

Human Resource Management in Islamic Schools

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Abstract: The goal of this study is to identify trends in the administration of human resources (HR) in integrated Islamic schools (SIT). This study employs collecting books on research objects as qualitative descriptive technique. The results state that qualifications, recruitment strategies, staff orientation, pay policies, employee regulations, coaching and development, employee evaluation, career and employee ranks, and welfare are just a few of the tasks that make up human resource management in an integrated Islamic school. All staff members who participate in the Integrated Islamic School are required to successfully complete each of these management processes.

Keywords: Human Resource, Islamic School, Management

A. Introduction

The Integrated Islamic School Network (JSIT) was established out of concern for existing public and private schools that had fallen short of expectations and whose curriculum no longer adhered to Islamic teachings. Based on this, they thought about and visited a number of schools that were regarded as good in Singapore and Malaysia in 1993 with the excitement of some of JSIT's founding members. Five Integrated Islamic Schools (SIT) were formed as a result of these considerations and visits, and these five Integrated Islamic Schools later spurred the creation of more Integrated Islamic Schools (Alaydroes, 2010).

Integrated Islamic schools have expanded quickly across Indonesia, starting with five elementary school units that were established in the Jabodetabek area. These five schools – SDIT Nurul Fikri Depok, SDIT Al Hikmah South Jakarta, SDIT Iqro Bekasi, SDIT Ummul Quro Bogor, and SDIT Al Khayrot, East Jakarta – have become the forerunners of the model for the implementation of the Integrated Islamic School. Since then, SIT has continued to grow and expand, and as of 2013, there were 1,926 school units total inside the Indonesian Integrated Islamic School Network (JSIT), including 879 kindergarten units, 723 elementary schools, 256 junior high schools, and 68 high school units (Republika, 2014). There are currently 10,000 integrated Islamic schools under JSIT but they are not formally affiliated (Hisyam, 2012).

As of right present, more people are interested in enrolling their kids and daughters in integrated Islamic schools. This is inextricably linked to the three main

factors that make the educational process at SIT successful: first, the educators' sincere desire and commitment to serving only Allah SWT; second, the parents' high regard for and expectations of SIT; and third, the community's and the government's support for the revival of high-quality Islamic schools. The growth of SIT has become a phenomenal trend throughout Southeast Asia, particularly in Indonesia. The formation of a spirit rejecting the phenomenon of secularism in educational philosophy was indicative of this. According to a scholar from Singapore's Lee Kuan Yew School of Public Policy, SIT opposes the division between religious and secular education. The study also noted that SIT is expanding in major cities and that the upper middle class is interested in it (Republika, 2014).

The information above demonstrates the positive reception the establishment of the Integrated Islamic School has received from the larger community. This widespread response from the populace was a result of the majority of Indonesians' discontent with the prior educational institutions, which comprised Islamic boarding schools, madrasas, and (public) schools. The neighborhood needs a school that can give pupils the resources they need to meet the demands of such a demanding modern development. Numerous juvenile delinquency situations, such as school fights, drinking, drug usage, and promiscuity, have parents extremely worried about their kids' futures. A school that combines both modern education and a strong religious foundation as the cornerstone for moral formation is therefore necessary if children are to remain able to respond to developments in the modern world and avoid being swept up by the currents and the negative effects of those developments. The Integrated Islamic School was established as the only solution to these issues and needs (Suyatno, 2013).

According to the summary above, the emergence of Integrated Islamic Education institutions, which is one of the solutions for enhancing education in Indonesia, is a phenomenon of the new trend in Islamic education. The community is extremely enthusiastic about the Integrated Islamic School because of its benefits. The management of the Integrated Islamic School (SIT), which follows professional and contemporary institutional management norms, is integral to the numerous accomplishments attained by SIT. Beginning with this, the writers are curious to learn more about the HR practices at Integrated Islamic Schools (SIT). In order for the study's findings to serve as a guide when administering educational institutions in the context of Indonesian society.

B. Methods

This type of study involves library research, which entails looking for research data or information through reading scholarly journals, reference materials, and other publications found in libraries (Ruslan Rosadi, 2010). The information used in this article, which is based on library research, was gathered from a variety of written sources, including magazines, scientific publications, and other sources that are linked to the study the author covers. The author's primary sources for the research, which were taken from the 2010 edition of the Book of Quality Standards for Integrated

Islamic Schools published by the Integrated Islamic School Network, were among the data sources used in the study. Secondary data sources, also known as "supporting sources relevant to the issue might be in the form of books on Subject Matter authored by Others, Documents which are the Results of Research and Report Results" (Saebani, 2008). According to other experts, secondary sources are data sources that are not constrained by space or time (Black, 2001). That is, the type of information or data is already available, and the writer only needs to take it, collect it, and categorize it. The authors gathered secondary data for this study from books, encyclopedias, dictionaries, magazines, newspapers, and websites, among other sources.

