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Quality of Islamic Education Human Resource Planning Perspective

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***Abstract:** This article aims to reveal the quality of Islamic education from the point of view of planning educators in Private Tsanawiyah Madrasah. This research is a descriptive-analytical research with the target of studying the quality of education in the perspective of planning educators using phenomenological techniques. Meanwhile, the object of this study is Human Resource Planning at the Private Tsanawiyah Madrasah in North Lampung. Information is obtained through documentation, interviews and observations. Furthermore, the data were analyzed using descriptive analysis by considering the characteristics of human resources in Private Tsanawiyah Madrasah.The results of this study show that human resource planning in private Tsanawiyah Madrasah uses closed planning and open planning methods. Both of these systems have been implemented in Private Tsanawiyah Madrasah in North Lampung. Based on these findings, it can be concluded that the right human resource plan will produce the right human resources, so that quality Islamic education can be realized.*

***Keywords:** Quality of Education and Human Resource Planning.*

1. INTRODUCTION

Madrasas are the main structure that makes it easy for people to determine what they want. Even at a macro level, education has a position as the "heart" as well as the "backbone" of the fate of the state and nation (Zian Farodis, 2011, h. 7) (Zamroni, 2011, h. 83). In fact, the fulfillment of a country is essentially determined by the fulfillment of the increase and renewal of education zones (Aulia Reza Basrian, 2001, h. 24). To realize this intention, the government made guidelines contained in Law Number 20 of 2003 concerning National Education Equipment. Efforts to introduce Islamic education (madrasah) in the archipelago's

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education system are faced with debates about the impact from abroad and from outside the paradigm of thought in pursuing the ideals of the Indonesian nation. Even among Muslim thinkers there is still a lot of debate going on which is marked by the use of various versions in the various Islamic educational institutions that each runs. This, on the one hand, encourages creativity and development, but clashes often arise where one destroys the other so that the opposition becomes ugly. The second consequence is that there are many Islamic educational institutions which are not always commensurate with the rise of the best education for Muslims (Widodo, 2016).

As a result, madrasas have links with government policies regarding the national education system. Based on the Human Development Index (IPM), which is one way to assess a country's development, it does not only depend on economic growth indicators (Utama et al., 2022). The Human Improvement Index (HDI) measures a country's development based entirely on the scale of its human improvement; healthy and long-lived individual, knowledgeable, with an extravagant lifestyle. as the growing index by Amartyan Sen & Mahbub Ul Haq in 1990 indicates that Indonesia may rank one hundred and tenth in 2020. At this ranking, the recorded HDI cost is 0.707, with a cost of life expectancy of seventy one, five; predicted multiple years of education 12.9, average Madrasah years taken 8.0; and in line with the capita income of 11,256. Even though Indonesia has just been labeled by the UNDP as a country with a high HDI, even though there is no ranking growth; however, this situation deserves our attention, because we are still lagging behind some friendly countries (Widodo, 2016).

Not only that, several educators in Indonesia were declared unfit to teach. Nationally, 84.82% of teachers who are qualified to teach or have an undergraduate or D4 degree from the primary KSGL indicator, therefore there are still 15.18% of teachers who need to be equalized. The best %KSGL occurred in SMA at 95.51% and the smallest occurred at SLB at 80.04%. From the %KSGL indicator in simple tertiary institutions there are fifty seven, 80% female teachers, meaning that more women than men teach, with the largest information being in SLB of sixty seven, 70% and the smallest in the Vocational faculty of 45, 62%. permanent teachers from the %KSGT SD indicator at 70.33%, this means that there are still 27.67% of non-permanent teachers with SLB information at 83.08% and the smallest at SMP at 69.67%. In addition, PNS teachers from the %KSGPNS SD indicator were 57.29%, meaning 42.71% were no longer PNS with the largest breakdown being in SD at 62.98% and the smallest in SMK at 36.18%. retired teachers from the %KSGPen indicator for simple Madrasahs at 10.51% with the most important breakdown at SMP at 11.68% and the smallest at SMK at 6.09%. while the condition of the Cultural Development Index in the Madrasah dimension nationally was 88.67, Lampung Province became 72.43 and North Lampung Regency had a Human Development Index of 67.17 (Kementrian Pendidikan dan Kebudayaan, 2020, h. 53) (Syamsul Hadi dan Novaliyosi, 2019, h. 562-569) (O, 2013).

