

The Implementation of Human Resource Management in Improving Teacher Professionalism at Madrasa Junior High School

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Abstract

This research aims to analyze human resource recruitment at Madrasa Junior High School Al-Faaizun Watang Palakka Bone Regency, the selection of human resources at Madrasa Junior High School Al-Faaizun Watang Palakka Bone Regency, human resource development program at Madrasa Junior High School Al-Faaizun Watang Palakka Bone Regency. This research is qualitative research with the research location at Madrasah Tsanawiyah Al-Faaizun Watang Palakka Bone Regency. Data was collected through interviews, observation, and documentation. Then, data processing and analysis techniques are carried out through three stages, namely data reduction, presentation, and drawing conclusions. The results of the research show that human resource recruitment was carried out at Madrasa Junior High School Al-Faaizun Watang Palakka, Bone Regency, namely, firstly, preparation for the recruitment of educators, secondly, the distribution of announcements regarding the acceptance of educators was carried out in a closed manner, and thirdly, accepting teacher applications. Human resource selection was carried out at Madrasa Junior High School Al-Faaizun Watang Palakka, Bone Regency, namely administrative selection to determine the completeness of applicant files according to predetermined qualifications and interview selection to obtain in-depth information about applicants. The human resource development program at Madrasa Junior High School Al-Faaizun Watang Palakka is carried out through teacher qualification improvement programs, supervision programs, subject teacher deliberation empowerment programs (MGMP), and participating in scientific meetings such as workshops, seminars, good training held at madrasahs and outside the madrasah. This research implies that the distribution of announcements on teacher recruitment should be done openly through brochures, advertisements, and other social media so that it is easier for the public to get information on teacher recruitment from these institutions, with needs.

Keywords: Human Resources Management, Teachers, Professionalism

I. Introduction

Education in this global era has tough and varied challenges in facing regional, national, and even international competition (Prim et al., 2013). Such conditions require creativity and innovation from educators as human resources to survive and adapt to competition between educational institutions. Human resources are workers, employees, employees, or people who do or have work (Ulfatin & Triwiyanto, 2016). Educators work or occupy a position responsible for tasks or work in educational institutions. Educators are valuable for mobilizing and directing their students with their efforts and creativity to produce quality graduates who are also determinants of realizing a goal (Abdurrahim & Yahya, 2023). Educational institutions with human resource management will generally have challenges in achieving goals. Human resource management in educational institutions plays a significant role in helping to improve the quality of education because quality education will produce quality resources.

Human resources who are educated, skilled, capable, disciplined, diligent, creative, idealistic, willing to work hard, physically/mentally strong, and loyal to the ideals and goals of educational institutions will have a very positive influence on the success and progress of educational institutions (Daya, 1996). In connection with this, educators, as professional human resources, can make decisions using their intellectual and analytical abilities in dealing with problems related to their duties. Human resource management in

educational institutions has a critical position. It is the primary key so that the planning and implementation of programs and activities in educational institutions can run optimally, and professional teaching staff is essential to provide valuable contributions to the sustainability/progress of educational institutions.

Research conducted by Rih Ayuningsih, Muhtarom, and Syeh Al Ngarifin in their journal states that human resource management is a factor that will determine organizational performance, the appropriate use and development of human resources, and integration them into a unified movement and direction of the organization will be important in increasing capacity. Organization in achieving its goals (Abdurrahim & Yahya, 2023; Ayuningsih et al., 2018). This is also in line with what Anika Amelia, Khoirul Ardani Manurung, and M. Daffa Baihaqi Punomo expressed in their journal: Human resource management is needed to increase the efficiency of human resources in organizations. The aim is to provide organizations with efficient work units. Human resource management will show that an organization should have, develop, employ, evaluate, and maintain the correct number (quantity) and type (quality) of the workforce (Amelia et al., 2022; Vikasari et al., 2023).

Human resource management is intended to obtain and improve the quality of human resources; in this context, professional educators and education staff can create efficiency and effectiveness in educational institutions. Educators are the component that has the most influence on the creation of quality educational processes and outcomes. Educators have a strategic position and significant responsibility for the success of the educational process (Astuti, 2024). Educators are a determining factor in the success of organizational goals apart from other educational staff because educators are in direct contact with students and all components supporting learning activities to provide guidance, ultimately producing the expected output. For this reason, educators are always required to improve and develop performance to strictly control human resource management in education (Rahmayanti & Permana, 2022).

