HUMAN RESOURCE MANAGEMENT MODEL OF MIN 1 BANTUL EDUCATION STAFF TO IMPROVE MADRASAH QUALITY

Yuriska Dewi Suwarno Putri[1]*, **Tuti Fatimatul Zahro[2], Diana Dini Astuti[3]**

[1,2,3]Universitas Islam Bunga Bangsa Cirebon, Indonesia

Email : ika15@bungabangsacirebon.ac.id

Abstract
This study aims to determine the management model of education personnel in Madrasah Ibtidaiyah Negeri (MIN) 1 Bantul and to find out what support is provided by the head of the madrasah in improving the performance of human resources of MIN 1 Bantul education personnel so that they are able to improve the quality of MI. This type of research uses qualitative research. All data was obtained using interview, observation, and documentation techniques. In this study, interviews were conducted with the head of the madrasah and several education staff. Based on the results of the study, it can be concluded that the management of human resources for education personnel in MIN I Bantul is the planning of educational personnel, the procurement of educational personnel, the development of educational personnel, the promotion and mutation of educational personnel, the dismissal of education personnel, and the assessment of educational personnel. The support of the head of MIN I Bantul in improving the performance of human resources of education personnel is as follows: 1) Establishing cooperative relationships, 2) Establishing good communication with education staff, 3) Provide guidance and assistance in completing the tasks of education staff, 4) Building morale /morale of education staff, 5) Giving awards to outstanding education staff, 6) Solving problems in schools, 7) Involving education personnel in formulating decision making, 7) Resolving conflicts in schools, 8) Respecting school rules, 9) Creating a healthy competitive climate/work climate among staff teachers educational.

Keywords: *Education Personnel, Madrasah Quality, Management*

INTRODUCTION

In the framework of organizational development from time to time in various countries it raises agreement that human resources are a very important aspect, because the contribution of human resources is considered very significant in achieving organizational goals. In order to achieve organizational goals through proper and relevant management of human resources, activities related to human resource management become a part that is not inseparable from the dynamics of an organization.

Referring to the era of globalization that demands competitive advantages from every organization, global competition has increased work standards in various dimensions, including quality, cost and operationalization smoothly. It is also important for the further development of the organization and its employees. Recognizing the challenges posed by these rising standards, effective organizations are willing to do the essentials to survive and improve strategic capabilities. Only by anticipating these challenges can organizations improve their capabilities and employees can sharpen their skills.

Education personnel are members of the community who devote themselves and are appointed to support the implementation of education. There are several categories of education personnel, namely heads of education units, educators, (Indonesia, n.d.) and other educational personnel. The standards of educators and education personnel are criteria for pre-service education and physical and mental eligibility, as well as in-service education (Pemerintah Indonesia, n.d.). The head of the education unit is the person who is given the authority to lead the education unit. The head of the education unit must be able to carry out his role and duties as an educator, manager, mediator.

Educators are professionals who are tasked withplanning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators in universities. Education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units (Indonesia, n.d.).

Educational personnel in an educational institution are all humans who depend on cooperation with an educational institution to carry out the creation of educational goals. According to the Government Regulation of the Republic of

Indonesia Number 15 of 2015 concerning the Second Amendment to Government Regulation Number 19 of 2015 concerning National Education Standards that Educator and Education Personnel Standards are criteria regarding pre-service education and physical and mental eligibility, as well as in-service education.

Judging from their positions, education personnel are divided into structural personnel, functional personnel, and technical personnel of education providers.

1. Structural personnel are education personnel who occupy general executive positions (leaders) who are responsible either directly or indirectly for the education unit. Examples: principal, vice principal.

2. Functional personnel are educational personnel who occupy functional positions, namely positions in which the implementation of their work holds educational academic expertise. Examples: teachers, supervisors/extension workers (BP teachers), curriculum development and educational technology, test developers, librarians.

Educational technical personnel are educational personnel who in the implementation of their work are more required operational technical or technical administrative skills. Examples laboratory assistants, learning resource technicians, trainers (sports, arts and skills), administration officers (Minarni, 2011).

The definition of improvement is to have a basic word level coupled with the affix pe-an, so that it turns into an increase in the form of a noun with the meaning of process, way, act of increasing (effort, activity) in achieving goals. (Department Education and Culture, 1989) The definition of quality is a combination of product properties that show the ability to meet direct or indirect customer needs, both expressed and implied needs today and the future (Daulat P, 2001). As for the context of education, the notion of quality includes educational inputs, processes, and outputs (Daulat P, 2001).

