



## DESIGN OF IMPROVING THE QUALITY OF HUMAN RESOURCES BASED ON ISLAMIC SCHOOLS IN ANAK SALEH FOUNDATION, MALANG CITY

**Anwar Sa'dullah**

Fakultas Agama Islam Universitas Islam Malang, Indonesia

[anwars@unisma.ac.id](mailto:anwars@unisma.ac.id)

**Muhammad Fahmi Hidayatullah**

Fakultas Agama Islam Universitas Islam Malang, Indonesia

[m.fahmihidayatullah@unisma.ac.id](mailto:m.fahmihidayatullah@unisma.ac.id)

---

**Received: 06-04-2020**

**Revised: 06-07-2020**

**Accepted: 23-07-2020**

---

### Abstract

The quality of human resources has become a vital aspect in the development of Islamic education institutions in particular. Almost every leading school has a design to improve the quality of human resources, bearing in mind that this aspect is the key to the birth of a quality generation. Learn from the Saleh Children's Foundation in improving the quality of human resources as a non-LPI general education institution to become one of the leading primary and early childhood education institutions in Indonesia. In addition, there are Elementary Schools and Age Education. The two schools became role models of Islamic school-based management in line with the ideals of reform and independence. This study uses a descriptive qualitative research method with a case study approach with a multicase design. The results of this study are: improving the quality of teachers in early childhood education programs (PAUD) *Anak Saleh* through internal workshops and seminars which are held every Saturday. Its activities are based on output in the form of scientific work, and outcomes in the form of student and parent handbooks (news stories and prayers). While improving the quality of administrative and non-administrative education staff through collaborative activities with government agencies and non-government organizations.

**Keywords:** design, quality, human resources

### Abstrak

*Mutu sumber daya manusia menjadi aspek vital dalam pengembangan lembaga pendidikan Islam khususnya. Hampir setiap sekolah unggulan memiliki desain peningkatan mutu sumber daya manusia mengingat aspek tersebut menjadi kunci lahirnya generasi bermutu. Belajar dari yayasan Anak Saleh dalam peningkatan mutu sumber daya manusia sebagai lembaga pendidikan umum non LPI menjadi salah satu lembaga pendidikan dasar dan anak usia dini unggulan di Indonesia. In addition, there are Sekolah Dasar dan Pendidikan Anak Usia dini. Kedua sekolah tersebut menjadi role model manajemen berbasis sekolah keIslaman selaras dengan cita-cita reformasi dan kemerdekaan. Penelitian ini menggunakan jenis risert kualitatif deskriptif dengan pendekatan studi kasus dengan design multikasus. Hasil penelitian ini yaitu: peningkatan mutu guru di PAUD Anak Saleh melalui workshop dan seminar internal yang diselenggarakan setiap hari Sabtu. Kegiatannya berbasis Output dalam bentuk karya ilmiah, dan outcome dalam bentuk buku pegangan siswa dan orang tua*

(*bukucerita dan doa-doa*). Sementara peningkatan mutu tenaga kependidikan administratif maupun non administratif melalui kegiatan kerjasama dengan instansi pemerintah maupun swadaya masyarakat.

**Kata Kunci** : Desain, Mutu, Sumber Daya Manusia

## INTRODUCTION

The road map of educational institutions in Indonesia is very dynamic with the diversity of fields and the character of a plural society<sup>1</sup>. Efforts to manage Islamic educational institutions in particular require extra effort in an effort to reach the maximum point<sup>2</sup>. The reason is that Muslims in Indonesia are the largest population with 237,641,326 people or 87.18% of the Indonesian population based on 2010 population data. The rest are Protestants 6.96%, Catholics 2.9%, Hindus 1.69% , Buddhism 0.72%, Confucius 0.05%, other religions 0.13%, and the rest did not answer.

The above description shows that Islamic educational institutions in Indonesia have great opportunities in educating, fostering, including empowering adherents with the potential of their human resources<sup>3</sup>. Therefore Islamic educational institutions need to display the best quality of education in accordance with the ideology of Pancasila so that it can be used as an example for other educational institutions, especially those institutions under the auspices of the central government<sup>4</sup>.