This fact, when viewed from a system perspective, especially Islamic education institutions (madrasas) teachers have an important role in determining the development of an educational institution (Sugianto, Umi Aisyah, Esen Pramudya Utama, 2021). Based on this, madrasah

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educators are expected to be able to carry out coaching in a directed, planned and sustainable manner by establishing learning models which are seen as a good way to improve the quality of education (Fred C. Lunenburg, 2013, h. 70). In addition, efforts to overcome educational problems are increasing the competence and conventions of educators through planning for educator professionalism (Page, 2013, h. 819-836) (K.E Umble, 2004), HR strategic planning (Mostaghim, Hamid Arabani, Mirghiyasi, Sayyed Ghasem, Mirnabili, Seyyed Mahmoud, 2013), human resource models (Kekäle, 2015), empowering instructor capacity (Runhaar, 2016), providing and improving education (Guarino et al., 2006), and increasing the teacher's spiritual control through stress management (Sugianto, 2018), in this case is the control of human resources.

This intellectual effort has solved some of the problems in education and there are still many tangled threads that have not been unraveled. To overcome this tangled thread, the researchers studied the planning of teaching staff. This study is a differentiator from previous studies. Human planning management becomes part of the manipulation technology which focuses on handling human characteristics in organizational recreation (Tjutju Yuniarsih, 2013). In accordance with Alip Winarto, the principles of human planning control are: Plans to create useful human resources, Recruitment, selection, placement and performance appraisal, human resource development, career development, praise systems and worker manipulation of participant family members (Fatah Syukur, 2012). In Islamic educational institutions, the most vital asset that must be owned and cared for in its control is human resources (HR) (Dewi et al., 2022). Samsudin said, they are the ones who design and present learning innovations, monitor the learning process, disseminate ideas, reposition financial resources, and formulate all institutional strategies and targets (Sadili Samsudin, 2006).

2. RESEARCH AND METHODS

The location or research center is at MTs Wali Songo North Lampung, MTs Muhajirin and MTs Nurul Huda Madukoro North Lampung. This observation uses an interpretive paradigm with qualitative-descriptive techniques. While the analysis technique used is phenomenological-naturalistic. The interpretivism paradigm is an attitude that is entirely based on the goal of knowing and providing an explanation of the society from the point of view of the actors involved in it. Consequently, technological knowledge, as defined by Burrell and Morgan, resides within the voluntary ontology of human nature. Subjectivity in reality plays a critical function compared to objectivity (as found in functionalist or positivist paradigms) (http://www.mami.or.id/paradigma-interpretif/).

3. FINDINGS AND DISCUSSION

The quality of education offered by madrasas can be seen from the curriculum used, the quality of graduation and student participation in various competitions both at the regional and national levels. In addition, the quality of education can also be seen from the school's accreditation. This condition is already owned by MTs Wali Songo, MTs Nurul Huda Madukoro and MTs Muhajirin Surakarta Kotabumi North Lampung. Meanwhile, when

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viewed from the teachers at the Madrasah, in terms of the suitability of the field of study it is far more in line with the competencies possessed by educators. Statistics on the condition of teachers of scientific disciplines at MTs Wali Songo, MTs Nurul Huda and MTs Muhajirin are as follows:

Table 1
Teacher data for MTs Wali Songo, MTs Nurul Huda and MTs Muhajirin

No	Madrasah	Tenaga Pendidik					Guru	Sesuai
		S1	S2	D3/D4	PNS	Serti		
1	MTs Wali Songo	29	1	1	-	7	31	98%
2	MTs Muhajirin	27	-	1	1	11	28	95%
3	MTs Nurul Huda Madukoro	19	1	4	2	-	29	90%
Source: Processed from data from teachers at MTs Wali Songo, MTs Nurul Huda and MTs Muhajirin								

