



Local Strength-Based Human Resource Management Strategy for Developing the Quality of MTsN 3 Malang

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ABSTRACT The enactment of Government Regulation Number 19 of 2005 concerning National Education Standards, followed by several Permendiknas as its elaboration, is a major challenge for improving the quality of madrasas which are managed through management based on local strengths. The purpose of this study is to describe the human resource management policies at MTsN 3 Malang, the management achievements, local strengths that characterize their development, as well as an analysis of challenges and effective steps in implementing human resource management policies. Based on the description of descriptive data using qualitative research methods carried out at MTsN 3 Malang, it is known that human resource management policies at MTsN 3 Malang are carried out based on a combination of government regulations and madrasah policies. Based on the current condition of human resources, the placement of teaching and educational staff is not in accordance with the needs, both in number and qualifications. The effectiveness of implementing local strength-based management at MTsN 3 Malang is related to the principles of madrasah leadership, basic skills and abilities of teachers and employees, commitment in implementing management to understand each other, respect each other, be mutually responsible for a job at hand, with the motto of sincere charity. Challenges in the implementation of human resource management policies that occurred at MTsN 3 Malang, both internal challenges and external challenges, can be overcome by carrying out teacher and employee quality development programs through quality improvement programs, developing and optimizing the use of infrastructure facilities, awarding policies for teachers and outstanding employees to spur the creativity of teachers and employees in their daily performance. Keywords: <i>Human Resources, Local Power, Management</i>			

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INTRODUCTION

The discourse that developed in the community, especially in the Lawang sub-district, Malang Regency (Gupta dkk., 2020; Lopez-Leon dkk., 2021), was that going to Madrasah Tsanawiyah was the second alternative after not being accepted to junior high school. This happens because there are still many people who do not understand and do not believe in the existence of real Madrasah. This condition is a challenge for Madrasah managers, especially Madrasah Tsanawiyah Negeri 3 Malang to show that Madrasahs also

have a role in educating the life of the nation with various advantages that need to be published.

MTsN 3 Malang only received recognition from the government in 1993 with Decree Number 244 dated October 25, 1993. The input quality and quantity of students available at that time were still relatively low. All students who wish to study here will be welcomed with open arms without any significant selection (Al-Shamsi dkk., 2020; Umair dkk., 2019; Ward dkk., 2019). This is understandable, physically newly established madrasas are generally relatively apprehensive. Educational management staff who are limited in trying to apply the motto of sincere charity, in plain view it will indeed be difficult for society to take their existence for granted. The community will usually assess and choose schools that are physically reliable. In light of these conditions, education administrators here continue to work hard to create things that are acceptable to society, starting from development and physical improvement to efforts to score certain achievements for the development of madrasas.

At the beginning of the establishment of MTsN 3 Malang, the achievements produced were still limited to non-academic achievements, and even then not so many (Fajar Ikhsan dkk., 2020; Huang dkk., 2019). Even though the resources that are being mentored and those being mentored are limited, with determination and high fighting spirit, they are trying to carry out their duties as best as possible in order to build public trust. Finally, until the year this article was written, achievement after achievement can be achieved both academically and non-academically, can be made by the students of MTs Negeri 3 Malang. Almost all championship activities were participated in starting from the district, provincial, national, even to the international level (Cravedi dkk., 2020). All of this cannot be separated from the role of education managers in managing the development of madrasas, by implementing existing educational resource management strategies that are really taken into account.

Standards for Management of Education by Primary and Secondary Education Units are regulated by the government in Minister of National Education Regulation No. 19 of 2007 May 23, 2007. First, schools/madrasas make and have written guidelines that regulate various aspects of management that are easy to read by the parties concerned. Second, Formulation of school/madrasah guidelines: taking into account the vision, mission and objectives of the school/madrasah, reviewed and reformulated periodically according to community developments (El-Hage dkk., 2020; Liu dkk., 2020; Rosengren dkk., 2019). Third, the school/madrasah management guidelines cover the education unit level curriculum; Educational/academic calendars; school/madrasah organizational structure; division of tasks between teacher operations; division of tasks among educational staff; academic regulations; school/madrasah code of ethics; and school/madrasah operational costs. Fourth, school/madrasah guidelines serve as operational implementation guidelines. Fifth, the KTSP management guidelines, education calendar and division of tasks for educators and education staff are evaluated on an annual scale, while others are evaluated as needed.