In addition, the quality of Islamic education in Indonesia needs to be improved considering that Indonesia is one of the countries in the Southeast Asian region, where the region is the target of colonization of countries in the European region both spontaneously and quietly<sup>5</sup>. The majority of colonial targets are carried out in developing countries that are at the stage of developing or strengthening the quality of human resources<sup>6</sup>. This is what needs to be considered by developing countries as Indonesia which has the obligation to improve the quality and quality of human resources through educational institutions<sup>7</sup>.

---

<sup>1</sup> Achmad Asrori, "Contemporary Religious Education Model on the Challenge of Indonesian Multiculturalism," *JOURNAL OF INDONESIA ISLAM* 10, no. 2 (1 Desember 2016): 261–84, <https://doi.org/10.15642/JIIS.2016.10.2.261-284>.

<sup>2</sup> Imam Makruf, "Leadership Model in Integrated Islamic Educational Institutions," *Jurnal Pendidikan Islam* 6, no. 2 (27 Desember 2017): 331–48, <https://doi.org/10.14421/jpi.2017.62.331-348>.

<sup>3</sup> Muhammad Luthfi Abdullah dan Akhmad Syahri, "Model of Religious Culture Education and Humanity," *Nadwa* 12, no. 2 (7 Januari 2019): 331–44, <https://doi.org/10.21580/nw.2018.12.2.2756>.

<sup>4</sup> Muh Shodiq, S. Suyata, dan Sutrisna Wibawa, "Developing quality evaluation instrument for Islamic Senior High School," *Jurnal Penelitian dan Evaluasi Pendidikan* 21, no. 2 (30 Desember 2017): 189, <https://doi.org/10.21831/pep.v21i2.15675>; Anaas Tri Ridlo Dina Yuliana, "Total Quality Educational Mindset Formation at Muhammadiyah Elementary School Kleco Yogyakarta," *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 3, no. 1 (29 Juni 2018): 67–76, <https://doi.org/10.24042/tadris.v3i1.2391>.

<sup>5</sup> Aslan Aslan, Hifza Hifza, dan Muhammad Suhardi, "DINAMIKA PENDIDIKAN ISLAM DI THAILAND PADA ABAD 19-20," Nazhruna: *Jurnal Pendidikan Islam* 3, no. 1 (7 Februari 2020): 38–54, <https://doi.org/10.31538/nzh.v3i1.476>.

<sup>6</sup> Ari Kartiko dkk., "The Influence of Leadership, Compensation on Nurses' Performance in the Mother and Child Hospital 'Fatimah' Lamongan" (Proceedings of the 2nd International Conference on Economics, Business, and Government Challenges, EBGC 2019, 3 October, UPN "Veteran" East Java, Surabaya, Indonesia, Indonesia: EAI, 2020), <http://dx.doi.org/10.4108/eai.3-10-2019.2291913>.

<sup>7</sup> Dahlan Dahlan, Djamil Hasim, dan Hamdan Hamdan, "Pengaruh Manajemen Sumber Daya Manusia dan Budaya Organisasi Terhadap Kualitas Pelayanan Pada Kantor Kecamatan Tamalate Kota Makassar," *Jurnal Administrasi* 4, no. 2 (2017): 69–75; Hefni Zain, "Pengembangan Pendidikan Islam Multikultural Berbasis Manajemen Sumber Daya Manusia," *Tadris: Jurnal Pendidikan Islam* 8, no. 1 (2014): 108–124.

Quality and quality are the key to institution development. Since the reform period on January 1, 2001 and the regional autonomy policy has been issued<sup>8</sup>. This certainly opens wide opportunities for Islamic educational institutions in particular to take innovative and creative actions in optimizing the performance of institutions, one of which is through School Based Management, *Manajemen Berbasis Sekolah* (MBS)<sup>9</sup>. The management model was initiated by the Ministry of National Education by changing the orientation of management from the center and returned to the school itself in order to obtain maximum results in various aspects of the school both regarding quality, efficiency, relevance, innovation, and of course based on equitable education<sup>10</sup>.