Educators owned by the three Madrasahs were obtained through planning that was guided by the ratio of the number of teaching staff and students as well as curriculum adjustments. Signs used as guidelines for MTs Wali Songo, MTs Nurul Huda and MTs Muhajirin to determine prospective teaching staff, namely: having a minimum educational qualification of bachelor (S1), having academic and non-academic achievements, and being able to study the Al-Quran. While the number of students owned by the three Madrasahs is:

Table 2
Data at MTs Wali Songo, MTs Nurul Huda and MTs Muhajirin

No	Madrasah	Jumlah Peserta didik			Jmlh Siswa
		VII	VII	IX	
1	MTs Wali Songo	175	136	110	421
2	MTs Muhajirin	112	78	76	267
3	MTs Nurul Huda Madukoro	290	235	225	750
Source: Processed from student data at MTs Wali Songo, MTs Nurul Huda and MTs Muhajirin					

Based on the facts above, especially the suitability between the subjects taught and the competence of educators based on their fields shows suitability, so that later it will affect

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learning achievement. The human resource capital owned by the madrasah is through a long process, starting from planning to becoming a permanent educator of the foundation. The success achieved by madrasas is one of the reinforcements for the theory of human resource planning, that good human resource planning will produce good quality learning. Based on research findings regarding the planning of teaching staff at Madrasah Tsanawiyah Wali Songo, Madrasah Tsanawiyah al-Muhajirin and Madrasah Tsanawiyah Nurul Huda North Lampung. Here's an in-depth discussion:

1) Educator Planning at Madrasah Tsanawiyah Walisongo in North Lampung

Implementation of human resource planning at madrasas, the participation of educators is needed and occupies a strategic role as the main actor in carrying out various madrasa planning applications. And vice versa, without the help of reliable human resources, it seems that the existence of madrasas will be very difficult to increase significantly. Planning for Madrasah Education Personnel Development Board is a technique that is carried out consciously, directed, programmed and with integrity, aiming to improve the quality of education.

This stage is an analysis of the results of observations compiled on the basis of all data with evidence of point of interest points of learning problems, especially regarding plans to procure teaching staff at Madrasah Tsanawiyah Wali Songo Kotabumi North Lampung. Then communication of the findings of a useful human resource plan concept can also be defined. In terms of human resource planning at the Wali Songo Madrasah Tsanawiyah, North Lampung, it is based on an assessment of future challenges.

Human resource planning at Madrasah Tsanawiyah Wali Songo, North Lampung, regularly collaborates with local universities and cadres of teaching staff through a scholarship program. The work placement system carried out by Madrasah Tsanawiyah Wali Songo Kotabumi North Lampung is based on the competence of the teaching staff. Meanwhile, the government's participation in fostering human resources at Madrasah Tsanawiyah Wali Songo Kotabumi North Lampung is not that big. Furthermore, fostering and improving the quality of educators applies internal activities, in the form of independent training.

2) Human Resource Planning at Madrasah Tsanawiyah al-Muhajirin Kotabumi North Lampung

Human resource planning carried out by Madrasah Tsanawiyah al-Muhajirin Kotabumi North Lampung applies the following stages:

a) Needs

Analysis is used to find out the actual state of the madrasa and what wishes are expected of madrasas and society. In the case of Madrasah Tsanawiyah al-Muhajirin Kotabumi North Lampung, Educator planning is carried out by analyzing the needs of educators in madrasas, collecting facts about Educator skills, evaluating the performance of Educators as a whole, then planning in outline to improve the quality of learning. Self-evaluation is carried out at the same time between the teacher and the head of the madrasah to determine community expectations, the fate of students and make plans for needs that need to be completed with the assistance of educators in meeting the challenges of the times.

