

Educator Resource Management In Improving Teacher Professionalism In MTS Muqaddimatul Akhlak Silo Jember

Nabila Hasanah¹, Sofyan Tsauri², Lailatul Usriyah³

^{1,2,3}Postgraduate State Islamic University KH. Ahmad Siddiq JemberPostgraduate State Islamic University KH.
Ahmad Siddiq Jember, Indonesia

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Corresponding Author:

Nabila HASANAH

E-mail:

sanusi.ktb2020@gmail.com

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Abstract:

Purpose

Educator Resource Management is a process of using competent human resources through the process of recruitment, selection, placement, training, and development to achieve the goals of educational institutions and professional teachers. The purpose of this research is to find out how the process of recruitment and selection of teaching resources. 2) To determine the placement of educational resources d. 3) To find out the training and development of educator resources.

Methodology

This study uses a qualitative approach to the type of research Field research. Sources of data using primary data sources and secondary data sources. Data collection techniques using non-participatory observation, interviews, and documentation. Data analysis used descriptive qualitative with Miles and Huberman's interactive model. Data validity uses source triangulation and data triangulation.

Findings

The recruitment process applies the principles of professionalism and transparency. b) The MTS Muqaddimatul Akhlak Silo Jember selection included administration selection, interviews, and teaching practice. 2) Placement of educators decided by the Head of the Madrasah is carried out by determining the background of the diploma, prioritizing work experience and abilities (skills), and paying attention to the attitude and appearance of prospective educators who will apply. 3). Training and development at Mts Muqaddimatul Akhlak Silo Jember.

Implication

To improve and develop the potential of these teachers, the school organizes Training and workshops held by other agencies with the hope that the potential and knowledge of teachers will increase and develop so that they positively affect school progress.

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INTRODUCTION

In the era of globalization, in keeping up with current (modern) developments, many situations have changed in various sectors, so many organizations are taking corrective actions in line with current world developments, where development demands how to make changes to adapt to increasingly sophisticated technology. This change makes a necessity, especially in the education sector. Therefore, improving human resources is vital to streamline learning and improve educator competence. Therefore, resource management is a very urgent discussion in which, in this case, the emphasis is on organizational or institutional leaders (Leaders) to implement programs according to plan related to human resource management.

John B. Miner and Mary Green Miner, quoted by Melayu, stated that Human Resources is "Personnel management may be defined as the process of developing, applying and evaluating policies procedures, methods, and programs relating to the individual in the organization." (Hasibuan; 11–29). To achieve a workforce that is happy with its work and can generate both comparative value and competitive value, management of educational resources, which is a component of organizational management, must concentrate on elements of educational resources that have a duty.

The stages in forming professional educators/employees start from the recruitment, selection, placement, Training, and development of educators/employees. Where this stage is very influential for work institutions or agencies where starting with activities to get the right people, activities used for whether applicants are accepted or rejected, passionate or skilled placement in their field and required by educational institutions or institutions, training/training intervals and preparation of individuals to assume various responsibilities even higher in institutions or institutions because it is usually related to developing intellectual and emotional. According to Pynes, "Selection is the final stage of the recruitment process when decisions are made about who will be selected for the vacant positions." Recruitment advantage aims for "the right man in the right place," which guides managers when placing current employees in institutions. When considering people's direct and long-term value, an organization should place them higher on the value scale than other institutions. According to Sedarmayanti, activity placements focus on developing existing human resources. They can also understand the balance between the organization towards efficiency, ability suitability, and fairness in getting equal employment opportunities. Placement is the end of the selection process. As a component of activities in carrying out the tasks of workers who are placed following the expertise or fields possessed by each worker, the placement of workers is a business. In an organization or educational institution that has accepted prospective employees, a provision will be decided to allocate or determine the position, place, and work to be carried out in the future, along with the rules that have been established so that employees can carry out, commit and work with the organization or developer—related education to support the goals and success of joint activities. According to Mathis, Training is a process by which people achieve specific abilities to help achieve organizational goals. Education and Training are seen as investments in human resource development. As a result, any organization that wants to grow always places staff education and development as a top priority.