The documentation method is the most appropriate and straightforward method of data collection. The documentation method involves collecting information about things or variables in the form of notes, transcripts, newspapers, magazines, inscriptions, minutes, leggers, agendas, and so on (Barta, 2008). So, in the writer's research, the data collection technique was to use the documentation method, which entailed obtaining the necessary documents and basic data from written sources.

A data analysis technique is a method of calculating and testing the proposed hypothesis in order to answer the problem formulation (Barta, 2008). The hypothesis is a temporary solution that must be tested for accuracy. However, the authors used content analysis data analysis techniques in their research for this literature review. This is a study that uses books or documents to draw conclusions, and it includes both deductive and inductive content studies (Moleong, 2013). We began this study by conducting a data survey to gather information from previous research on work, regardless of whether the data was primary or secondary, collected in the field or in the laboratory. Then, go through the existing literature and thoroughly study it. Following that, researchers critically and analytically express their ideas (Nazir, 2005).

C. Results and Discussion

Several references use various terms to describe management of educators and educational staff, including educational human resource management, staffing management, school personal management, and personnel management. However, all of these terms serve the same function and have the same meaning (Widodo and Nurhayati, 2020). Human resource management is the planning, organizing, directing, and controlling of employee acquisition, development, compensation, integration, maintenance, and termination in order to achieve corporate, individual, employee, and community goals (Plippo & Edwin, 1999).

Educational staff management is an activity that must be carried out from the time educators and education staff enter the school until they finally stop achieving predetermined educational goals in schools. The entire process of activities that are planned and carried out intentionally and seriously, as well as continuous guidance for educators and education staff in schools, so that they can assist and support school activities, particularly learning activities, in order to achieve the educational goals that have been set (Widodo and Nurhayati, 2020).

Employee planning, employee recruitment, employee training and development, promotion and transfer, employee termination, compensation, and employee evaluation are all part of the management of teaching and educational staff. All of this must be done properly and correctly in order to achieve the desired result, which is the availability of the necessary educators and education staff with appropriate qualifications and abilities to carry out good and quality work (Widodo and Nurhayati, 2020).

Human resources play a strategic role in every organization. Teachers, as human resources, are said to account for up to 80% of the success of education in schools. With such a position, clear rules are required to ensure that there are references while also avoiding disagreements between the implementing agency and employees or between employees. The Integrated Islamic School Network aims to provide clear guidelines on educator and educational staff management in Integrated Islamic Schools (JSIT, 2010). The following is the guide:

1. Qualification

Educators must have academic qualifications and competencies as learning agents, as well as be physically and mentally healthy, in order to achieve national education goals. The above-mentioned academic qualifications are the minimum level of education that an educator must have, as evidenced by relevant diplomas and/or certificates of expertise in accordance with applicable laws and regulations (Mulyasana, 2012). Similarly, educational personnel must meet certain qualifications in accordance with the applicable constitution. The following are the qualifications of the teaching and educational staff at the Integrated Islamic School (SIT).

- a. Prospective Integrated Islamic school teachers must be Muslim, not smoke, and for women, always wear a headscarf. They must also have a bachelor's degree, attend regular discussions, be able to read the Koran, have good morals, and be drug and alcohol free.
- b. Employees with special expertise, such as librarians and finance professionals, should have the qualifications of being Muslim, not smoking, for women always wearing a headscarf, at least D3 educated, attending regular discussions, being able to read the Koran, having good morals, and being free of drugs and alcohol.
- c. Janitors, park rangers, security guards, and other employees of the same type should have qualifications, be Muslim, not smoke, women should always wear the headscarf, have a high school diploma or equivalent, attend regular discussions, be able to read the Koran, have good morals, and be drug and alcohol free.
- d. The school leader is a structural official from the management level at the Integrated Islamic School, such as the principal, vice principal, or a related official who is considered equivalent to that position. Leaders in an Integrated Islamic school environment must be qualified as teachers, have teaching experience, have leadership qualifications determined by the implementing

agency for Integrated Islamic Schools, have leadership competencies, and a good understanding of Integrated Islamic Schools (JSIT, 2010).

According to the above description, there are several additional requirements for becoming an employee at the Integrated Islamic School that differ from the general requirements. The requirements include not smoking, wearing a headscarf at all times, attending regular discussions, being able to read the Koran, having good morals, and abstaining from drugs and alcohol.