Participation from various elements is needed especially education stakeholders which include parents, teachers, and the community around the institution. All three are the subject of the management of educational institutions in implementing school-based management (MBS) with a broad scope. The participation of administrative and field education personnel is also a supporting element of MBS performance. Therefore all the elements that intersect with students both inside and outside of school greatly influence the operational effectiveness of MBS<sup>11</sup>.

While MBS in the form of MBSK (Islamic School Based Management which is an embryo of MBS. One component that can be developed is improving the quality of human resources<sup>12</sup>. This becomes important with the rationalization of inputs that can be developed to operationalize the process and produce outcomes from the outputs it produces. Human resources become the main element in operating MBSK including its control in order to achieve the specified indicators<sup>13</sup>.

Efforts to uncover examples of the design of the MBSK component of improving the quality of human resources can be elaborated in the results of research at the Anak Saleh Foundation which is a leading public educational institution with an Islamic character as the MBSK role model. The Saleh Children's Foundation was chosen as the locus of research because the institutions within it were performing and as a national flagship. Within the foundation there are two general educational institutions namely Integrated Early Childhood Education and Elementary Schools. Although they are not under Islamic Education Institutions (LPI), both of them are distinctively Islamic.

---

<sup>8</sup> Usman Husaini, *Manajemen Teori, Praktik dan Riset Pendidikan. edisi 4*, 4 ed. (Jakarta: Bumi Aksara, 2013), 572.

<sup>9</sup> In Indonesia School-Based Management is Called *manajemen berbasis sekolah* (MBS)

<sup>10</sup> Direktorat Jenderal Pendidikan Dasar dan Menengah, *Panduan Manajemen Sekolah* (Jakarta: Direktorat Pendidikan Menengah Umum, 2000), 15

<sup>11</sup> Mofareh Saeed Alkrdem dan Abdulaziz Saeed Alqahtani, "Educational Management in the Light of Islamic Standards," *Journal of Education, Society and Behavioural Science*, 12 Februari 2016, 1–9, <https://doi.org/10.9734/BJESBS/2016/22671>; Alex Maritz dkk., "Innovation education programs: toward a conceptual framework," *European Journal of Innovation Management* 17, no. 2 (6 Mei 2014): 166–82, <https://doi.org/10.1108/EJIM-06-2013-0051>.

<sup>12</sup> Feska Ajefri, "Efektifitas Kepemimpinan Dalam Manajemen Berbasis Madrasah," *Al-Idarah: Jurnal Kependidikan Islam* 7, no. 2 (1 Desember 2017): 99–119, <https://doi.org/10.24042/alidarrah.v7i2.2265>.

<sup>13</sup> Nurul Mufidah, "Peran Manajer Kepala MIN Jejeran Bantul Dalam Implementasi Manajemen Berbasis Madrasah," *MANAGERIA: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (7 Juni 2017): 45–62, <https://doi.org/10.14421/manageria.2017.21.03>.

## RESEARCH METHOD

Research on the design of improving the quality of Islamic school-based human resources at the Anak Saleh Foundation in Malang City uses a postpositivism paradigm with a qualitative descriptive type. This qualitative type means that natural phenomena must be viewed as a whole without hypotheses or isolating individuals or organizations against certain variables<sup>14</sup>. So that natural data will be obtained that can be narrated as results or research findings<sup>15</sup>.

The qualitative descriptive type is in line with Bogdan and Taylor's views that interpret qualitative as a research that describes written and unwritten data both from interviews, documentation, and observations conducted by researchers naturally on the environment being studied with the aim of obtaining profound or narrative meaning<sup>16</sup>. The type of researcher in the view of the figures above is a field research conducted at the Anak Saleh Foundation in Malang.

While in the view of researchers, the research approach used by researchers is a case study. The meaning of case studies is, research that traces something that has already happened<sup>17</sup>. So this case study if the situation and events have occurred in terms of background, programs and so forth<sup>18</sup>, including relating to the design of improving the quality of human resources based on Islamic schools at the Children's Saleh Foundation in Malang. In addition, the qualitative approach is expected to reveal the situations and problems encountered in character value activities to enhance spiritual intelligence.