In order to facilitate the achievement of learning demands and objectives at school, the presence of professional and competent educators is a must. Professional educators can reflect the figure of a teacher with broad insight and have several competencies that support their duties, by Law Number 14 of 2005 concerning Teachers and Lecturers in Chapter IV Article 10 paragraph (1) and in the Regulation of the Minister of National Education No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies which states that educator competence includes pedagogical competence, personality competence, social competence and professional competence obtained through professional education (Mudhofir, 2012). These four educational competencies are demands for professional educators so that they can participate in development.

Educator professionalism is the ability to carry out their primary duties as a teacher, including planning and carrying out learning evaluations (Komariyah et al., 2021). Educator professionalism is a condition of direction, values, goals, and quality of expertise and authority in teaching and related to a person's work, which is their livelihood (Egok, 2019). The existence of teachers as professional educators in educational institutions can be said to be good role models, have administrative positions, and also as community officers. An educator with high professionalism will be reflected in his mental attitude and commitment to realizing and improving professional quality through various methods and strategies (Astuti, 2024). He will constantly develop himself by the demands of the times so that his existence always provides professional meaning.

Good education and effective educators try to think about developing students' personalities and lives, but educators are individuals and are part of the educational process. As an educational institution, it often leads to crystallization that maintains what already exists rather than thinking about the development and growth of students. Recruitment of Madrasa Junior High School Al-Faizun Watang Palakka educators is carried out through verbal information or recommendations and does not use print media regarding information on implementing educator recruitment. The implementation of effective recruitment should be informed to prospective teaching staff or potential applicants who intend to obtain prospective teaching staff based on the madrasah's needs and requirements to get professional educators in their field. If the recruitment of teaching staff is not carried out selectively, it will result in teaching staff who are not qualified and competent in their fields.

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II. Literature review

A. Human Resources Management

Management comes from the Latin word *manus*, which means hand, and *agere*, which means to do. These words are combined into *managere*, which means handling something, organizing, and making something the desired way using all available resources (M. et al., 2019). According to Earl F. Lundgren, management is a force through making decisions based on knowledge and understanding that are interrelated and integrated through an appropriate process environment from all elements of the organizational system in a way that is designed to achieve organizational goals (Aryani et al., 2023). Based on the opinion above, management is a process of planning, organizing, directing, and supervising an organization by empowering, utilizing, and using organizational resources to achieve predetermined goals. Human resource management is a part of management that focuses more on the human resource element (Karyono & Samad, 2020). Human resource management has the task of managing the human element well in realizing optimal goals.

B. Teacher Professionalism

Professionalism comes from the word *profession*, which means the field of work someone wants to pursue. A *profession* is a position requiring special knowledge and skills from intensive academic education (Setiawan, 2022). Etymologically, *profession* comes from English, namely *profession* or Latin, *profecus*, which means to acknowledge, acknowledge, declare capable or expert in a job. Meanwhile, in terms of terminology, a profession is a job that requires higher education for the perpetrator, with an emphasis on mental work, namely the requirement for theoretical knowledge as an instrument for carrying out practical actions, not manual work. According to Martinis Yamin, a professional pursues work based on skills, abilities, techniques, and procedures based on intellect (Andriyanto, 2022).

Teacher professionalism is a person's level of performance in carrying out work as a teacher, which is supported by skills and a code of ethics (N. Hasanah, 2023). According to Yusutria, teacher professionalism is reflected in the implementation of tasks, characterized by expertise in both material and methods. The teacher's professional figure is demonstrated through responsibility in all services. Apart from that, Saqipi defines *teacher professionalism* as the teacher's responsibility to control and develop their knowledge and actions to benefit students (Rugaiyah et al., 2022). Based on the description above, it can be understood that teacher professionalism is the teacher's commitment to continue to improve their professional abilities, develop strategies, and carry out teaching and learning activities with full responsibility according to their level of expertise.

