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### **Model of Human Resource Management in Pesantren -Based Private Madrasah Tsanawiyah**

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#### **Abstract**

Human resource management becomes very important for educational institutions in achieving their goals. Excellent educational institutions are certainly supported by superior human resources. Madrasahs are formal educational institutions that have advantages in the field of religion and moral education, especially those based on Islamic boarding schools. Madrasah graduates are expected by the community to build a better social order. The current condition, based on data from the National Accreditation Board for Madrasah Schools or BANSM, is that most Private Madrasah are very minimal in assessing the standards of educators and educational staff so they have not received a superior title in their accreditation. Researchers consider these conditions to be important for researching models of human resource management in private Islamic boarding schools. Human resource management according to Flippo (2010) is planning, organizing, developing, providing compensation, integrating, maintaining and releasing human resources in order to achieve various individual and organizational goals. This study used a qualitative approach with a descriptive method which was carried out in three Islamic boarding schools, namely MTs Al Inayah, MTs Nurul Iman, and MTs Misbahunnur. The implementation of human resource

management at the three madrasas was carried out properly so that the three madrasas received the title of superior madrasas and had maximum trust from the community.

### **Key Words**

Model, Management, HR, Madrasah Tsanawiyah, Pesantren Based

### **Introduction**

Human Resource management in the world of education generally handles various problems within the scope of teaching staff, students, school employees both permanent and non-permanent, managers or principals, and other workforce in the education sector to achieve the predetermined Vision and Mission. However, in fact, there are still many Islamic boarding school-based Madrasahs that have not optimally implemented Human Resource Management in improving the quality of human resources so that it is difficult to produce the desired outcome. Based on data from the National Accreditation Board for Madrasah Schools or BANSM, most private Madrasah Tsanawiyah are very minimal in assessing the standards of educators and education staff so they have not received the title of excellence in their accreditation.

Superior madrasas can carry out good management so that they can realize their goals effectively and will have an impact on high public trust in these madrasas as educational institutions for their children. In an effort to become a superior madrasa, one of them must be supported by superior human resources. According to Adriyani and Mitrohardjono (2020) that the school as an educational institution in which there are principals, teachers, administrative staff, and students requires good organizational management/teaching staff so that it can run smoothly according to the direction and the goal. Human resource management for educational institutions is very important to make it easier to achieve its goals.

According to Terry in Hasibuan (2014: 2) management is a distinctive process consisting of planning, organizing, moving and controlling actions to determine and achieve goals through the utilization of human resources and other resources. Human resource management according to Flippo (2010) is planning, organizing, developing, providing compensation, integrating, maintaining and releasing human resources in order to achieve various individual and organizational goals.

Madrasah as educational institutions require superior human resources to realize their goals. The existence of madrasas began with the birth of a Memorandum of Understanding (SKB) of three ministers on March 24, 1975 consisting of the Minister of Education and Culture, the Minister of Home Affairs and the Minister of Religion. According to Jamas (2008: 197), madrasas are a form of formal educational institution in Indonesia. According to Tilaar (2000: 10), the inclusion of madrasas as a sub-system of national education has various consequences, including the start of a coaching pattern that follows one measure which refers to government schools.

Madrasah education can be organized by the government or the community as stipulated in Minister of Religion Regulation number 14 of 2014. Madrasas organized by the government are also called state madrasas and madrasas managed by the community are also called private madrasas. Conditions in the field based on data from BANSM, madrasahs that have an excellent predicate are dominated by state madrasas because there are still quite a number of private madrasahs that do not yet have an excellent predicate.

Madrasas are educational institutions that are in great demand by many people, especially in terms of religious and moral education. The role of madrasas is very vital to form a competitive and noble nation generation. The optimization of religious and moral education in madrasas is strongly supported by the basis of Islamic boarding schools as education providers and integrated education units.

Based on the background of this problem, the researcher felt the need to examine the problem regarding the model of human resource management in private Islamic boarding schools (Islamic Madrasah Tsanawiyah) (Descriptive Study of the implementation of human resource management in private Madrasah Islamic boarding schools). As a support for the implementation of the research, researchers carried out research at private Islamic boarding schools.

### **Research Methods**

This research uses a qualitative approach with descriptive methods. The qualitative approach in this study is to see and analyze how the actual description of the model of human resource management in private Islamic boarding schools is based. According to Bogdan and Taylor in Moleong (2007:4), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The use of this method is adapted to the main objective of the research, which is to describe and analyze the model of human resource management in private pesantren-based Madrasah Tsanawiyah.