While the development of case studies is multi-case because these two different levels of organization apply different concepts even in the foundation of a foundation. As for the data collection techniques through research triangulation, namely: interviews, observation, and documentation. while qualitative data analysis techniques are in the form of interactive models from Miles and Huberman<sup>19</sup> to analyze research data. Activities in qualitative data analysis are carried out interactively and take place continuously until finished, so that the data is already saturated. The steps include: data condensation, data display, and conclusions, withdrawal/verification (conclusion, drawing/verification)<sup>20</sup>.

## RESULT AND DISCUSSION

### Improvement of Human Resources Quality of Islamic Schools in the Buiding Religious Character of Students in Kindergarten Anak Saleh Malang City

The quality of human resources is very influential in the formation of Institutional Quality. His position as a controller of the pace of educational institutions including the Integrated Kindergarten Anak Saleh. In this institution, leaders give great attention to human resources that can support the quality of students. Therefore, various attempts were made by

---

<sup>14</sup> Moloeng Lexy J, *Metodologi penelitian Kualitatif*, 29 ed. (Bandung: Rosdakarya, 2011), 4.

<sup>15</sup> Burhan Bungin, *Metode Penelitian Kualitatif* (Rajawali Pub, 2006), 5.

<sup>16</sup> Robert Bogdan dan Sari Knopp Biklen, *Qualitative research for education: an introduction to theory and methods*, 3rd ed (Boston: Allyn and Bacon, 1998).

<sup>17</sup> Robert K Yin, *Case Study Research: Design and Methods*, 2013, 3.

<sup>18</sup> Emzir, *Analisis data: metodologi penelitian kualitatif* (Jakarta: Rajawali Pers, 2010).

<sup>19</sup> Matthew B. Miles, A. M. Huberman, dan Johnny Saldaña, *Qualitative data analysis: a methods sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014).

<sup>20</sup> John W. Creswell, *Qualitative inquiry & research design: choosing among five approaches*, 2nd ed (Thousand Oaks: Sage Publications, 2007).

Virtuous Children Integrated Kindergarten in maintaining the quality of their human resources. Starting from the teacher to being involved in various activities. This is based on the results of the researchers interview with the Vice Minister of Energy and Public Relations as follows:

“To increase this HR human resources, the Foundation is also looking for very high support, so apart from the internal Foundation, we can also participate outside the foundation. Now for those outside the Foundation, like we take part in GTKI activities that have workshops, there are also seminars. Incidentally, there is also Pak Imron here, who is also a UMM lecturer, so often we are invited to work together for seminars or workshops related to improving teacher human resources. So we often participate in these activities and even we are part of the committee. Then for other activities, it might be from the cluster activity, a cluster in the same sub-district must be called a KKG cluster every month. There are also materials that can add insight to the teachers. if from our own internal, God willing, we routinely do what we call each week, we must have activities on Saturdays. The children enter until Friday only, if on Saturday the increase in teacher human resources, especially we in the field of curriculum. If on Saturday Pak in the field of curriculum that holds teacher Mia”<sup>21</sup>.

The results of the interview above explain the improvement of the quality of teachers through workshops and seminars both organized by GTKI<sup>22</sup> (Islamic Kindergarten Teachers), the Office of Education, KKG<sup>23</sup> (Teacher Working Group), and Internal. Its implementation on Saturday is because the school is active only until Friday and specifically on Saturdays the concentration in improving the quality of the human resources of the institution that is escorted by the Waka Curriculum and Learning.

The activity is an effort to build and develop professionalism in human resources which is one of the principals' strategies in improving the quality of institutions. As in the scientific article<sup>24</sup> on internal strategies used by principals in implementing the National Leading Kindergarten in Anak Saleh Integrated Kindergarten, one of them fostered professionalism of human resources in order to achieve excellence and achievement in order to achieve these noble ideals.