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b) Developing a Recruitment Plan for Educators

Planning for the recruitment of educators is prepared based on self-evaluation, comparing the objectives required by madrasahs. The recruitment plan is prepared in stages and periodically. As for HR recruitment at Madrasah Tsanawiyah al-Muhajirin Kotabumi North Lampung, it has been programmed in writing and a small portion is not programmed in writing, but is incidental in nature. There are applications written annually, biennially, up to 4 years in the future. Recruitment of educators with an educational perspective was designed based on the results of self-evaluations and evaluations of the objectives of the madrasah. The recruitment plan begins with the recruitment of educational staff through selection. Recruitment of teaching staff is announced to the general public through bulletins posted in madrasas and the mass media, then administratively selected to find out their educational background, then an assessment is carried out based on predetermined conditions.

c) Target Achievement of Educator Resource selection

After the Educator recruitment activities are completed, the next stage is the selection of educators based on the planning criteria set by the madrasah. At this stage, madrasas prioritize the closest family, alumni and the surrounding community who have qualifications as educators. The determination aims to facilitate the distribution of policies.

d) Placement of Educators in Madrasas

Placement of Educators in this context is an introduction to the culture of madrasas so that they instill a passion to serve. Likewise in Madrasah Tsanawiyah al-Muhajirin Kotabumi North Lampung, the placement of human resources is also oriented towards building a spirit of togetherness, because this madrasa is built on the basis of a spirit of independence, sustainability and capability. Therefore, the popularity that has been given through the community, especially the popularity of "real accreditation with the title (B)" which has been given through BAN-S/M North Lampung, must remain the madrasa of choice. In addition, it is also expected to get proper recognition or acknowledgment from the community that this madrasa has superior achievements.

e) Evaluating Educator Planning Activities Assessment of Educator

Planning aims to find out more deeply about the extent to which Educator competence has developed. Madrasah Tsanawiyah al-Muhajirin Kotabumi North Lampung, has made plans for training activities to be carried out at each meeting for the creation of a new human resource plan and tracking is carried out thoroughly on the personal behavior of educators. At Madrasah Tsanawiyah al-Muhajirin, Kotabumi North Lampung also implements a revolving mission function system to provide higher experience and competence.

3) Human Resource Planning at Madrasah Tsanawiyah Nurul Huda Madukoro, North Lampung.

Meanwhile, HR planning carried out by Madrasah Tsanawiyah Nurul Huda Madukoro Kotabumi North Lampung has a style that is almost the same as Madrasah Tsanawiyah al-Muhajirin Kotabumi North Lampung. As for the indicators based on critical problems in this study, namely:

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a) Needs Analysis

Madrasah Tsanawiyah Nurul Huda Madukoro North Lampung, has conducted a joint self-assessment between educators and the head of the madrasa to decide on the estimated needs of the madrasa. Vision and mission function to direct human resource planning. The needs analysis for teaching staff is intended to answer the current situation and needs, because if you don't understand the era that is constantly developing, the madrasa can be neglected. Technology in the era of globalization is an era full of risks, technology that is completely competitive, professionalism is upheld, therefore new knowledge needs to be studied collectively so that later it will become material for consideration to be held in the future. Human resources at Madrasah Tsanawiyah Nurul Huda Madukoro Kotabumi North Lampung are improved through various activities both instructional and non-academic. Madrasah Tsanawiyah Nurul Huda madukoro City of North Lampung views that currently there has been an increase in the community regarding the establishment of flagship Madrasas.

b) Determination of Educator Recruitment Planning

Making a plan to increase human resources in Madrasah Tsanawiyah Nurul Huda Madukoro North Lampung, that is based on a predetermined self-evaluation. Various types of recruitment begin by recruiting new educators according to the needs required by madrasas. Recruitment of teaching staff at Madrasah Tsanawiyah Nurul Huda Madukoro Kotabumi North Lampung is designed based on predetermined needs, which includes registration of prospective teachers to be announced openly to the public, then selection tests consist of written exams and interviews. HR planning at Madrasah Tsanawiyah Nurul Huda Madukoro Kotabumi North Lampung is designed according to a predetermined schedule, namely once a year evaluating the needs of educators.

c) Target Achievement selection of Educator Resources.