2. Recruitment Process

The process of attracting educational personnel who meet the qualifications set by educational organizations is known as recruitment. This procedure is usually initiated after the educational organization's leadership has determined the exact number and qualifications of teaching and educational staff required to carry out specific tasks (Werang, 2015). The recruitment pattern, on the other hand, is a series of stages used by the Integrated Islamic School to carry out a series of activities in order to obtain new employees. The following are the stages:

- a. In order to recruit employees for Integrated Islamic Schools, an analysis of employee needs should be performed. This analysis should take into account the job to be handled by prospective employees, as well as the institution's ability to finance employees.
- b. Publication, during the announcement period, employees of the Integrated Islamic School should make publications, which can be done in a variety of ways and media depending on the needs and capabilities of the Integrated Islamic School.
- c. During the employee recruitment period, after the applicant submits his application letter, the Integrated Islamic School should conduct a file selection, which is based on suitability with the qualifications of the employee to be recruited.
- d. Employee tests, participants who pass the file selection are then subjected to employee selection tests, which must include a Koran reading test, teaching and pedagogical ability tests, academic ability and academic potential tests, and medical tests.
- e. Interview, the organizer of the Integrated Islamic School should conduct interviews with prospective employees, at least directed at exploring Islamic understanding, seeing missionary commitments, studying personality, understanding educational background, understanding work background, and obtaining medical history information.
- f. Work agreement forum, the organizer of the Integrated Islamic School must hold a work agreement forum or sign an MoU containing at least (scope of work, salary amount and salary increase rules, staffing rules or regulations, employee length of service), work agreement in written form, work agreement in duplicate and signed on a stamp duty, agreement by employees and organizers of the Integrated Islamic School (JSIT, 2010).

3. Employee Orientation

Make new employees feel welcomed and included. Providing basic information to new employees so they can do their jobs well. Assisting new employees in broadening their understanding of the organization, such as the company's vision, mission, culture, and values.

- a. Implementation, every employee at the Integrated Islamic School is required to attend orientation activities organized by the Integrated Islamic School where he works.
- b. The Integrated Islamic School determines the implementation time, the employee orientation implementation committee is formed by the Integrated Islamic School organizers, the employee orientation is carried out at least contains, institutional dimensions include (vision, mission, values, goals, school philosophy, organizational structure, school culture, the rules that apply in schools), the basic dimensions (JSIT, 2010).

4. Employee Fee and Welfare

Compensation is a monetary remuneration provided by an organization to its employees that is usually given on a regular basis. Aside from salary, compensation can also take the form of allowances, housing, vehicles, and other benefits. One type of challenge that management must face is the compensation problem. It is described as a challenge because employee rewards are no longer viewed solely as a means of satisfying their material needs. It has, however, been linked to human dignity. Organizations, on the other hand, tend to view it as a burden that must be borne by the organization in order to achieve its goals and objectives. The interests of the organization and its employees must be considered when developing and implementing a specific reward system (Widodo and Nurhayati, 2020). With the following conditions, various compensations become one of the serious policies in integrated Islamic schools.

- a. Employee Fee
 - 1) The amount and components of fees, Integrated Islamic School administrators are required to provide fees to employees that are at least equivalent to the UMR applicable in their area, the minimum take home pay (THP) component consists of (basic salary, attendance allowance, functional allowances, structural allowances), the amount of basic salary takes into account the principles of fairness and conformity with qualifications, components.
 - 2) Fee increases, organizers of Integrated Islamic Schools are required to provide wage increases to their employees at least once a year, the amount of increase in employee salary benefits is at least 10% of the previous take home pay (THP), and the amount of increase in employee salaries takes the inflation rate into account (JSIT, 2010).
- b. Welfare

- 1) General provisions require organizers to provide welfare guarantees to Integrated Islamic School employees. The scope and form of welfare insurance are tailored to the ability of the Integrated Islamic School implementing institution.
- 2) Employees over the age of one year are entitled to a welfare component, a holiday allowance, and at least one-time take-home pay (THP). Health insurance, long-term care insurance, occupational safety insurance, housing assistance, and transportation assistance.
- 3) Pensions for retired employees, integrated school management institutions are required to provide rewards or old age benefits in accordance with work agreements and abilities (JSIT, 2010).

5. Employee Rules

An organization will be able to carry out its organizational activities to the fullest extent possible, necessitating various rules that bind all components of the organization, just as rules are required in educational institutions. The Integrated Islamic School establishes a number of rules to serve as guidelines for all educators and education staff. The following are the rules:

- a. General provisions every organizer of the Integrated Islamic School must have staffing rules or other equivalent documents ratified and signed by the school administrator of the Integrated Islamic School, staffing rules or other equivalent documents distributed to all employees and are part of the work contract, staffing rules or other equivalent documents can be revised according to the needs of the implementation of the Integrated Islamic School
- b. Employee status, rights and obligations, working time including (work hours, number of hours worked, leave and holiday provisions, permit provisions), payroll, development and coaching, achievements and awards, violations and sanctions, facility benefits and guarantees including (holiday allowances, facilities, employee/teacher student fees, employee/teacher child education, pension, occupation, occu (JSIT, 2010).

