



Assistance in Optimizing Human Resource Management in Madrasah Ibtidaiyah for Learning Effectiveness

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Abstract

This service aims to increase the effectiveness of learning at Madrasah Ibtidaiyah through assistance in optimizing human resource (HR) management. The methods used in this activity include training, mentoring and evaluation. The training focuses on developing managerial skills for madrasa heads and teachers, as well as implementing effective HR management strategies. Mentoring is carried out on an ongoing basis by monitoring program implementation and providing constructive feedback. The results of the service show an increase in teachers' understanding and skills in managing existing resources, including managing tasks and distributing roles optimally. The effectiveness of learning at Madrasah Ibtidaiyah has also experienced significant progress, reflected in the increasing quality of teaching and student engagement. In conclusion, assistance in optimizing human resource management has proven to be effective in improving the quality of learning and encouraging potential development in madrasahs.

Keywords: Mentoring, Learning Effectiveness, Managerial.



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INTRODUCTION

Madrasah Ibtidaiyah (MI) as a basic education institution in Indonesia has a very important role in shaping students' character and academic abilities from an early age. The main aim of education at MI is to provide a strong foundation of religious and general knowledge for the younger generation. Ideally, education management at MI must be able to integrate a comprehensive educational curriculum, training for teachers, and effective human resource (HR) management to create an optimal learning environment (Suhardi, 2021).

However, the reality on the ground shows that not all MIs have an adequate HR management system, which has an impact on the effectiveness of the learning process.

The level of effectiveness of learning at MI is very dependent on the teacher's ability and the management implemented. Teachers who are well trained and have sufficient managerial skills are able to create an interactive and productive learning atmosphere. Research by Aslam and Harun (2019) revealed that good human resource management in madrasas not only improves the quality of teaching but also shapes teacher professionalism. Unfortunately, many MIs face obstacles in terms of adequate teacher training and mentoring to optimize their role in the learning process.

The gap between ideal conditions and current reality can be seen from deficiencies in human resource management, especially in unsustainable teacher training. Many teachers at MI still rely on learning methods that are outdated and less innovative. According to Hidayat (2022), the lack of assistance in managing human resources at MI results in low learning effectiveness. Therefore, more systematic and integrated efforts are needed in assisting human resource management in order to improve the overall quality of education.

Further elaboration regarding human resource management at MI shows the important role of madrasah heads in directing and motivating teachers to continue to improve their competence. Leaders who have good managerial skills will be able to create a collaborative and productive work culture (Rahman, 2020). This is in line with the findings of Farhan (2018), which shows that madrasa heads who are active in providing mentoring and training will produce teachers who are more creative in teaching. In this context, human resource management assistance is the key to increasing the effectiveness of learning at MI.

Previous research also shows that mentoring strategies based on training and coaching can improve the quality of education. For example, research by Prasetyo and Sari (2021) highlights the importance of regular training programs for teachers in order to improve the quality of learning. Training that focuses on developing teaching skills, classroom management, and the use of innovative learning methods is expected to improve teachers' abilities to manage learning more effectively.

The novelty of this service lies in the approach that combines training with direct assistance in managing human resources at MI. This approach aims to not only provide knowledge but also assist teachers in applying the knowledge gained into daily practice. Direct mentoring allows for continuous evaluation

and improvement, so that teachers can overcome the challenges faced during the learning process (Mujahid, 2021).

Apart from that, this service also introduces a human resource management strategy that prioritizes collaboration between madrasa heads, teachers and students' parents. According to Syafii (2020), solid collaboration between various stakeholders in education will create positive synergy and improve the quality of learning. It is hoped that this more holistic approach can maximize the potential that exists at MI and create a learning environment that is conducive to student development.

By utilizing the results of previous research and adapting approaches that have been proven effective, this service is expected to make a significant contribution to increasing the effectiveness of learning at MI. For example, the use of technology-based learning methods and innovation in teacher training will help create more interesting and interactive learning (Kusuma, 2019). This assistance aims to provide space for teachers to develop creativity and better teaching methodologies.

Overall, this service aims to fill gaps in HR management at MI through ongoing mentoring and training. By focusing on improving teacher competency and managerial skills, it is hoped that the learning process at MI can be more effective and able to produce a generation that has academic abilities and good character.

METHOD

The methods used in this activity include training, mentoring and evaluation. The training focuses on developing managerial skills for madrasa heads and teachers, as well as implementing effective HR management strategies. This training aims to increase participants' understanding of good management and how to optimize their role in the learning process (Suhardi, 2021). With this approach, it is hoped that madrasa heads and teachers will be able to design learning plans that are more structured and appropriate to student needs.

Mentoring is carried out on an ongoing basis by monitoring program implementation and providing constructive feedback. This assistance involves direct interaction between the facilitator, the madrasa head and teachers. According to Hidayat (2022), effective supervision can help identify challenges faced in HR management and provide appropriate solutions. It is hoped that this assistance can create a work climate that supports continuous improvement in the quality of learning.

Training and mentoring methods are supported by the use of digital media and technology to enrich participant experiences. The use of technology in training allows teachers to access learning materials flexibly and interactively. As stated by Kusuma (2019), the integration of technology in educational training can expand the reach and effectiveness of teaching. This is very relevant to the needs of madrasas in facing learning challenges in the digital era.