Qualified education personnel are involved in various inputs, such as teaching materials (cognitive, affective, psychomotor), methodology, school facilities, administrative support and other resources and Creating a conducive atmosphere between the process and the results of quality education is interconnected, but so that a good process is not misguided, then quality in the sense of results (output) must be formulated in advance by the madrasah, and it must be clear the target to be achieved for each year or other period. Various inputs and processes must always refer to the quality of the results (outputs) to be achieved (B, 2010). Educational input is everything that must be willing because it is needed for the process to take place. Something in question is in the form of human resources (madrasah heads, teachers, employees, students), and

software (madrasah organizational structure and so on) and hopes as a guide for the ongoing process (vision, mission, goals, objectives to be achieved by the madrasah). The process of education, is the transformation of something into something else. So, quality improvement is an effort or way to improve activities in an institution, especially in educational personnel through various good activities inputs and processes to achieve good organizational goals (Depdiknas, 2001). Education Personnel Management requires strategic steps including :

1. Education Personnel Planning is an activity to determine the needs of education personnel such as teachers, administration, employees, and those needed by the school, both quantitatively and qualitative for the present and the future.

2. Procurement of Education Personnel is a program to meet the needs of educational personnel in an institution, both in number and quality. To get employees in accordance with the needs of educational personnel in an institution, both in number and quality. (E, 2007)

3. Development and Guidance of Education Personnel. Efforts to improve the quality and efficiency of the work of all personnel in an organizational unit, both managerial personnel, educational technical personnel and administrative personnel who meet current and future term requirements (Pie A, 1994). This coaching and development activity not only concerns aspects of ability, but also concerns the careers of education staff. (E, 2007)

4. Promotion and Mutation of Education Personnel. For promotion, for outstanding education personnel, they are favored and appointed to high positions. While mutation is an educational personnel management activity related to a process of transferring functions, responsibility in certain situations with the aim that education personnel The person concerned obtains deep job satisfaction and can provide the maximum possible job performance at an educational institution.

5. Dismissal of Education Personnel

6. Education Personnel Compensation

7. Assessment of Education Personnel, Assessment of education personnel is an effort made to know formally and informally to find out matters concerning personal, status, work, work performance and development Employees can thus develop objective value considerations in taking action against an employee, specifically the necessary money considers (Pie A, 1994).

METHOD

The method used in this study is the qualitative method. Qualitative research is a research process that produces descriptive data in the form of written or spoken words of people and observed behavior. Qualitative research is research that utilizes open interviews to examine and understand the attitudes, views, feelings, and behaviors of individuals or groups of people. Qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantification methods. Qualitative research is based on the effort of building their views researched in detail, formed with words, holistic and complicated images (Lexy J, 2013).

RESULTS AND DISCUSSION

A. Model Management of SDM Education Personnel in MIN 1 Bantul

This research was conducted by researchers at MIN I Bantul, located on Jl. Imogiri Timur km 8.5 Jati, Wonokromo, Pleret, Bantul, Yogyakarta. The data that researchers collect comes from interviews, observations, and documentation. The interviews that the researchers conducted were interviews with the head of the madrasah, canteen guard, school guard, librarian, public relations department, and administration.

Based on the qualification standards of education personnel according to the Regulation of the Minister of National Education Number 24 of 2008 concerning Standards for School/Madrasah Administration Personnel, education personnel at MIN I Bantul have met the rules. Judging from the documentation data, the principal of the last education master (S2), teacher and TU education last undergraduate (S1), while the public relations department, canteen guard and the last high school education equal. The following is the management or management model of education personnel or employees at MIN 1 Bantul :

1. Education Personnel Planning

    In the planning of educational personnel, it is determined by the Regional Office and the madrasah itself. Madrasah accepts education personnel as needed. For teachers to register first with the Regional Office and for librarians, school guards can be determined by the madrasah itself.

2. Procurement of Education Personnel

    To hold education personnel is also determined by madrasah and Kanwil. Because MIN I Bantul is a state madrasah under the auspices of the Ministry of Agriculture. The requirements for prospective education staff at MIN I Bantul are:

    a. Create a cover letter
    b. Photocopy of last diploma
    c. Have insight in the field
    d. Experienced in IT
    e. 4x6 color photo
    f. Physically and spiritually healthy
    g. Pass the selection test

3. Coaching and Development
    a. Upgrading, This activity aims to improve the ability of education staff in carrying out their duties.
    b. Seminar, This activity aims to improve the qualifications of educational personnel in carrying out their duties, so that their work is even better.
    c. Workshop, This activity is coaching and aims to improve the experience of education staff.
    d. Weekly meetings, Every Wednesday at MIN 1 Bantul, a meeting is held for teachers and other education staff which aims to evaluate the weekly activities that have been carried out.
    e. Monthly meetings, Every month at MIN I Bantul, a meeting is held for teachers and other education staff which aims to evaluate the monthly activities that have been carried out.
    f. Promotion and Mutation of Education Personnel, To carry out the promotion and mutation of education staff at MIN I Bantul, that is, if there are employees who have advantages, the head of the madrasah gives appreciation.
    g. Dismissal of Education Personnel, Education staff at MIN I Bantul, in this case, have never been in a bad way, but with good and smooth dismissals, such as retiring or the person concerned resigning for some reason.
    h. Administration Education Personnel Assessment, For this assessment, the head of the madarasah conducts supervision every day, whether the education staff have done their duties well or not. If there is a deficiency in the performance of employees, the head of the madrasah will provide direct guidance to education staff at MIN I Bantul. Based on the results of an interview with the head of the madrasah, the head of the madrasah explained that if there are subordinates whose work is not suitable will be called by the head of the madrasah.