6. Coaching and Development

The placement of teaching and educational staff is determined by a person's suitability for the position to be held and the tasks to be performed. In the context of educators, placement is more closely related to the compatibility of the area of expertise with the task at hand. Efforts are being made to advance and improve the quality and efficiency of the entire school personnel workforce, both educational and administrative personnel. The organization always wants its employees to do their jobs well and contribute all of their skills to the organization's success. The coaching and development function is an essential personnel management function for improving, maintaining, and improving employee performance. This activity can be accomplished through on-the-job training and in-service training (Widodo and

Nurhayati, 2020). The Integrated Islamic School Network (JSIT) has provisions for employee development:

- a. General guidelines, Integrated Islamic Schools are required to always foster and develop employee competencies, and coaching and development are carried out in a planned and sustainable manner, with the goal of improving Islamic personality, task performance, and professional attitudes.
- b. The scope of coaching and development, coaching and development is aimed at improving (understanding and formation of Muslim personalities, personality competencies, pedagogical competencies, professional competencies, and social competencies), employee coaching and development is aimed at improving (understanding and formation of Muslim personalities, personality competencies, professional competencies, and social competence) (JSIT, 2010).

7. Employee Assessment

Individual achievement and participation in school activities are used to evaluate educational staff. This evaluation is critical not only for the school, but also for the employees. Employees can use the assessment to get feedback on things like abilities, fatigue, deficiencies, and potential, which can then be used to determine path goals, plans, and career development. The results of educational staff performance evaluations are very important for schools in making decisions on various matters, such as identifying school program needs, acceptance, selection, introduction, placement, promotion, reward systems, and other aspects of the overall human resource process effectively (Widodo and Nurhayati, 2020).

Employee performance must be evaluated as a basis for correcting weaknesses and strengthening strengths in order to increase employee productivity and development. Performance is the outcome of employees' work or actual behavior as it relates to their role in the organization. The goal of performance appraisal is to provide feedback to employees in order to improve work performance and to increase organizational productivity through various employee policies such as promotion, salary increases, education, and training (Daryanto and Farid, 2013). The employee training is as follows:

- a. General provisions, Integrated Islamic Schools are required to have a fair and accountable assessment system, the assessment instrument is based on the scope of work of quality standards and competency standards that have been established, and the assessment is documented.
- b. Implementation of the assessment is carried out by certain officials designated by the organizers of the Integrated Islamic School, the assessment is carried out in a portfolio, in certain aspects it can be carried out using (test methods, competency tests, practice or field reviews), the assessment is carried out through prior notification, or hiddenly, the assessment instrument is directed at improving the quality of work on an ong (JSIT, 2010).

8. Career Development and Promotion

Employee promotion is defined as a type of development and improvement effort that includes a career system and a work performance system. The career system is a staffing system in which the initial appointment is based on the skills involved, while years of service, experience, equality, service, and other objective requirements also play a role in further development. It is possible to be promoted here without taking a position exam, and appointments in office are made based on a predetermined level. The work performance system is a staffing system in which a person is appointed to a position based on their skills and achievements. Graduates of the position exam must demonstrate these abilities, and their accomplishments are visible (Widodo and Nurhayati, 2020). Employees' career and rank are also important to the Integrated Islamic School. The following are the policies:

- a. General provisions, integrated school administrators are required to provide a career and rank system for employees that is fair and accountable, that pays attention to aspects of continuous improvement, and that always provides achievement motivation.
- b. Career and rank benchmarks, career formulation and rank may consider aspects such as formal education, education and training, courses, years of service, performance appraisal results, professional development, such as learning innovations, published scientific papers, classroom action research, and community social activities.

D. Conclusion

In the early 1990s, the presence of the Integrated Islamic School added a new dimension to the development of education in Indonesia. The community has placed their trust in the Integrated Islamic School by sending their sons and daughters to study there. There are several reasons for parents to send their children to an Integrated Islamic School, including the opportunity to study Islam because the subject matter of the Islamic Religion is balanced with general knowledge, schools can follow various dynamics of the times or think modernly, and school management runs smoothly so that students and parents are well served. Qualifications, recruitment process, employee orientation, employee fees, employee regulations, coaching and development, employee appraisal, career and employee ranks, and welfare are all part of human resource management in an integrated Islamic school. All employees who work at the Integrated Islamic Education Institution must go through all of these management processes.

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