MTsN 3 Malang is trying to be managed based on the Minister of National Education Regulation No. 19 of 2007 said. In accordance with the vision that has been determined and mutually agreed upon, namely Excellent Achievement Based on Faith and Piety, madrasa residents try to appear in the eyes of the community with various activities and achievements based on faith and piety (Panagioti dkk., 2019). The advantages of madrasas that are offered to the community are the problem of learning morality and morality through structured character strengthening education in learning. Supervision of extracurricular activities for students is very much considered as a form of seriousness in accommodating and developing student talents, especially in the field of research and the creation of youth scientific work, which from 2019 until now has won various championships both nationally and internationally (Gao dkk., 2019; Singh & El-Kassar, 2019; Wang dkk., 2020). This turned out to be the main attraction for the community to entrust their sons and daughters to attend madrasas.

Efforts to improve the quality of education are carried out as a whole covering the development of the whole human dimension, namely the aspects of morals, character, character, knowledge, skills, arts, sports, and behavior (Wu dkk., 2020). The development of these aspects leads to the improvement and development of life skills (life-skills) which is manifested through the achievement of student competencies to survive, adapt, and succeed in the future. Thus students have resilience, independence, and identity which are developed through learning and or training that is carried out in stages and continuously.

Efforts to use educational personnel are carried out by looking at the feasibility of teaching teachers. Additional assignments will be given to teachers who have not met the minimum number of hours required to teach (Khan dkk., 2019). Aside from being an extracurricular teacher, this additional task can be as an education staff, including as a routine treasurer, library manager, as well as a laboratory manager, even though they don't have an educational background in that field.

To meet these standards, there are several basic assets that must be possessed by educational leaders/managers. The basic capital in question is willing to take risks; always wanting renewal; willing to organize and manage; have high hopes; be positive; and dare to appear and be in the face. The development of high achieving madrasas cannot be separated from the role of the madrasa head who has these six basic assets.

RESEARCH METHODOLOGY

The type of research used is descriptive using qualitative research methods. This research was conducted at MTsN 3 Malang in Malang Regency, East Java. Research with a qualitative approach has a natural background as a direct source of data, with the intention of revealing descriptive data from informants both orally and in writing about what they do, feel and experience about the focus of the research. Research sources were obtained from several stakeholder informants and madrasah documents, researchers can become observers as well as research data collectors, can choose and use research tools such as interviews, to collect research data. Researchers can obtain additional data by collecting documents and data related to school information.

The main data to be collected is in the form of verbal information and subject behavior related to local strength-based educational resource management strategies to develop the quality of madrasah. Main data and supplementary data will be collected in four ways, namely observation sheets, interview sheets, FGD (Focus Group Discussion) sheets, document identification sheets. After the data has been collected, it is necessary to carry out data analysis which aims to systematically find and organize data from the records of interviews, observations, FGDs and document identification sheets that have been carried out. The process of analyzing descriptive data can be carried out through three streams of activities that take place simultaneously, namely data reduction or data simplification; data exposure; conclusion or verification as shown in Figure 1.