B. Support from the Head of Madrasah in Improve the Performance of Human Resources of MIN 1 Bantul Education Staff So as to Improve the Quality of Madrasah

Based on interviews with the head of the madrasah and several education staff, the support of the head of MIN I Bantul in improving the performance of human resources of education personnel is as follows:

1. Establish a cooperative relationship
2. Establish good communication with education staff
3. Provide guidance and assistance in completing the tasks of education personnel
4. Building the morale of education staff
5. Giving awards to outstanding education staff
6. Solving problems at school
7. Involving education personnel in formulating decision making
8. Resolving conflicts at school
9. Respect school rules
10. Creating a healthy competitive climate among education teachers.

CONCLUSION

The management of human resources for education personnel in MIN I Bantul is the planning of educational personnel, the procurement of educational personnel, the development and guidance of educational personnel, the promotion and mutation of educational personnel, the dismissal of education personnel, and the assessment of educational personnel.

The support of the head of MIN I Bantul in improving the performance of human resources of education personnel is as follows: 1) Establish cooperative relationships, 2) Establish good communication with education staff, 3) Provide guidance and assistance in completing the tasks of education staff, 4) Build morale/morale of education staff, 5) Giving awards to outstanding education staff, 6) Solving problems in schools, 7) Involving education personnel in formulating decision making, 7) Resolving conflicts in schools, 8) Respecting school rules 9) Creating a healthy competitive climate/work climate among staff teachers Educational.

REFERENCES

Ariani, D. W. (2013). *Personality and Learning Motivation*. European Journal of Business and Management, 5(10), 2222–2839.

B, Suryosubroto. (2010). *Manajemen Pendidikan di Sekolah*. Rineka Cipta.

Davidson, M., & Lickona, T. (2006). *Integrating Excellence and Ethics in Character Education*. Social Science Docket.

Daulat P, Tampubolo. (2001). *Perguruan Tinggi Bermutu Paradigma Baru Manajemen Pendidikan Tinggi Menghadapi Tantangan Abad ke-21*. Jakarta. Gramedia Pustaka Umum.

Departemen Pendidikan dan Kebudayaan. (2010). *Kamus Besar Bahasa Indonesia*. Jakarta. Balai Pustaka.

Depdiknas. (2001). *Manajemen Peningkatan Mutu Berbasis Sekolah*. Jakarta. Balai Pustaka.

Dwiyanti, S., & Imam Tabroni. (2021). *Pengembangan Karakter Sosial Bagi Siswa Sekolah Dasar*. Lebah, 15 (1SE-Articles), 33–37. https://doi.org/10.35335/lebah.v15i1.76

E. Mulyasa. (2007). *Menjadi Kepala Sekolah Profesional*. PT Remaja Rosdakarya.

Hersey, P., Blanchard, K. H., & Johnson, D. E. (2013). *Management of Organizational Behavior: Leading Human Resources*. Pearson. https://books.google.co.id/books?id=bp6IuQAACAAJ

Indonesia. (n.d.). *Undang-Undang Sisdiknas No 20 Tahun 2003*. Lembaran Negara RI Tahun 2003 Nomor 20. Sekretariat Negara. Jakarta

Lexy J, Moleong. (2013). *Metodologi Penelitian Kualitatif Edisi Revisi*. Bandung. PT Remaja Rosdakarya.

Lickona, T., & Ryan, K. (1979). *Character Development in School and Beyond*. Cardinal.

Minarni, S. (2011). *Manajemen Sekolah: Mengelola Lembaga Pendidikan Secara Mandiri*. Ar-Ruzz Media.

Pemerintah Indonesia. (2005). *Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Pendidikan Nasional*. Lembaran Negara RI Nomor 19 Tahun 2005. Sekretarian Negara, Jakarta.

Pie A, Suhertian. (1994). *Dimensi-Dimensi Administrasi Pendidikan di Sekolah*. Usaha Nasional.

Skinner, B. F. (2019). *The Behavior of Organisms: An Experimental Analysis*. B. F. Skinner Foundation.

The John Adair. (n.d.). *Handbook of Management and Leadership* (E. by N. Thomas (ed.)).

Winkler, I. (2010). *Contemporary Leadership Theories: Enhancing the Understanding of the Complexity, Subjectivity and Dynamic of Leadership*. Physica-Verlag HD