Madrasah Tsanawiyah Nurul Huda Madukoro North Lampung has formulated specific criteria and requirements. "Excellent in IMTAQ and expertise, advanced in achievement towards technology with authentic morals". Then these characteristics are translated into an effort which among other things states "to form students who excel and are able to compete in various fields in accordance with the times". From the results of the selection of educators it seems that the community quite appreciates the madrasa, this can be proven by the enthusiasm of the community to entrust their children to the madrasa. Friendly educators have adapted targets that may be centered through college requirement groups across the country. In this context, educators are expected to have competence that is adaptive, competitive, cooperative, and able to carry out modern, revolutionary, fun and technologically insightful learning in carrying out learning activities.

The implementation of the training at Madrasah Tsanawiyah Nurul Huda madukoro Kotabumi North Lampung has been evaluated jointly with the help of madrasas, supervisors from the Ministry of Religion, the Basic Education and Education Agency for South Lampung, and finally assessed through the Lampung Provincial Madrasah/Madrasah Madrasah Accreditation Board (BAS) and the impact has been obtained “B” rating (just right). This means further strengthening the quality of madrasas as superior and advanced private madrasas, especially in terms of quality learning planning factors, because educators

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are the people who are most responsible for carrying out learning methods and mastery in these madrasas.

d) Orientation for Placement of Educators for Madrasahs

The orientation for placement of HR (Educators) in Madrasah Tsanawiyah Nurul Huda Madukoro Kotabumi North Lampung is almost the same as Madrasah Tsanawiyah walisongo and Madrasah Tsanawiyah al-Muhajirin Kotabumi North Lampung.

e) Evaluation of Educator Planning Activities

Is urgent to carry out an assessment of the planning of teaching staff, to find out more about the extent to which educators are involved in improving the competence of teaching staff. With the help of two parties; first, from the aspect of madrasas, management of madrasas is carried out through manipulation and supervision of the interests of each educator in carrying out their obligations; second, the evaluation of the supervisor. From the results of the evaluation of the overall performance of educators that have been achieved through the 2 previous occasions, this was then discussed with the teachers, and if there are some findings, they must be addressed right now. Evaluation is directed at assessing teaching competence, attitudes and behavior, in addition to describing general ethics in building madrasas. Based on the records that have been received through the assessment. Madrasahs can determine and adopt rules regarding finding suitable human resources to become permanent teachers.

Based on these three discussions, the findings above indicate that human resource planning (manpower development team) in the Personal Madrasah Tsanawiyah North Lampung uses two planning systems, namely a closed planning system and open planning tools. These deviations can be seen with certainty in the following scheme, namely:

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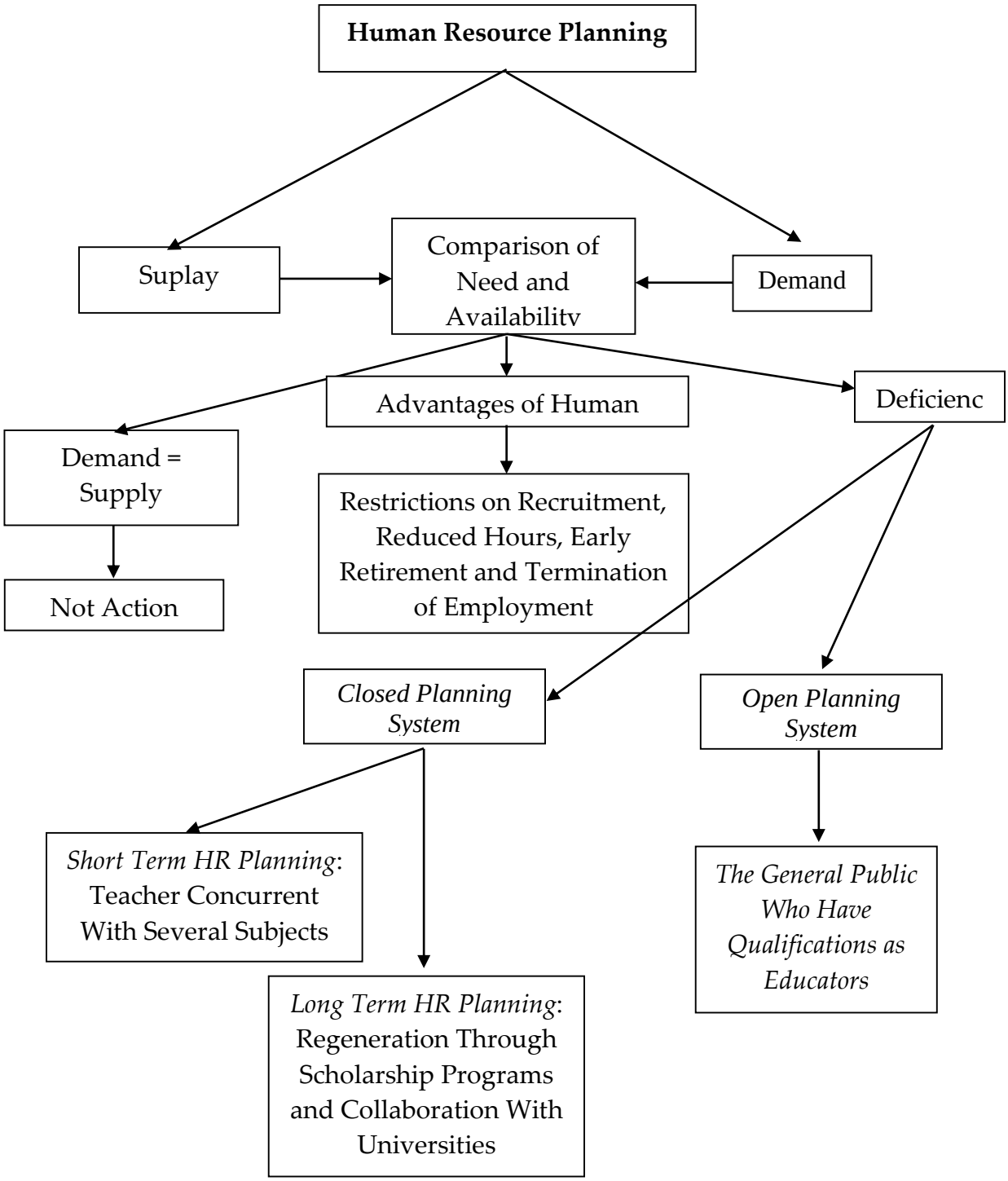
Figure. 1
North Lampung Private Madrasah Tsanawiyah Human Resource Planning Model



In this scheme, human assistance planning has human assets both inside and outside. Each of these sources succeeded in reaping advanced educators, namely with the help of