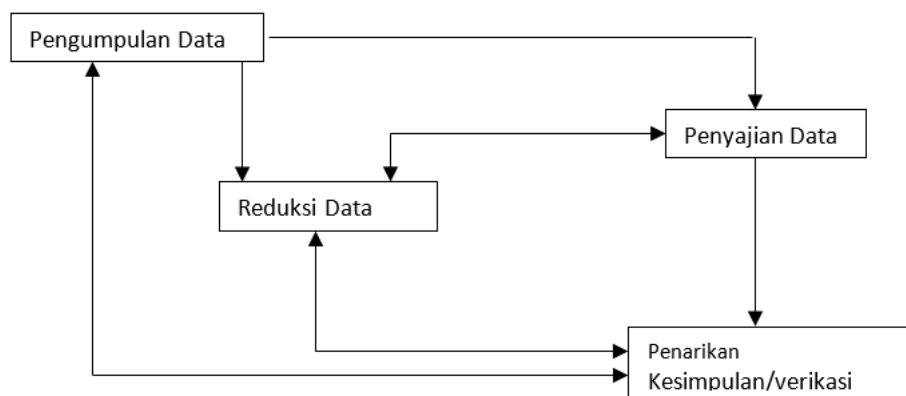


Figure 1. Interactive Model Data Analysis

Data Validity Testing, carried out to ensure the validity of the data obtained, is tested for its validity by using a credibility test (internal validity), data dependability (reliability) test, transferability test (external validity/generalization) and confirmability (objectivity).

RESULT AND DISCUSSION

The research results presented are in the form of data exposure regarding the implementation of local strength-based human resource management policies in improving the quality of education at MTsN 3, presented in Figure 2.

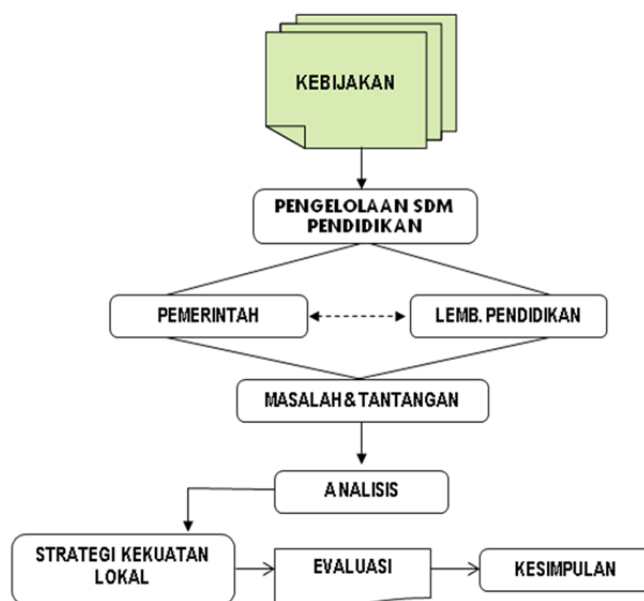


Figure 2. Human Resource Management Policy Chart

Human Resource Management Policy

There are six human resource management policies to develop the quality of education held at MTsn 3 Malang. The six policies are planning employee needs; procurement of employees (recruitment); employee placement and assignment; employee maintenance; employee coaching and development; as well as termination of employment.

The planning mechanism for staff needs at MTsN 3 Malang takes into account various factors. These factors include the number of students and study groups in MTs. 3 Malang; determination of the learning load that must be taken by students both intra and extra, according to the madrasah program; condition of infrastructure supporting teaching and learning activities; empowerment of existing manpower; determining employee needs planning. This cannot be separated from Government Regulation No. 97 of 2000, in the context of national staffing planning and controlling the number of employees, before deciding on a formation, consideration must first be given to the Head of State Civil Service (Gabriela dkk., 2022; Kartel dkk., 2022; Qureshi dkk., 2022) The formation of each state organizational unit is prepared based on an analysis of the needs and provision of employees according to the available positions with due observance of the norms and standard procedures set by the government (Keshav dkk., 2022). This is in accordance with the purpose of needs analysis, namely mapping the balance of the proportion of the number of employees with the growth in the number of students and the equipment being managed; know the tendency of workers who will enter retirement age, move, and develop the organization; know the projection of the need for human resources needed for 5 to 10 years to come (Arikunto, 2008).

The method of recruiting teaching and educational staff at MTsN 3 Malang consists of two ways. Both of these methods are based on government policies and madrasa policies themselves. For short-term needs, it is usually carried out because of urgent needs, so recruitment efforts are made based on madrasah policies. While in the long term, efforts are made to plan recruitment by submitting workers to the competent government. Recruitment sources at MTsN 3 Malang are from the Ministry of Religion and from the madrasa itself.

According to Arikunto (2008), recruitment of employees occurs not only when establishing an institution or agency, but also occurs in institutions or agencies that have been established for a long time (Dewi S dkk., 2022; Hikmah dkk., 2022). Procurement of employees can occur if there is an expansion of work achieved due to an increase in the workload, so that the existing workers are not borne; there are employees who leave or are transferred to other institutions or due to death, so there are vacancies for new formations.

