfaction. At MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso, compensation in the form of salaries and allowances is still relatively small, so improvements need to be made gradually. Improving teachers' abilities can support better performance and become the basis for salary increases. Therefore, competency development and increased compensation are essential to achieve better quality education.

4. Conclusion

The results of this study conclude that human resource management at MTs Manbaul Ulum Tangsil Wetan Wonosari Bondowoso, which includes recruitment, competency improvement, career development, performance appraisal, and compensation, is running well despite challenges in terms of the number of applicants and compensation that is not optimal. Competency

improvement programs and structured assessment systems help improve the quality of educators, while a gradual approach to compensation shows the commitment of madrasas in retaining quality educators. These findings provide important insights for human resource management in Islamic-based educational institutions, especially in the madrasah environment, and become the foundation for sustainable improvement of the quality of education.

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