Development of Human Resource Management in Islamic Educational Institutions

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Sections Info	ABSTRACT
	Quality Human Resource (HR) is the main component that must be considered. Human Resources must continue to be developed and be able to keep up with the times. Today's technological sophistication requires everyone involved in educational institutions to be ready to transform in order to achieve school progress and personal quality. To analyze more deeply, research was conducted using the library research method. This research method is an activity of collecting library data with literacy, reading, recording, and interpreting into research data. This method is done by making literature or previous research as the main data source. Human resource development in educational institutions must involve all elements involved in the organization. The process of developing human resources in educational institutions must be adjusted to the needs analysis and complex planning so that it can support the process of achieving the goals of educational institutions. a well-structured and systematic process can produce quality and competent human resources. Namely qualified teaching and educational staff.

INTRODUCTION

To maximize the management of educational institutions, human resource management is a strategic step that must be taken [7]. All educational institutions must have management, including management of facilities and infrastructure, curriculum, learning, financing, and most importantly, human resource management [12]. With the advancement of technology and science today, we must be able to compete in a healthy, sophisticated, and open manner with all fellow stakeholders, which will automatically demand expertise in human resource management [10]. Human resource transformation has become a mandatory requirement for educational institutions if they want to survive in the era of disruption.

Since everyone's abilities are different, the process of developing human resource management must be a difficult task. Therefore, we often see some participants changing rapidly, but there are also those who are stagnant. However, whether we like it or not, if the educational institutions we lead want to progress and develop, their human resources must be ready to adapt to the digital transformation that the disruption

era offers. This will allow them to easily understand the vision, mission and goals of the educational institution.

There are five main objectives of HR management development that should be recognized: 1) improve performance, 2) improve capabilities, 3) improve ICT capabilities, 4) solve problems, 5) improve the quality of human resources management [11]. If these five objectives are used as a reference for HR development, they can help improve the quality of education in Islamic educational institutions.

At a time when the Prophet was still in Mecca and Islam had not yet been accepted by the entire community, the development of human resource management in Islam required a process. Not only that, even if he spoke about practices that could save them both in this world and the hereafter, he would be antagonized and possibly killed.

Not long after the inhabitants of Medina accepted the existence of the Prophet sallallahu alaihi wasallam, he began to foster and build people through Islamic educational institutions such as mosques, suffahs, and kuttabs [8]. How an Islamic educational institution will advance, develop, or stagnate depends on how its human resources are managed properly [12]. Therefore, Islamic educational institutions must have qualified human resources to carry out the educational process effectively and to facilitate the achievement of educational goals. One way to improve the life of the nation is through education. The results of the National Accreditation Board show that Islamic educational institutions are still "behind" public educational institutions.

Judging from the findings of Radit Hijrawan's previous research, which examined the development of a TQM-based human resource management system. Therefore, to implement TQM, managers must change the way they act and concentrate on goals. Measuring quality by cost, being unfocused, and underestimating the potential of subordinates are the problems [6].

Furthermore, Hidayatus Sholihah found that the implementation of human resource management is carried out in the following ways: (1) planning based on vision; (2) hiring competent employees and educators; (3) determining selection and placement based on competence and academic qualifications; (4) conducting training and exchange of ideas and knowledge, comparative studies, internal presentations, evaluation, and coordination, (5) supervision, administration and assessment, (6) health insurance, (7) compensation, (8) communication [22].

According to Fahmiah Akilah's research on the role of human resources, every component of human resources in an organization must work together, because humans play an important role in the success of the organization. Because basically, existing human resources are a very important component of management and must exist before other components. In education, human resources are essential for managing and achieving organizational goals. Human resources must be properly organized according to their functions so that they can carry out their duties and

responsibilities in the company [1].

Based on the phenomenon and previous research, developing the human resources of an educational institution should start with developing human resource management. The purpose of this article is to study the concepts and procedures of developing human resource management in Islamic educational institutions.