Sources of labor can be obtained from internal (internal) and external (external) recruitment. The source of energy from within (internal) is the workforce taken from within the company or institution (Anoum dkk., 2022; Demina dkk., 2022). Recruitment in this way is used with the aim of career development, promotion in the same work environment. This recruitment needs to pay attention to information about employee qualifications regarding employee achievement records, educational background and whether or not they can be promoted. Recruitment from outside agencies is carried out by accepting applications from all members of the general public who meet the requirements.

This shows that efforts to recruit workers in MTsN 3 Malang do not deviate from regulations or theory. It's just that because the status of madrasahs is state, often in recruiting staff, they are waiting for what will be provided by the government, even though the staff received does not match the needs.

The policies in the placement and assignment of employees at MTsN 3 Malang are mainly seen from the elements of competence, loyalty, and the character of the workforce. The next priority is sorted by seniority and rank (Firman dkk., 2022; Ilham dkk., 2022). This is in accordance with PP No. 100 of 2000 concerning the appointment of civil servants as amended by PP no. 13 of 2002 that what needs to be considered in the placement and assignment of employees, should pay attention to seniority factors in rank; age; education and training positions; as well as experience.

The results of the identification of documents, it is known that the placement and assignment of employees is not in accordance with educational qualifications. Existing staff empowerment factors are created through madrasah policies. The madrasa's efforts to maximally empower the workforce for quality improvement have really been implemented. Almost all workers are given multiple assignments to fill job vacancies where there are no staff who match their educational qualifications. However, this empowerment is not solely given to employees for granted (Hartini dkk., 2022; Nopiana dkk., 2022; Safitri dkk., 2022). In addition to the above factors, assistance for inexperienced staff by more experienced staff is of great concern. So that work errors are expected to be avoided as much as possible.

This shows that the personnel department or head of the madrasa should be in charge of managing the placement of employees and continue to manage personnel while in the madrasa (Najeed dkk., 2022). Some local policies that are made and determined to be implemented later by looking at the principle of the right man in the right place, must be a reference for how to re-place employees who have attended training, with the hope that employees can be placed according to their skills, abilities and work abilities.

In employee maintenance, Arikunto (2008) classifies it into three groups. First, the compensation and benefits provided by the organization to employees can be valued in money and have a tendency to be given regularly. Second, the salary of teachers and employees as a reward for their work (Dianovi dkk., 2022; Rohmalimna dkk., 2022). Third, awards are given if they have shown loyalty or service to the country or have shown extraordinary good work performance.

Awards can be given to teachers and employees if they have shown loyalty or service to the country or have shown extraordinary good work performance. Awards can be in the form of service marks, special promotions (PP No. 99 of 2000 concerning promotions for civil servants) or other forms of appreciation. Awards in the form of honors can be given to civil servants as stipulated in Presidential Decree No. 25 of 1994 concerning the Satya, Karya Satya badge of honor.

In MTsN 3 Malang in terms of employee maintenance for salary issues, there are two categories, namely civil servant salaries given based on government regulations and for GTT and PTT given based on madrasa abilities which are designed every year through the RAPBM. Compensation and allowances are given based on the workload of the employees. The motto Ikhlas Charity is expected to be implemented by teachers and employees. Conditionally, awards will be given to teachers and employees who are considered outstanding.

Staff development or development for the development of the quality of teachers and staff at MTsN 3 Malang is carried out through training or quality improvement training that has been programmed by the government as well as by the madrasas themselves. This training is a form of self-development as part of continuous professional development for teachers (Rohimat, Susilo & Iswarni, 2021). The research results from the identification of documents show that teacher and employee quality development activities have been 100% followed, according to their respective programs and tasks.