Professionalism is intrinsic motivation in teachers as a driving force to develop themselves towards professional realization (Jamil, 2022). Professional teachers are those who have expertise, both regarding the

scientific material they master and methodological skills. The expertise possessed by professional teachers is obtained through a specially programmed and structured education and training process. Teaching is a challenging profession; this problematic task requires someone patient, intelligent, has good morals, and is devoted to Allah SWT so that the knowledge imparted can be helpful to students. Thus, educational success is primarily influenced by teacher professionalism.

C. Conceptual Framework

Based on the description previously stated, in this section, the researcher will outline the framework of thought that serves as a guide and basis for thinking in carrying out this research. This needs to be developed because it directs researchers in obtaining the information data needed to solve research problems scientifically. According to Hasibuan, human resource management is the science and art of managing the relationships and roles of the workforce so that they are practical and efficient in helping to realize the goals of the company, employees, and society. According to Edwin B. Fli, PPO, human resource management, is planning, organizing, directing, and supervising activities for procurement, development, compensation, integration, maintenance, and release of human resources to achieve various individual, organizational, social, and social goals. Rudi Risdianto, Fahrudin, Mansur Hakim, Asrin, and Desi Setidadi, in their research entitled "Human Resource Management of Educators and Education Personnel," argue that human resource management is the main contributor to organizational success; if human resource management is not practical, it can become a significant obstacle in achieving organizational goals. Human resource management dramatically influences the success of an educational institution or organization. If human resources are managed well, it will have an impact on the progress of the institution or organization.

III. Research Methods

Research in English is called research. Consisting of two syllables, namely re, which means to do it again, or repeat, and search, which means to look, observe, search, so that research can be interpreted as a series of activities carried out to gain a new, more complex, more detailed, and more comprehensive understanding of something. researched (Anggito & Setiawan, 2018). In this research, the type of research used by the author is qualitative. Qualitative research collects information about the status of existing symptoms, namely the condition of symptoms according to what they are about a variable, symptom, and situation (Suharyat, 2022). The researcher is the key instrument, sampling is purposively and snowballing, and the collection technique is triangulation (combination) and analysis. It is inductive/qualitative, and the research results emphasize meaning rather than generalization. This research is included in the field research category, namely examining events in the field. Problems in qualitative research are still temporary and tentative and will develop or change after the author is in the field. Qualitative research emphasizes the meaning, reasoning, and definition of a particular situation (in a particular context) and examines more things related to everyday life (Rukin, 2019). This method is used to obtain in-depth data that contains meaning (actual data).

The data source in this research is the subject from which data can be obtained. To make it easier to identify data sources, it is classified into three parts, often termed by Suharsimi Arikunto is Person (data source in the form of a human), data source in the form of place (place) and paper data source (Arikunto, 2010). The data needed in this research includes primary data and secondary data. Data collection is the most critical step in research because the main aim is to obtain data. With knowing data collection techniques, withers will get data that meets the specified data card. The researchers carried out data collection using observation, interviews, and documentation.

The data collected as input is then processed and analyzed using qualitative descriptive techniques according to the method used. Descriptive what is meant in this research is processing data by describing or describing the data collected as it is. The data analysis technique used in this research follows the concept of Miles and Huberman, stating that activities in data analysis are carried out interactively through data reduction, data display, and verification/concluding (conclusion drawing/verification). The data analysis process is carried out by reviewing all data obtained from various sources of observation, interviews, documentation, etc. The data that has been read, studied, and analyzed is then carried out by reducing the data using abstraction. Abstraction summarizes the core, processes, and statements so that data obtained from many fields is recorded accurately. After the data reduction process, the next step is to present the data (data display) in patterns and briefly explain the relationship between categories in the data reduction details.

IV. Research Results and Discussion

A. Human Resources Recruitment at Madrasa Junior High School Al-Faaizun Watang Palakka Bone Regency

Human resources recruitment is the initial stage in human resources management for procuring new employees or workers in an institution. According to T. Hani Handoko, withdrawal is searching for and attracting prospective employees (applicants) who can apply as employees (Kurniawati, 2021). Recruitment is searching for, determining, inviting, and establishing several people from within and outside the institution or agency as potential workers with predetermined characteristics. To carry out recruitment, preparations need to be made to obtain qualified and appropriate teaching staff candidates to take part in the next stage, namely selection.