The research was conducted at three private Madrasah Tanawiyah, namely: MTs Al Inayah, MTs Nurul Iman, and MTs Misbahunnur. MTs Al-Inayah is located on Jl. Cijerokaso No. 63 Bandung. MTs Nurul Iman is located on Jl. Cibaduyut, Bandung City. The MTs Misbahunnur is located on Jl. Kolones Masturi, North Cimahi District, Cimahi City District. The subjects in this study were people who were directly involved in the human resource management model at private Islamic boarding schools. As for the subject, it consists of the Principal and the teacher.

According to Sugiyono (2008: 87), there are two main things that affect the quality of research data, namely the quality of research instruments and the quality of data collection. Qualitative research instruments or tools are the researchers themselves. Therefore, the researcher as an instrument must also be validated to what extent the researcher is ready to carry out research that will then go into the field. Research validation as an instrument includes validation of changes in qualitative research methods, mastery of insight into the field studied, readiness of researchers to enter research objects, both academically and logistically.

Data collection techniques used in this study are through observation (observation), interviews and documentation studies. The three data collection techniques are expected to complement each other, so that the expected information is obtained.

Data analysis before researchers enter the field is carried out on data from preliminary studies, or secondary data that will be used to determine the research focus. Data analysis during the research was carried out at the time of data collection and after completing data collection within a certain period. During the interview, the researcher has conducted an analysis of the interviewee's answers. If the answers interviewed after the analysis are not satisfactory, the researcher will continue the questions again, up to a certain stage until the expected data is obtained. The data analysis activities according to Miles and Huberman in Sugiyono (2008:91) include: data reduction, data presentation, and drawing conclusions and verification.

## **Discussion**

### **Research Findings**

Referring to the approach and research methods carried out, this research uses a qualitative research approach with descriptive methods. As for the research subjects that the researchers did was to use a purposive sampling technique to obtain data, especially primary data through observation, interviews, and documentation studies. The following are the findings of research conducted at three MTs schools, namely MTs Al Inayah, MTs Nurul Iman, and MTs Misbahunnur with the subjects in this study being people who are directly related to the human resource management model at private Islamic boarding schools, namely the principal and teachers.

#### **1. Findings on the implementation of job analysis**

Analysis of teacher needs was prepared every academic year by three MTs by way of observation, views of officials, and teacher diaries. The initial step in analyzing the needs of teachers in the three MTs was by matching the educational background of the teachers with the needs of the subject teachers multiplied by the number of study groups.

#### **2. Findings on the implementation of recruitment**

The implementation of teacher recruitment at MTs Al Inayah and Misbahunnur was carried out using an open method, while at MTs Nurul Iman it was carried out using a closed method. The teacher recruitment team consists of elements from the foundation, the head of the madrasa, the deputy head of curriculum, the head of administration, and teachers who are considered competent. The expected teacher criteria are teachers who have an appropriate

formal educational background and preferably have the competence and experience of Islamic boarding schools. The forms of selection carried out are administrative selection and substance selection.

### **3. Findings on the implementation of HR placement**

The teacher level applied in the three MTs consists of teachers who have been certified and teachers who have not been certified. MTs Misbahunnur added that the two categories consisted of permanent teachers and non-permanent teachers. Teacher placement is realized in the form of a Madrasah Headmaster's Decree regarding the division of academic and non-academic loads. Teachers who are given additional assignments as pesantren teachers are realized in the Decree of the Board of Islamic Boarding Schools regarding the distribution of tasks for pesantren teachers.

### **4. Findings on the implementation of Human Resource development**

Teacher development in the three MTs was carried out in two forms, namely teaching techniques and management. The development of teachers who focus on teaching techniques is carried out using training methods, workshops, In House Training (IHT), technical guidance and other supporting activities for teachers. Methods of teacher development with management techniques using case analysis, sensitivity training, peer training, delegation, dual management, and other special training. Implementing teacher development can be carried out by educational institutions, madrasas, Islamic boarding schools, as well as other supporting parties.

### **5. Findings on the implementation of compensation**

The three MTs provide compensation to teachers in the form of financial and non-financial which is given directly or indirectly. Direct financial compensation in the form of routine fees, incentives, and various allowances with certain categories. Indirect financial compensation is provided in the form of scholarships for the children of teachers who attend these institutions. Non-financial compensation that is given directly consists of uniforms, family recreation, meals, and institutional facilities that can be used by teachers. Some teachers who teach at Islamic boarding schools also get housing provided by the institution. Non-financial compensation provided is indirectly carried out with appreciation for teacher achievement or performance.