The assessment of teaching staff and educational staff is focused on individual achievement and their participation in school activities. Assessment in education includes supervision and for civil servants, employee performance evaluation. For this reason, in coaching employee leaders, it is necessary to develop a self-management strategy for employees who have completed education and training, so that they are able to complete their own work, through their responsibilities they can change and develop their behavior according to the potential they already have. In fact, they are expected to be committed to the positive behavior they achieve. Leaders need to motivate employees after education and training, including paying attention to a very important factor in improving human

quality, namely the health of employees. Maintaining employee health in a broad sense including environmental and mental health is an effort to develop human resources.

Termination of employment at MTsN 3 Malang will occur if there is a violation that cannot be tolerated anymore. This is done based on government regulations for civil servants. As for GTT and PTT, it is carried out based on local policies in madrasas, which of course go through certain stages. Arikunto (2008) explains what is meant by termination of employment includes dismissal of an employee causing the person concerned to lose his status as an employee. The reasons include dismissal at his own request; dismissal due to reaching the pension limit; dismissal due to violations/criminal acts of misappropriation; dismissal due to physical/spiritual incompetence; dismissal due to abandonment of duties; dismissal due to death; dismissal for other reasons.

Human Resource Management Achievements

The achievements of human resource management at MTsN 3 Malang based on laws and government regulations are classified into two. These two achievements are the Standards for Educators and Education Personnel at MTsN 3 Malang and the Standards for Management of Education by Elementary and Secondary Education Units, in the Field of Educators and Education Personnel at MTsN 3 Malang.

Government Regulation Number 19 of 2005, Chapter VI Concerning Standards for Educators and Education Personnel, states that educators must have academic qualifications and competence as learning agents, physically and mentally healthy, and have the ability to realize national education goals. Meanwhile, educational staff at SMP/MTs at least consist of school/madrasah principals, administrative staff, library staff, laboratory staff, and school/madrasah cleaning staff.

Recruitment of teaching staff in the future needs to think about a specific mechanism in addition to written tests to recruit teaching staff who are truly capable and of good quality. It is appropriate for prospective teaching staff to be re-selected through an interview process and teaching tests in class to be able to determine a teacher's abilities. (Nadya dkk., 2022; Rahmah dkk., 2022) So far the education office has made efforts towards change, but the reality on the ground still encounters several obstacles due to the limited ability of teachers so that they have not been able to improve the overall aspects of education in every school.

MTsN 3 Malang in the placement of educators and educational staff is very concerned about the aspect of loyalty, dedication to work. There are many factors that cause someone to be satisfied working for an institution or the position they hold, not because of the salary they receive. They view work not only as a source of income, but also as an opportunity for self-development and dedication, providing an opportunity for self-development and dedication, providing something for the institution, also raises self-esteem and serves as a challenge that can forge them to be quality.

Local strengths that characterize human resource development

Forms of HR management policies in determining madrasah policy strategies are carried out by establishing the vision and mission of a madrasa that has been created and determined jointly by madrasah residents. This strategy was socialized at staff meetings

and then at official meetings in general. From the results of the meeting, a policy evaluation was carried out by taking into account the conditions and the possibility of changes that would occur. After that, a new strategy is determined to be used/used.

Empowerment of teaching staff is focused on learning activities in an effort to develop the quality of education, improve the quality of teaching and learning, all of which refer to madrasah decisions in terms of improving the quality of teaching and learning which require the support and practice of teachers and professional staff. For educational staff, policy forms are directed at efforts to develop excellent service quality to improve the quality of education.

There are several objectives of the human resource management policy strategy at MTsN 3 Malang. First, trying to align the vision and mission of the madrasa in determining and implementing policy strategies, so that expectations for quality development can be realized in accordance with the madrasah work plan/program. Second, limited resources do not imply an obstacle to the implementation of HR management policy strategies. With the efficient use of the right resources through the right strategy (eg placing the right people in the right positions) you can still achieve the goals of the madrasa. Human resource management policy strategies are actually needed in the efficient use of resources. Third, the implementation of the HR management policy strategy is very important for increasing the professionalism of the teaching staff in madrasahs. It is undeniable that the provision of appropriate rewards and incentives can provide additional motivation for the education staff. Training/training in accordance with their fields can increase the professionalism of these educational staff. Fourth, the HR management policy strategy can bring up new ideas in developing the quality of madrasahs for staff who have high work creativity, creating creative people who are rich in innovative ideas. So here it is hoped that innovations will emerge, which support the development of the quality of madrasahs.