After registration or recruitment of educators is closed, the next activity is selecting or screening applicants. According to Simamora, selection is the process of selecting from a group of applicants or people who meet the selection criteria for available positions based on what currently exists, which is carried out by educational institutions and companies (Paramarta et al., 2021). This selection aims to obtain competent workers in their fields. The selection stage is carried out to select teaching staff who have applied to carry out certain positions. The selection stages at Madrasa Junior High School Al-Faaizun Watang Palakka are administrative selection and interview tests. Administrative selection is carried out to determine the completeness of the applicant's administration by predetermined requirements, and an interview test is used to obtain in-depth information related to the applicant.

Based on the description above, the selection is identifying and selecting people from a group of applicants most qualified for specific positions and roles. The selection stages at Madrasa Junior High School Al-Faaizun Watang Palakka are different from what Noor stated: the selection stages for prospective teaching staff include administrative selection, written tests, interview tests, and teaching tests (microteaching). At the selection stage carried out at Madrasa Junior High School Al-Faaizun Watang Palakka, the administrative test is the selection of application files for teaching staff, which contain documents relating to personal data such as diplomas, grade transcripts, ID cards, and other certificates, and interview tests are carried out to match the data contained. in the actual application letter, apart from that, to determine the motivation and readiness of prospective teaching staff to carry out their duties. However, the selection stage for prospective teaching staff, namely written tests and teaching tests, needs to be carried out at this madrasah; the applicant's educational background, work experience, and other skills are considered by the madrasah in accepting prospective teaching staff who submit applications.

B. Human Resources Development at Madrasa Junior High School Al-Faaizun Watang Palakka Bone Regency

Human resource development is a framework to help educators develop skills, knowledge, and abilities individually and organizationally. The development of teaching staff is essential to achieve educational goals. Therefore, support is needed by schools, leaders, and colleagues to continuously develop their ideal qualities as professional teachers who can inspire achieving optimal student achievement through several programs such as efforts to increase teacher qualifications, supervision programs, and subject teacher deliberation empowerment programs. Moreover, Participate in Scientific Meetings.

The development of human resources is significant for educators because the development of various sectors of life, especially science and technology, is so rapid that teachers as educators and lecturers must understand the importance of lifelong learning at every opportunity; their enthusiasm for learning continues to grow in any condition and always learn through any media. No matter how bad the conditions and situations are, they cannot extinguish the enthusiasm for learning of a teacher who understands the importance of learning to improve his quality by utilizing various development programs, including the MGMP program, educational qualification equalization program, supervision program, as well as participating in scientific meetings such as seminars, workshops, training. In other ways, he utilizes various learning resources that are around him. Through various human resource development programs, it is hoped that the professionalism of educators can increase and influence the quality of teaching and learning in the classroom.

V. Conclusion

The human resource recruitment at Madrasa Junior High School Al-Faaizun Watang Palakka, Bone Regency, consists of preparing for recruitment by analyzing needs to find vacancies, distributing announcements about the need for educators, and then accepting teacher applications. The human resource selection carried out at Madrasa Junior High School Al-Faaizun Watang Palakka Bone Regency is an administrative selection to determine the completeness of the applicant's files according to the qualifications that have been determined. An interview selection is carried out to obtain in-depth information about the applicant. Development of human resources at Madrasa Junior High School Al-Faaizun Watang Palakka Bone Regency through teacher qualification improvement programs, supervision programs, subject teacher deliberation empowerment programs (MGMP), and active participation in scientific meetings such as workshops, seminars, training, and so on, which are held in madrasas and outside madrasas, both held by the Ministry of Religion and the Department of Education so that current developments continually improve educators' abilities.

Dissemination of announcements about teacher recruitment at Madrasa Junior High School Al-Faaizun Watang Palakka Bone Regency should be done openly through brochures, advertisements, and other social media so that it is easier for the public to get information about teacher recruitment from this institution and to get qualified educators according to the madrasa's needs. The stages of selecting educators at Madrasa Junior High School Al-Faaizun Watang Palakka Bone Regency should pay attention to mechanisms such as administrative selection, interview selection, written tests, and microteaching tests because, with madrasah selection, you can select teaching staff according to the needs of the madrasah to fill vacancies. Educators should strive to participate continuously in various activities to improve their abilities in carrying out their duties as educators.

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