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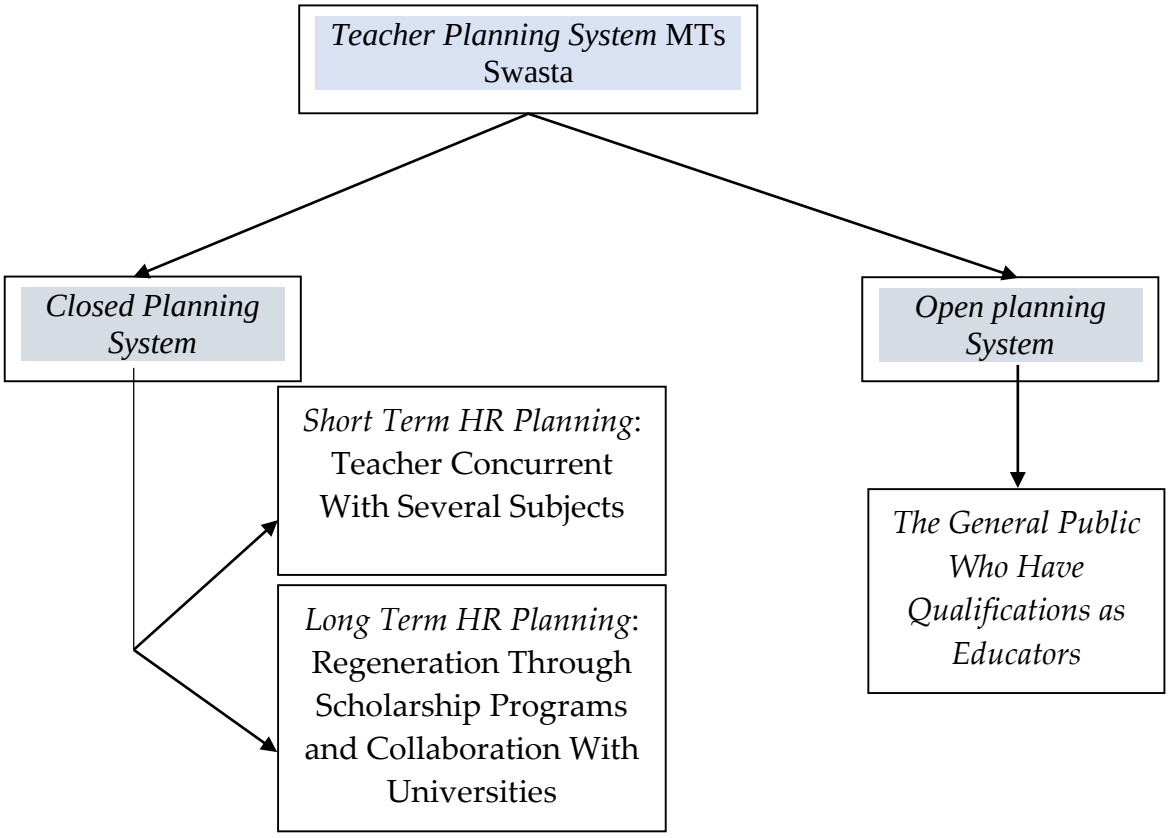
careful human resource planning, each long-term and short-term plan. Planning for teaching staff is done by comparing the need for human resources and the availability of teaching staff. If there may be a shortage of teaching staff caused by many factors, be it curriculum adjustments or natural factors (deadly), then there may be a shortage of teaching staff, which requires the recruitment of teaching staff.

Planning is carried out using the North Lampung Private Madrasah Tsanawiyah through: Closed and open system planning. This plan represents human resource planning useful in private madrasahs and most planning tools use both of these systems. The implementation of planning tools for making human assets is closed, namely by using planning for making long-term plans and short-term planning. planning long-term human assistance, particularly regeneration through scholarship applications and collaboration with universities. Meanwhile, short-term human resource planning: simultaneous teachers in several topics and teacher households who already have qualifications. Simultaneously with the opening of the planning tools, North Lampung Private Madrasah Tsanawiyah through most of the people who have qualifications as educators. Historically, private Madrasah Tsanawiyah prioritized the family and the surrounding environment to contribute to advancing the madrasa. Making a human resource plan is to create a sense of belonging and it's nice that the village has a standardized madrasah. To clarify the concept of the human aid development plan for the North Lampung Private Madrasah Tsanawiyah, it can be seen in the following scheme:

Figure 2.
Planning Model for Educators at Private MTs in North Lampung



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Based on this scheme, it becomes clear the values upheld by the North Lampung Private Madrasah Tsanawiyah, namely prioritizing one's own family before others. This is in accordance with God's word to take care of yourself and your family first before taking care of others. This belief is very good in control practices in private Madrasahs. So it is no exaggeration if the control of making plans using a closed planning system is more popular than using an open planning gadget.

4. CONCLUSIONS

Based on the findings and discussion of the results of the study, the researchers concluded that the Implementation of Planning for teaching staff at Madrasah Tsanawiyah (Wali Songo, al-Muhajirin and Nurul Huda Madukoro North Lampung) uses a closed planning system and an open planning system. Closed planning system through: regeneration of the teaching team of educators, scholarships, circle of relatives of educators and cooperation with universities. While the planning system is open through the recruitment of educators in general. Both of these planning systems are able to provide efficiency and effectiveness in achieving madrasah quality targets. This conclusion strengthens the concept of human resource planning developed by experts regarding human resource planning with the stages of needs analysis, recruitment, selection, placement and evaluation.

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