The effectiveness of implementing local strength-based management at MTsN 3 Malang related to the principles of madrasah leadership is indeed very related. What is important in this case is the existence of a commitment in the implementation of management to understand each other, respect each other, be mutually responsible for a job at hand, with one command that can be followed, as well as more democratic leadership and improve monitoring and evaluation.

The effectiveness of the management of the assignment and supervision of all madrasah personnel is considered appropriate. Because in this case the implementation is accompanied by various considerations, suggestions/suggestions from within and outside the madrasah, not haphazardly. Also guided by existing laws and government regulations. Also mentoring juniors by seniors is done with the intention that a theory will emerge from an experience because of one's basic skills.

Challenges and Effective Steps in Implementing Human Resource Management Policies

In implementing HR management policies at MTsN 3 Malang, of course there are challenges/obstacles. These challenges can be found from inside and outside the

madrasah. Internally, the first challenge is the problem of work culture which is difficult to fix. A teacher or employee will usually feel awkward/difficult to face and accept a change. This will affect the wishes/expectations of madrasahs in an effort to develop the quality of education in madrasahs. The second challenge is the problem of work loyalty for some workers who are considered lacking. It is feared that this will affect other workers. Lack of cooperation/a sense of interpersonal care as well as personal awareness in carrying out duties and obligations. The next challenge is the assignment of educators and educational staff who are not in accordance with their educational background requires special guidance and assistance, to adapt to their activities because it will affect the work targets to be obtained.

Apart from internal challenges, there are also external challenges. First, socio-cultural problems that sometimes do not support the program. However, we feel that it is not very influential for the implementation of HR management policies at MTsN 3 Malang. Second, there is still placement of new personnel who are not in accordance with the needs. The planning process often does not run as it should, because policies are not made in detail, resulting in gaps between previous policies and operational technical aspects empirically.

To overcome these challenges and obstacles, several effective steps have been taken. First, developing the quality of teachers and staff through quality improvement programs, through training, workshops, seminars, collaboration with the community/other educational institutions. Monitoring/monitoring the performance of teaching/educational staff is also enhanced as a form of empathy for work evaluation. Second, the development and optimization of the use of infrastructure will also support it as an effective step to overcome these challenges. The priority scale of the infrastructure procurement program that supports services and teaching and learning activities. Third, spurring the creativity of teachers and employees in their daily performance. For this motivation, in addition to coaching, a policy was also made to award awards or rewards to teachers and employees who excel in the form of award certificates/others, as the judges are students. Also strengthen Professional Management and Leadership.

Appropriate human resource management policies require certain steps related to human resource planning activities towards a modern organization. The first step is the collection and analysis of data to forecast the expected demand and supply of human resources for future business planning. The second step is to develop human resource planning objectives. The third step is to design and implement programs that can facilitate the organization to achieve human resource planning goals. The fourth step is monitoring and evaluating the running programs. These four steps can be implemented in achieving short-term (less than one year), medium (two to three years), and long-term (more than three years) goals.

CONCLUSION

Based on the results of the research it can be concluded that human resource management policies to develop the quality of education, including planning employee

needs, recruitment of teaching and educational staff, policies in the placement and assignment of employees, employee maintenance, employee development/development, and termination of employment, as well as developed in the madrasah local policy. This policy is determined by the head of the madrasa and consistently applied to all madrasa residents in fulfilling the development of madrasa quality. The achievements of human resource management in terms of teaching and educational staff standards related to competency, most of them have met the targets in the requirements of the four competencies; Standards for fulfilling the number of educators and education are still not met; education management standards adjusted to PP number 19 of 2007, and conditions of madrasahs. Local strengths that characterize the development of resources at MTsN 3 Malang related to the form of management policies and strategic objectives of HR policies are made, determined and implemented based on the condition of human resources as they are in harmony with the vision and mission and objectives of the madrasa. Challenges in the implementation of HR management policies that occur both from within and outside of madrasahs can be overcome by carrying out various madrasa programs that support improving the quality of educators and education staff.

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