MTs teachers also receive compensation from the government in certain categories. Civil servant teachers get a basic salary from the government, certified teachers get a professional allowance, teachers who are not yet certified get incentives from the Ministry of Religion. Teachers who also teach in Islamic boarding schools have the opportunity to receive Pesantren teacher assistance from the

government. Based on the results of discussions with the Head of MTs Al Inayah and Nurul Iman, madrasa teachers in the city of Bandung who have not been certified receive a quality improvement grant from the Bandung City Government.

## **6. Findings on the implementation of integration**

The teacher integration model in the three MTs uses four communication streams, namely vertically downwards, vertically upwards, horizontally with fellow teachers, and diagonally between teachers across levels of educational units. According to the head of MTs Al Inayah the diagonal communication flow was not carried out at MTs Al Inayah because the head of the education unit was fully responsible for his teachers.

## **7. Findings on the implementation of HR maintenance**

The form of teacher maintenance in the three MTs uses communication, incentives, and welfare. Efforts to maintain teachers at MTs Misbahunnur were also carried out by appointing teachers to become permanent employees of the foundation so that these teachers would remain in service for quite a long time based on the results of discussions with the head of MTs Misbahunnur.

## **8. Findings on the implementation of termination of employment**

The termination of the teacher's employment relationship in the three MTs was carried out by submitting resignation, leave, end of working period, and being dismissed by the institution either respectfully or dishonorably. MTs Al Inayah sets the teacher's retirement period at the age of 60, while at MTs Nurul Iman and Misbahunnur after turning over 60 years of age teachers can still serve as long as they are willing.

## **9. Findings on the implementation of Human Resource monitoring and assessment**

Teacher monitoring is carried out in three MTs with routine and scheduled supervision programs in each school year. MTs teacher performance assessment is carried out in two forms of assessment, namely formative and summative. Aspects of teacher performance evaluation include professional, pedagogic, personality, and social competence.

### **Research Interpretation**

#### **1. Interpretation and Evaluation of Research Findings in the Implementation of Job Analysis**

Analysis of teacher needs in the three MTs studied was carried out routinely in each academic year using a combination technique. The researcher interpreted

the implementation of the job analysis at the three MTs to comply with the provisions, but the researcher did not find any teacher needs analysis that was integrated between madrasah and pesantren teachers. Based on the experience of researchers in managing Islamic boarding school-based MTs, the implementation of an integrated teacher needs analysis is more effective and efficient in procuring teachers who can meet the needs of both MTs and Islamic boarding schools.

## **2. Interpretation and Assessment of Research Findings in Recruitment Implementation**

Private Madrasah socialize recruitment openly. The selection team already consisted of elements from the foundation, MTs heads, vice heads for curriculum, administrative heads, and competent teachers. The form of selection is carried out by selecting administration and substance according to the needs of MTs. Requirements for new teachers consist of general requirements, administrative requirements, and academic qualification requirements based on KMA No. 1006 year 2021.

Implementation of recruitment in the interpretation of researchers is good. Recruitment prioritizes teachers who have competence in the field of Islamic boarding schools to support the quality of education held. MTs Nurul Iman and MTs Misbahunnur are collaborating specifically to optimize recruitment sources from pesantren that have graduates who support special pesantren programs. MTs Al Inayah carries out special recruitment to oversee special programs for a certain time, such as recruiting ITB graduates to oversee robotics programs.

## **3. Interpretation and Assessment of Research Findings in the Implementation of HR placements**

The level of teachers in the three MTs is based on their professionalism in the form of certified and uncertified teachers with the types of teachers consisting of PNS and Non PNS teachers. New teachers are appointed with a teacher appointment letter from the foundation and placed with a Decree on the division of academic and non-academic tasks. The authority to distribute teacher assignments is handed over to the heads of MTs and Islamic boarding schools, so that teachers on duty at MTs and Islamic boarding schools will receive two assignment letters.

According to the researcher's interpretation, the process of placing teachers in the three MTs was quite good, including the implementation of promotions, transfers, and teacher demotions. Researchers have not found a weighting of teacher assignments in Islamic boarding schools so that the total burden of teachers carrying out duties in MTs and Islamic boarding schools cannot be accumulated.

## **4. Interpretation and Assessment of Research Findings in the Implementation of Human Resource Development**

According to the researcher's interpretation, teacher development in the three MTs has been well implemented by carrying out operational and managerial

development. Organizers of teacher development are carried out by various parties ranging from foundations, educational units, the government, to private institutions. Teachers who teach in MTs and Islamic boarding schools have a greater chance of participating in teacher development.