Evaluation is also an integral part of this service method. Evaluations are carried out periodically to assess participants' progress in implementing the strategies they have learned. According to Rahman (2020), proper evaluation can help in making decisions and adjusting teaching methods to be more appropriate to existing developments. This evaluation aims to ensure that mentoring is effective and can provide maximum benefits for improving the quality of learning.

This combined approach of training, mentoring and evaluation provides a holistic framework for better HR management in MI. By implementing this method, it is hoped that madrasa heads and teachers will not only gain theoretical knowledge, but also practical skills in managing quality learning (Prasetyo & Sari, 2021). It is hoped that this can create positive changes in education at MI and advance the overall quality of learning.

RESULTS AND DISCUSSION

The results of this service show that increasing teachers' understanding and skills in managing existing resources can be achieved through effective training and ongoing mentoring. Teachers and madrasa heads showed significant improvements in terms of task management and role distribution. This is in line with the finding that managerial training focused on HR management can increase productivity and collaboration in educational environments (Guskey, 2002).

During the training, participants were given an understanding of the importance of clear role distribution in increasing work efficiency. Participants' experiences show that by dividing responsibilities optimally, workload can be reduced and focus on the quality of learning can be increased. Research by Harris and Jones (2018) highlights that effective role management in schools can reduce stress on teachers and improve the overall quality of teaching.

Continuous mentoring also has a positive impact on human resource management in madrasas. Participants can apply learned strategies and receive constructive feedback, so they are more confident in managing the tasks at hand. Research by Leithwood and Jantzi (2006) states that mentoring can strengthen

leadership and management capacity at the school level, which directly impacts the quality of education.

The effectiveness of learning at Madrasah Ibtidaiyah has also experienced significant progress, which can be seen from the increase in teaching quality and student engagement. Teachers who have received training and mentoring report that they are better able to use teaching methods that focus on active student involvement. These results support the opinion that teaching that actively involves students can improve understanding and retention of material (Bonner & Holliday, 2017).

Higher student engagement is also accompanied by improved learning outcomes. Classroom observations show that students are more motivated and active in participating in learning activities. This confirms findings which state that good classroom management, which includes a clear division of tasks, can create a more dynamic and productive learning environment (Emmer & Sabornie, 2015).

In the evaluation process, the training participants showed improvement in the use of managerial tools and strategies that had been taught. The evaluation results show that teachers can apply management methods that prioritize efficiency, as well as paying more attention to the quality of interactions with students. According to Darling-Hammond (2017), developing managerial skills in schools can strengthen teaching practices that support improved learning.

Mentoring also encourages teachers to be more creative in finding solutions to challenges faced in classroom management. This creativity is not only focused on managing tasks, but also on adapting teaching methods to better suit students' needs. This finding is in line with constructivism theory which emphasizes the importance of flexibility in learning (Piaget, 1973).

Although service results show positive improvements, challenges remain, such as the need for additional time for training and mentoring. To overcome this challenge, greater support from madrasahs and the implementation of a more structured system to support continuous professional development are recommended. Research by Fullan (2011) highlights that institutional support is critical to the success of professional development programs in schools.

The results of this service show that increasing teachers' understanding and skills in managing human resources at Madrasah Ibtidaiyah, which is supported by training and mentoring, has a positive impact on the quality of teaching and student engagement. This effort is in line with literature which states the importance of professional development for teachers to improve the quality of education (Ingvarson et al., 2005). Thus, it is hoped that optimal human

resource management can be the first step to creating a more effective learning environment in madrasas.

CONCLUSION

Assistance in optimizing human resource management has proven effective in improving the quality of learning and encouraging potential development in madrasas. This program shows that by improving the understanding and managerial skills of madrasa heads and teachers, human resource management can be carried out more efficiently, which ultimately contributes to improving the quality of teaching. Ongoing mentoring provides opportunities for educators to obtain constructive feedback, improve teaching methods, and implement more effective strategies.

The application of training and mentoring that focuses on managing tasks and dividing roles helps maximize the potential of each individual in the education team. This leads to increased student engagement in the learning process, which is an important indicator of educational effectiveness. With a more structured role of the madrasah head and teacher support in carrying out their duties, the educational ecosystem in madrasahs has experienced significant development.

The results of this service are in line with research which emphasizes the importance of professional development for teachers in improving the quality of education. Through training and mentoring, teachers gain new insights in managing student-centered learning, so that the teaching and learning process becomes more interesting and effective. This is also supported by the concept of transformational leadership which emphasizes collaborative development, which is implemented in this mentoring activity.

In the managerial aspect, madrasa heads who are trained to better manage human resources are able to create an environment that is conducive to teaching and learning. Reducing administrative burdens, efficient schedule management, and a balanced distribution of tasks allows teachers to focus more on quality teaching. This is in line with the principle of professional development which states that improving educational performance requires ongoing support and learning over time.

Implementation of this method also provides important lessons about the importance of constructive feedback in the development process. Educators who receive mentoring can identify areas of improvement and take the necessary steps to improve classroom management and learning strategies. This proves that continuous development supported by visionary educational leaders greatly influences the quality of teaching.

By increasing teachers' ability to manage resources, it is hoped that not only the quality of teaching will increase, but also the competitiveness of madrasahs in creating competent and high-quality graduates. This assistance proves that investment in human resource management and professional development of educators has a positive long-term impact on the quality of education.

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