RESEARCH METHOD

This article uses library research, which is a series of actions to collect library data through reading, recording, and interpreting the information into research data [29]. The author found sources in books, papers, journal articles, magazines, online journals, and websites, as data collection methods in this article. In addition, things such as notes, books, magazines, and online media related to human resource management development. The author collected research materials, read the literature, made small notes, and then converted the reading results into research data.

RESULTS AND DISCUSSION
Human Resource Management Development Concept
1.   Definition of Management

Managing, organizing, and directing are some of the terms that refer to management. The term management comes from the word "to manage", which generally means "to organize". There are then many definitions for management, such as administration, managing, administering, and the perspectives of leaders and leadership. According to Webster's New Collegiate Dictionary, the word "manage" comes from the word "manus" or "hand", so it can mean to take care of, guide, and monitor how a goal is achieved [23].

In the beginning, the term "management" was used more as "managing", but as science has progressed, the use of this term has evolved and can now refer to people's understanding of organizing, directing, managing, or "managing" people. With the development of science in the field of management, there are new developments in the way management is interpreted. As a result, the term "management" is rarely used anymore. Management is now defined in more detail about its functions [12].

The purpose of implementing management is to make time effective and efficient in achieving certain goals. The term "efficiency" can also refer to management. According to Peter Drucker, cited in Faizal Rizqi Sawaluddin and Ridwan Rustandi's article, the term "efficiency" refers to the aspect of doing the job right, while "effective" refers to doing the job in an effective way [21].

According to Hadari Nawawi, George Terry said "management is a series of activities carried out to achieve certain goals that have been set in an organization with the help of other parties" [17]. According to the above definition, in the

implementation of management, a manager needs other people to help them complete tasks to achieve goals. A manager will not be able to work alone, but they need others to help them and create a collegial work environment. As the holder of full responsibility, the manager will assign tasks to certain areas that are in accordance with their duties and functions so that they can achieve goals effectively and efficiently. Therefore, basically, management is done by a manager by using all available resources.

1.   Human Resource Management

"Human resource management" is a term also used to describe how to manage other people in an organization. In Islamic educational institutions, human resource management is the process carried out by principals (or   teachers) to subordinates to achieve school goals.

According to George Terry in Restanti, human resource management is the policy actions taken by a manager to manage their human resources through processes such as screening, recruitment, training, appraisal, and reward [19].

Sondang P. Siagian, cited by Sandi et al., stated that HR management is the most important component in educational institutions [20]. The success of an educational institution is determined by the leadership's ability to develop and manage existing human resources. Reliable and qualified human resources are the key to the success of an educational institution in achieving its goals.

If you want education to run well, human resource management is very important. Since teachers as human resources are crucial to the success of the learning process in institutions, they must be trained, directed and developed in accordance with predetermined institutional goals. In carrying out their duties, professional teachers must have at least four competencies: mastery of the field of study, understanding of students, mastery of educational learning, and personality and professional development [28]. Professional teachers often perform many roles at once. They can act as demonstrators, educators, facilitators, and evaluators [14]. To this day, machines cannot replace the role of the teacher, because the teacher's work requires moral and mental development [27].

In carrying out their work, teachers must be professional. A teacher is said to be professional if he is dedicated to his work, committed to quality, and always strives to improve his abilities [25]. As human resources in educational institutions, teachers have a big responsibility. In addition to requiring professionalism, teachers must also keep up with the times, especially in this digital era.

A teacher is not only a teacher, he must also instill awareness in himself as a person who is digugu and imitated, even a teacher often has to be able to play multiple roles for the progress of his students. As human resources in educational institutions, teachers have a big responsibility. In addition to requiring professionalism, teachers must also keep up with the times, especially in this digital

era. A teacher must not only teach students about knowledge, but must also guide students towards faith [4]. To create a better, moral, noble, and respected future generation, students' honest character is very important [28].

Referring to the opinion of Medley, cited by Muhaimin [13], Andi Prastowo [16], Suriadi and Mursidin [24], Ahmad Fu'adi [5] that as a human resource, a teacher must develop the following aspects: personality, teaching approach, relationship with students, and knowledge improvement. In short, in the context of "teachers", human resources play an important role in the sustainability of educational institutions because it gives them the ability to make new breakthroughs to achieve goals.