#### **5. Interpretation and Assessment of Research Findings on Compensation Implementation**

MTs teacher compensation is in the form of financial and non-financial, which is given directly or indirectly in various forms according to the ability of the institution. This compensation can come from educational institutions or the government. According to researchers the implementation of teacher compensation is good. There are several forms of additional compensation that may also be implemented in the three MTs based on the experience of researchers in implementing teacher compensation including the provision of health and employment insurance, old age security, educational scholarships, haj portion, entrepreneurship opportunities and teacher education scholarships. Some of the compensation can also be cooperated with related external parties.

#### **6. Interpretation and Assessment of Research Findings in the Implementation of Integration**

The implementation of integrating teachers in the three MTs studied was carried out with four communication streams namely vertical downward communication, upward vertical communication, horizontal communication and diagonal communication. According to the researcher's interpretation, the integration of teachers in three private MTs has been carried out well. MTs Al Inayah does not use diagonal communication flows because it focuses more on teachers in their educational units.

#### **7. Interpretation and Evaluation of Research Findings on the Implementation of Human Resources Maintenance**

In the view of researchers, the implementation of maintenance using communication methods, intensive care and teacher welfare has been carried out properly. MTs Misbahunnur carries out maintenance by applying employment status as a permanent employee of the foundation for teachers who will always serve for a long time. Based on the researcher's experience, there are several forms of teacher welfare that can optimize the maintenance of teachers with various forms of binding welfare, such as providing teacher education scholarships, giving hajj portions for teachers.

#### **8. Interpretation and Assessment of Research Findings in the Termination of Employment**

Termination of employment can be temporary or permanent. Temporary termination of employment or leave is given to teachers according to



predetermined conditions. Permanent termination of employment occurs because of one's own will or at the will of the institution. The mechanism for teachers who want to resign has been determined by the institution. Teachers who are dismissed by the institution can be respectfully or dishonorably according to a predetermined category. The retirement period for teachers in private MTs refers to the applicable regulations, but there are a number of MTs which continue to produce teachers who have reached retirement age non-formally or at Islamic boarding schools as an appreciation for their dedication as long as the person concerned is still willing.

The interpretation and assessment of researchers in terminating the employment of Islamic boarding school-based private MTs teachers has been good. What should be considered by educational institutions, according to researchers, is old age security for non-PNS teachers, such as only researchers as non-PNS teachers in private education who receive old age security from educational institutions to help teachers when they reach retirement age.

### **9. Interpretation and Assessment of Research Findings in the Implementation of HR Monitoring and Assessment**

MTs teacher monitoring is carried out with a well-planned supervision program. Teacher assessment is carried out through a teacher performance assessment program in a formative and summative manner. The results of these assessments are always followed up by the MTs head. In the researcher's interpretation, the series of activities went well, but the researcher did not find a written Pesantrenteacher performance appraisal system.

Interpretation and assessment of researchers in monitoring and evaluating teachers in Islamic boarding schools based private Madrasah Tsanawiyah has been carried out well. This refers to the study of documentation on teacher performance appraisal.

### **Research Discussion**

According to Hasibuan (2009), human resource management is the science and art of managing the relationships and roles of the workforce, in order to effectively and efficiently help achieve goals. Private Madrasah Tsanawiyah based on Islamic boarding schools certainly has a goal that is elaborated on with strategic steps to achieve this goal, one of which is by preparing superior and productive human resources.

Human resource management has two functions, namely managerial functions and operational functions. According to Rivai (2015) the operational functions of human resource management consist of planning, development, compensation, integration, maintenance, and termination of employment.

### **1. Discussion of the implementation of the job analysis of private Madrasah Tsanawiyah based on Islamic boarding schools**

According to Rivai (2015) job analysis is placing the right person in a particular job, according to ability, expertise, and experience in doing a job. Analysis of the needs of teachers in private MTs based on Islamic boarding schools must be able to meet the needs of teachers to be able to carry out MTs and Islamic boarding schools programs. Analysis of the needs of Islamic boarding school-based MTs teachers will be more efficient if they can be integrated properly because MTs and Islamic boarding schools become a unit so that the needs of teachers for learning at MTs and Islamic boarding schools can be met to achieve the goals of educational institutions.