Good educators are professional educators whose abilities are continuously improved and developed. What is meant by "professionalism" is the dedication of a group of people to develop their professional skills and methods to carry out work according to their profession. Thus, it is required to act professionally at work because professionalism contains experience or expertise in maximizing information, skills, time, energy, resources, and achievement plans that can meet all these needs. Apart from being competent and morally responsible, professionalism can also be a combination of abilities and attitudes that show a sense of moral responsibility.

Based on the preliminary research of MTS Muqaddimatul Akhlak Silo Jember for several reasons, including the teacher's orientation period is rigorous following the applicable Constitution. The design of the curriculum is different from that of the State, namely that there are additions to Islam, Nahdatul Ulama', Arabic, and English in facing increasingly complex challenges along with changes in society and the role of HR in their work lives, which collide with problems including how to manage educator resources MTS Muqaddimatul Akhlak Silo Jember to improve the quality of education in schools. Habituation of Islamic life, such as praying dluha and midday prayers in congregation, to be able to participate and be actively involved in these changes without having to leave the mandate to continue to provide awareness of moral/religious values in society that is always dynamic, then MTS Muqaddimatul Akhlak Silo Jember must also be able to provide quality education. In its efforts to produce and improve quality education, professional management is required. As an Inspiring 2018 school until now based on the pirate achievements of teachers and students. In addition, in the process of its development, the school has been able to be competitive with general education and others. To be able to compete with other institutions as well as various achievements from the district to national level. MTS Muqaddimatul Akhlak Silo Jember applies various strategies, including intensive assistance—management and development of educator resource management. From the description above, the purpose of this research is to find out the recruitment and selection process for teaching resources at MTS Muqaddimatul Akhlak Silo Jember, placement of teaching resources at MTS Muqaddimatul Akhlak Silo Jember, and related Training and development of teaching resources at MTS Muqaddimatul Morals Silo Jember.

METHODS

The use of a qualitative approach in this study is intended to obtain original and natural data, meaning data that follows the actual situation and has deep meaning, so that through a qualitative approach, every phenomenon in the field and related to research objectives can be understood in depth according to the value behind what is not visible. Therefore, this research uses a qualitative and case study research approach. The

location of this research is MTS Muqaddimatul Akhlak Silo Jember. Determination of informants using the purposive technique. Data collection techniques using non-participant observation and semi-structured interviews. Data analysis using descriptive qualitative with interactive models according to the theory of Miles, Huberman, and Saldana. Namely: data condensation, data presentation, drawing conclusions, or verification (Matthew et al., 2014).

RESULT AND DISCUSSION

Table 1. Results and Discussion

No.	Research focus	Results
1.	How is the recruitment and resource selection process for educator resource management in MTS Muqaddimatul Akhlak Silo Jember?	Recruitment and selection at MTS (Muqaddimatu et al.: a) The recruitment pattern is implemented openly and reasonably quickly. - Information can be obtained from each teacher's brochures and social media distribution. The recruitment process applies the principles of professionalism and transparency. b) The MTS Muqaddimatut Akhlak Silo Jember selection included administration selection, interviews, and teaching practice.
2.	How Placement educator resource management in MTS Muqaddimatul Akhlak Silo Jember?	The placement of educators decided by the Head of the Madrasah is carried out by determining the background of the diploma, prioritizing work experience and abilities (skills), and paying attention to the attitude and appearance of prospective educators who will apply.
3.	How training and resource development educator resource management in MTS Muqaddimatul Akhlak Silo Jember?	Training and development at MTS Muqaddimatul Akhlak Silo: So, to improve and develop the potential of these teachers, the school organizes Training and workshops held by other agencies with the hope that the potential and knowledge of teachers will increase and develop so that they have a positive effect on school progress.