Human Resource Management Theory

If we talk about management, we must consider humans as distinct beings. The management capacity of an institution depends on the potential of its human resources. Even Allah SWT has stated that humans are the most perfect and best creatures. In accordance with Allah's frmah in Q.S At-Tiin verse 4 which means: verily We have created man in the best possible form.

God gave humans a perfect mind, which they use to think and manage themselves. They are able to build, manage and develop educational institutions because of the ability of human thinking. Human resource theories in managing educational organizations are very diverse. In addition, the implementation of the theory can take various forms depending on the goals that the educational institution or organization wants to achieve. Whatever the implementation and type of theory used, it all boils down to human nature.

Since humans are essentially workers who have the ability to produce things, they were originally categorized as tools. In the beginning, humans were considered as tools that required supervision, care, and maintenance. With the sophistication of information technology, the process still continues.

Once managers and leaders of educational institutions realize the importance of human resource management, they no longer consider humans as the only tool that can determine results. As a result, people became an important part of management that focuses on the interests of a wide variety of related parties. Therefore, to get optimal results, human resources must be managed properly. As a result, humans become an important component of management. Basically, all these functions are interconnected components to increase productivity. In the context of educational institutions, one of the functions of education management is the management of all aspects of education. Furthermore, the operational function of the organization is to manage the learning process.

In contrast to Werner and De Simon, who divide the functions of human resource management into more general human resources management function consists of the main and supporting functions. main and supporting functions (Jon M. Werner Dan Randy L. De Simone, 2012). Planning, equal opportunity, employee

procurement, recruitment and selection, compensation and benefits, employee relations, occupational health, safety and security, and human resource development are the main tasks of human resource management. Job design, management and employee performance appraisal systems, and information systems are its supporting components. All the functions mentioned above show that they are complementary, where one function and its parts complement each other. In addition, the application of human resource management in educational institutions is related to teaching and education personnel. Management of teaching and education personnel includes planning, equal opportunity, recruitment and selection, compensation and benefits, employee relations, health, safety and security, and development.

The Development Process of Human Resource Management in Islamic Education Institutions

The human resource development process takes a long time to achieve optimal results. This process includes planning, organizing training, providing direction, and supervising, just like any other management function. Human resource development should start with hiring the employees. If you want to get good results in the future, selecting qualified employees should be a top priority. Although hiring regulations are tightening, family reasons should not be prioritized so that future results can be maximized.

In an educational institution, human resource development must involve all its components, ranging from principals, teachers, education personnel, to school security. To support the process of achieving the goals of educational institutions, the human resource development process must also be based on needs analysis and careful planning. Human resources, namely qualified teaching and education personnel, will be produced through a good and careful process.

Quality human resources, as indicated in Mona Novita's article, are: (1) not frivolous, (2) assessing the results, (3) working optimally, (4) committed to their work, (5) paying attention to quality and quality, and (6) using time effectively and efficiently [15].

In the new educational institution, teaching and education personnel are considered qualified if they; (1) consider and weigh each of their actions, (2) are not hasty in making decisions, (3) work attentively, and (4) establish values in their planning.

In addition, the order of practice must be balanced: (1) not teaching carelessly, (2) prioritizing the quality and quality of their work, (3) using time effectively and efficiently, and (4) teaching in accordance with the learning tools that have been designed. However, education personnel must fulfill several conditions: (1) being sincere and providing the best service in the environment of their educational institution, (2) time discipline and (3) working with enthusiasm.

In the Qur'anic perspective, faith, knowledge, good deeds, social life, and work determine the quality of a person [2]. Therefore, to achieve the goals of Islamic

educational institutions, human resource development is very important. Nasir Usman says that there are many ways to develop quality human resources, such as: (1) improving education, (2) through training, and (3) independently [26].