Job analysis techniques according to Rivai (2015) include observations, interviews, views of officials, direct supervisors, or senior employees, questionnaires, employee work diaries, or combination techniques. Islamic boarding school-based private MTs in carrying out teacher needs analysis uses a combination technique using observation, interviews, views of officials, and employee diaries. The mechanism refers to KMA No. 1006 of 2021 concerning Guidelines for Appointing Teachers in Madrasahs Organized by the Community.

### **2. Discussion on the implementation of pesantren-based private Madrasah Tsanawiyah recruitment**

Nasir (2020) states that recruitment is a process or activity of searching for and gathering prospective professional applicants to fill vacancies in an institution or institution in accordance with the specified requirements. The open method and closed method are recruitment methods according to Aasen & Stensaker in Nasir (2020). Both of these methods can be used by private MTs based on Islamic boarding schools to recruit teachers according to the expected criteria.

The recruitment of teachers for Private MTs based on Islamic boarding schools is carried out by a special team involving various elements consisting of elements from foundations, MTs heads, WK Curriculum, Administration, and teachers. Teacher selection is carried out with two types of selection, namely administrative selection and substance selection. MTs teacher requirements consist of general requirements and administrative requirements. These things are in accordance with KMA No. 1006 of 2021 concerning Guidelines for Appointing Teachers in Madrasahs Organized by the Community. Islamic boarding school-based private MTs add a number of special requirements for teachers who wish to be recruited in order to support the realization of the institution's goals.

### **3. Discussion of HR placement implementation**

Placement according to Rivai (2015) is the assignment or reassignment of an employee to a new job. Islamic boarding school-based private MTs place

teachers by issuing academic and non-academic load sharing letters from MTs heads and pesantren leaders.

Types of placement according to Rivai (2015) there are three types of placement, namely promotions, transfers and demotions. Placement of teachers in Islamic boarding school-based private MTs also applies three types of placement, namely promotions, transfers, and demotions using the Educator and Education Personnel Information System or SIMPATIKA based on Ministry of Religion Circular Letter Number 2940/SJ/DJ.I/DT.I/HM.00 /4/2016.

Madrasa teacher workload is a minimum of 24 hours of face-to-face meetings and a maximum of 40 hours of face-to-face meetings in one week based on Government Regulation number 19 of 2017 which consists of main tasks or added additional tasks referring to Minister of Religion Decree number 890 of 2019. Pesantrenteachers become one of the important elements in the implementation of Islamic boarding schools education in accordance with Law number 18 of 2019 concerning Islamic boarding schools. The burden of Pesantrenteachers is not as detailed as that of madrasa teachers so that madrasa teachers who teach in Islamic boarding schools do not have an accumulated burden on formal teachers.

#### **4. Discussion on the Implementation of Islamic Boarding School-based Private MTs HR development**

According to Flippo in Samsudin (2010), human resource development is an effort to increase employee knowledge and skills. According to Flippo (2019), the types of human resource development are operational development and manager development. Islamic boarding school-based private MTs always carry out teacher development both operational and manager development as a necessity to improve the quality of their education. Organizers of teacher development can be carried out by the government, foundations, educational units, or private parties.

#### **5. Discussion on the Implementation of Islamic Boarding School-based Private MTs compensation**

According to Flippo in Samsudin (2010) compensation is the price for services received or provided by other people for the benefit of a person or legal entity. Giving compensation given by educational institutions to their teachers is a form of professional protection for teachers in accordance with the Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers. Madrasa teachers are entitled to receive income from education providers or foundations based on KMA No. 1006 of 2021 which states that teachers have the right to earn income from foundations or other legitimate sources. Pesantren-based Private Madrasah Tsanawiyah teachers receive compensation from educational institutions or foundations and the government.

Compensation for employees according to Rivai (2015) is in the form of financial and non-financial which is given directly or indirectly. Direct financial

compensation given to teachers consists of salary or honorarium, achievement payments, incentives, and retirement savings. Indirect compensation consists of protection and compensation outside working hours. Direct non-financial compensation in the form of facilities and indirectly in the form of awards for achievements.

The amount of compensation sourced from the government refers to the applicable regulations and the amount of compensation sourced from educational institutions is given according to the conditions of each educational institution. Compensation for madrasah teachers with PNS status is guided by Government Regulation number 15 of 2019 concerning civil servant salaries and Decree of the Director General of Islamic Religious Education number 6243 of 2018 concerning performance allowances for PNS teachers. Compensation sourced from the government for non-PNS madrasah teachers who have been certified refers to Minister of Religion Regulation number 43 of 2014 and non-PNS teachers who have not been certified refers to the Decree of the Director General of Islamic Religious Education number 19 of 2022 concerning providing incentives for non-PNS teachers. Apart from the central government, several regional governments provide allowances for teachers according to their respective regions.