Recruitment And Resource Selection Process Educator Resource Management In MTS Muqaddimatul Akhlak Silo Jember The recruitment pattern is implemented openly and reasonably efficiently. Namely, each teacher can obtain information and distribute brochures and social media. The recruitment process applies the principles of professionalism and transparency. Recruitment of teachers is based on the results of an analysis of the workforce needs of institutions or schools. If an institution requires new teaching and academic staff, the institution will recruit new staff according to the approval of the Foundation. The essential standard for becoming a teacher at MTS Muqaddimatul Akhlak Silo Jember is academic ability, religious and service commitment, and having the required qualifications. The MTS Mqaddimatul Akhlak Silo Jember selection included administrative selection, interviews, and teaching practice. Administrative selection includes KTP, relevant diplomas, and other supporting certificates, while the interview is to explore skills in the Islamic field, prayer practice, recitation, and commitment to institutions, while teaching practice includes professionalism, skills, communication, and class management skills. The selection decision depends on the results of discussions with the Foundation, namely an assessment that is adjusted to the qualifications of the needs of teaching and education staff. After that, the school deliberated with the school principal, deputy head of curriculum, and the committee to determine who was accepted. Then another week was announced. The MTS Muqaddimatul Akhlak Silo Jember selection included administrative selection, interviews, and teaching practice. Administrative selection includes KTP, relevant diplomas, and other supporting certificates, while the interview is to explore skills in the Islamic field, prayer practice, recitation, and commitment to institutions, while teaching practice includes professionalism, skills, communication, and class management skills. The selection decision depends on the results of discussions with the Foundation, namely an assessment that is adjusted to the qualifications of the needs of teaching and education staff. After that, the school deliberated with the school principal, deputy head of curriculum, and the committee to determine who was accepted.

Then another week was announced. The findings above follow the theory according to William B. Werther, Jr. and Keith Davis in Suwanto; the stages of Educator resource selection activities include 1. Initial

reception of application (preliminary acceptance); 2. Employment test (employee acceptance test); 3. Selection interview (selection interview); 4. Referent and background check (background check and reference); 5. Medical evaluation (health assessment); 6. Supervisory interviews (interviews with supervisors); 7. Realistic job preview (realistic job description); 8. They are making hiring decisions (acceptance decisions).

Placement Educator Resource Management In MTS Muqaddimatul Akhlak Silo Jember, The placement of educators should be done correctly. For educators to carry out their duties properly and optimally, the situation and conditions of the workplace must be proper and adequate. Furthermore, the work done by educators must follow their educational background. That way, educators feel comfortable and love their work. Based on the results of the interviews and documentation that the researchers conducted with the head of the madrasa, the head of administration, and the teaching staff at Madrasah Tsanawiyah Muqaddimatu Akhlak Silo Jember regarding the placement of educators so far, they have been carried out well, the working conditions are adequate, so that educators can work comfortably.

Training And Resource Development Educator Resource Management In MTS Muqaddimatul Akhlak Silo Jember The development and Training of educational resources aim to find and release the potential that exists in teachers for professionalism and school development and the purpose of teacher training and development is to strengthen the academic insights of educators, and teacher professionalism both in terms of competence, managerial and behavior, to contribute positively for schools that are continuously following developments in competition and position. The results of the findings above follow the theory according to Andrew F. Sikula in Sadili Samsudin states that there are eight types of objectives for Training. Developing Educator resources, namely: Productivity, Quality, Human resources planning, Morale, Indirect compensation, Health and safety, Obsolescence prevention, and Personal growth, can be concluded regarding Training and development of educator resource management in increasing teacher professionalism at MTS Muqaddimatul Akhlak Silo Jember that teacher training and development is scientific, the hope is that teacher potential and knowledge will increase and develop so that it has a positive effect on the progress of school qualifications and competencies. Teachers must always upgrade their knowledge because educators are agents of learning and role models for their students.

CONCLUSION

Recruitment and selection at MTS Muqaddimatul Akhlak Silo Jember: The recruitment pattern is implemented openly and reasonably quickly. Information can be obtained from each teacher's brochures and social media distribution. The recruitment process applies the principles of professionalism and transparency. The MTS Muqaddimatul Akhlak Silo Jember selection included administration selection, interviews, and teaching practice. The placement of educators decided by the Head of the Madrasah is carried out by determining the background of the diploma, prioritizing work experience, abilities (skills), and paying attention to the attitude and appearance of prospective educators who will apply, then Training and development process at MTS Muqaddimatul Akhlak Silo: So to improve and develop the potential of these teachers the school organizes Training and workshops held by other agencies with the hope that the potential and knowledge of teachers will increase and develop so that they have a positive effect on school progress.

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