Human resource development through increased education means providing opportunities for educators or education personnel to continue their education to the next level according to institutional needs. This includes providing opportunities for educators who were previously still in strata one to continue to strata two. Thus, the quality of educators will increase, and their knowledge will automatically increase.

The human resource development process produced through training will be very beneficial for the institution and the individual. Educators and education staff who frequently attend training will gain a lot of knowledge and experience that can be applied in the workplace. Only individuals who have the self-taught ability to develop can undertake the HR development process independently. Not many people like this exist in an organization, but they may exist, but usually they will not want to develop if their leaders do not support them.

Therefore, Islamic educational institutions must start human resource development with careful planning. The human resource management development process must have the ability to plan for opportunities and difficulties, as well as to predict and evaluate future possibilities. HR recruitment must consider long-term needs so that existing human resources can be optimized in the long term.

Robert L. Mathius and John H. Jackson, translated by Diana, state that human resource development is done in two ways: first, planning and determining who will develop human resources, and second, planning and determining how human resource development will be carried out [3].

Thus, there is human resource development planning and development planning, both of which must consider the needs of the educational institution. After that, the evaluation of the success rate of the development process is adjusted to the needs, policies and future of the educational institution.

Every educational institution needs an effective educator development strategy. Nasir Usman mentions four things that must be done to achieve this: (1) make a planning design; (2) have an educator development program; (3) implement the planned program; and (4) conduct process evaluation [26].

In the process of human resource development, there are four phases, including:

1. Diagnostic Phase

This phase aims to determine human resource development needs related to the needs of individuals, groups and educational institutions. The plan created should be able to address all the problems and difficulties faced by the educational institution.

2. Design Phase

The second phase is to design for the development of human resource management. After knowing the diagnosis of the first phase, design a plan based on

(1) the problems existing in the educational institution, (2) the program needs of the educational institution, (3) stakeholder participation, (4) how to plan for backup human resources, (5) having to make an educational calendar, (6) knowing individual needs, (7) knowing group needs, (8) optimizing human resources, (9) wisely utilizing time, and (10) understanding procedures, (11) evaluating all actions that have been taken.

3. Implementation Phase

For the third phase, the design that we have planned must be implemented and carried out in accordance with the eleven phases mentioned above. To realize professional human resources, this implementation phase also requires support from various parties and coordination.

4. Evaluation Phase

The final phase in developing human resource management is evaluation. In this phase, they should assess the performance and methods used. They should also assess each phase of the human capital management development process.

As a policy holder, managers must be able to evaluate these four phases and determine the direction of their human resource management development. By conducting these development phases, managers will be able to obtain qualified, skilled, and capable human resources to complete tasks and responsibilities.

One of the stages of the human resource management development process is as follows: (1) conduct a needs analysis; this can be done by analyzing the needs of educational institutions, tasks, and jobs, as well as their human resources; and (2) set concrete goals to make it easier to plan, coordinate, implement, and assess [18].

CONCLUSION

The development of Islamic human resource management requires a long process. To support the achievement of the goals of educational institutions, human resource development must involve all elements involved in the organization, starting from the principal, teachers, education personnel, and school security. Human resources, namely qualified teaching and education personnel, will be produced through a good and careful process.

Qualified human resources at least fulfill the following criteria: (1) not frivolous, (2) the results are valuable, (3) work optimally, (4) commit to the job, (5) pay attention to quality and quality, and (6) use time efficiently and effectively. In educational institutions, teaching and education personnel are said to be qualified if; (1) they consider and consider each of their actions, (2) are not hasty in making decisions, (3) work attentively, and (4) set values in their planning. In the order of practice, educators and education personnel must also be balanced; (1) not teaching carelessly, (2) prioritizing the quality and quality of their work, (3) using reasonable However, education personnel must fulfill several conditions; (1) sincerely provide

services, (2) work with a sense of joy and discipline. In the Qur'anic perspective, faith, knowledge, good deeds, social life, and work determine the quality of a person. High-quality human resources can be developed in various ways, such as: (1) improving education, (2) through training, and (3) independently.

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