## **6. Discussion on the Implementation of Islamic Boarding School-based Private MTs integration**

Integration according to Hasibuan (2008) is the activity of integrating the wishes of employees and the interests of the company, in order to create cooperation that gives satisfaction. According to Rivai (2015) there are four communication flows within a company including; downward vertical communication, upward vertical communication, horizontal communication, and diagonal communication. The communication flow carried out at Islamic boarding school-based private Madrasah Tsanawiyah to integrate its goals uses three main communication flows, namely downward vertical communication, upward vertical communication, and horizontal communication among teachers. Diagonal communication flow is not used in some MTs because it adjusts the form of management.

## **7. Discussion on the implementation of pesantren-based private MTs human resources maintenance**

According to Flippo in Nasir (2020:12) maintenance means maintaining the workforce so that they feel comfortable in the institution. Employee maintenance methods according to Herman Sofyandi (2013) are communication methods, incentive giving methods, and employee welfare methods. The three methods are carried out by Islamic boarding school-based private MTs for the maintenance of teachers in various forms.

In addition to these three methods, teacher maintenance can be done by using teacher employment status as a career path for teachers in educational institutions as implemented by one of the MTs studied. Teacher employment status can further increase motivation to reach career peaks and bind teachers for a relatively long period of time even until they reach retirement age.

## **8. Discussion of the implementation of termination of employment at Islamic boarding school-based private MTs**

According to Samsudin (2010) termination of employment means the official release of employment from the unit or organization where a person works. Sofyandi (2013) mentions is the termination of a person's employment relationship with an organization or company. Termination of teacher employment is something that occurs in every educational institution, including Islamic boarding school-based private MTs.

Provisions for termination of employment for Islamic boarding schools-based private MTs teachers are regulated in such a way both by the government and by educational institutions so as not to have an adverse impact on both the institution and the personal teacher. According to Riva'I (2015) there are four forms of termination of employment, namely leaving a temporary job or taking leave, reduction or attrition, resignation, and termination or dismissal. Termination of employment for Islamic boarding school-based private MTs teachers is carried out in the form of temporary termination of employment or leave, end of term of duty, resignation, and honorable or dishonorable discharge. Government regulations that are used as a reference for terminating teacher employment refer to KMA No. 1006 year 2021.

## **9. Discussion Implementation of monitoring and assessment of Islamic boarding school-based private MTs human resources**

According to Simanjuntak (2005) performance is the level of achievement of results on the implementation of certain tasks. Performance appraisal according to Mathis and Jackson in Indrasari (2017) is a process of evaluating how well employees are doing, when compared to a set of standards and then communicating it to employees. Teacher performance assessment or PKG based on Permendiknas Number 35 of 2010 PKG is an assessment system designed to identify the ability of teachers to carry out their main tasks through measuring the mastery of competencies shown in their performance. PKG is carried out with formative and summative assessments which are routinely carried out every academic year in Islamic boarding school-based private MTs.

The implementation of PKG in private MTs based on Islamic boarding schools refers to the Decree of the Director General of Islamic Education number 1843 of 2021. The assessment of pesantren teachers has not been carried out in writing, so madrasa teachers who also serve as pesantren teachers only receive

performance appraisals as madrasa teachers only. According to Indrasari (2017) there are three criteria that can be used to measure individual employee performance, namely work quality, productivity, and responsibility. These three criteria can be used in informal assessments at private Islamic boarding schools to measure the performance of Islamic boarding schools teachers.

### **Conclusion**

Islamic Boarding School-based Private Madrasah Tsanawiyah is a formal educational institution managed by the community through educational institutions that are legalized in accordance with applicable laws. The purpose of the pesantren-based Private Madrasah Tsanawiyah is one of the efforts of educational institutions to realize their goals.

Efforts to realize Islamic Boarding School-based Private Madrasah Tsanawiyah are supported by excellent teachers. The realization of superior teachers is supported by good human resource management. Teacher management is a challenge for heads of education units in realizing their vision.

The implementation of human resource management at Islamic boarding school-based private MTs has been well implemented. The indicator of the implementation of HR management is by carrying out several stages in teacher management. Having superior and productive teachers is one of the efforts to achieve the vision and goals of madrasahs or educational units. The existence of well-managed teachers has an impact on the optimal process of education in educational units.

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