Training activities and workshops for the development of teacher professionalism, not just material provided in the form of processes without outputs and outcomes. There is a shared commitment that is built to produce outputs and outcomes for the institution. The output is in the form of scientific work (books) and the output is the focus of students and parents. This is based on interviews with the Vice Minister of Labor and Public Relations as follows<sup>25</sup>:

“So on Saturday specifically discussing the curriculum on the other hand we also bring in the speakers, such as when on that day we call the speakers to make story books. we call the speakers from outside. In the future we want to have the public speaking planned. If yesterday our story book had made it according to the theme

---

<sup>21</sup> Waka Ketenagaan dan Humas, Wawancara 18 februari 2020

<sup>22</sup> Guru Taman Kanak-Kanak Islam in Bahasa Indonesia

<sup>23</sup> Kelompok Kerja Guru In Bahasa

<sup>24</sup> Imron Arifin, “Strategi Kepala Sekolah dalam Mengimplementasikan PAUD Unggulan Nasional,” *Jurnal Pendidikan dan Pembelajaran (JPP)* 18, no. 1 (24 Januari 2012): 29–35, <http://journal.um.ac.id/index.php/pendidikan-dan-pembelajaran/article/view/2755>.

<sup>25</sup> Waka Ketenagaan dan Humas, Wawancara 18 februari 2020

Sir, only this was still in the process of being printed but the problem was illustrated. So for illustration, we also need time to do it, and that is not easy. And who wrote this story book is the teacher himself and is purely the work of an integrated PAUD teacher of pious children. In addition there is also a prayer book, that also compiles the teachers. The term is Islamic grip if here, and even then that compose the teachers. When is the day we can also compile a character book. The character book is also the composing teachers. We compiled together, in the end the book became our guideline for character education in Integrated Child Saleh PAUD. In addition there is also the book *fastabiqul Khoirot*, so *fastabiqul khoirot* is a guide for new student guardians. So there are all the rules that make up the teacher too”

The interview results above explain the outcome resulting from the professional development activities of teachers is a story book in accordance with the theme, a book of prayers, and *fastabiqul khoirot*. The story book aims to complete and illustrate to facilitate students in understanding the material in the theme. The prayer book as a daily guide for students is in accordance with the philosophy of the five institutional characters namely Islamic characters, and the *fastabiqul khoirot* book is a guide for parents and students relating to school regulations.

Furthermore, improving the quality of human resources not only applies to Teachers, but also applies to Tenaka Education, OB, and Security. This was conveyed by the Vice Minister of Labor and Public Relations as follows:

“For education staff such as TU, they often participate in activities in the Ministry of National Education. There is also a briefing activity, for example, what is the name for? How is BOP reporting continued? Dapodik also has training provisions. For others, for example, the cleaning department also exists often with elementary schools, which happen to have already had facilities for a garbage bank. So from the OB fathers, we sent them there to learn how to properly process waste. Besides that, our security guards also work together with institutions or agencies that accommodate security guards in the city of Malang. So we sent security guards to attend the training. For the UKS, we also work together with the puskesmas, so there is a briefing from the puskesmas and we work together like that”

“*Terjemah* Untuk tenaga kependidikan seperti TU itu sering kali ikut kegiatan yang ada di Diknas. Di situ juga ada kegiatan pembekalan misalkan untuk apa namanya Bagaimana pelaporan BOP terus Dapodik itu juga ada pembekalan pelatihannya. Untuk yang lainnya bagian kebersihan misalkan itu juga ada sering dengan SD yang kebetulan di sana sudah ab punya sarana untuk bank sampah. Jadi dari bapak-bapak OB kami kirim ke sana untuk belajar bagaimana sih mengolah sampah yang betul. Selain itu satpam kita juga bekerja sama dengan seperti Lembaga atau instansi yang mengakomodir para satpam yang ada di kota Malang. Jadi kita mengirimkan mengirimkan satpam untuk mengikuti pelatihan tersebut gitu. Untuk yang UKS kami juga berkerjasama dengan puskesmas, jadi ada pembekalan dari puskesmas dan kita bekerjasama”.

The results of the interview above explained that, in increasing the professionalism of the Education Personnel, collaboration was conducted with government agencies and non-government organizations. For education staff, training programs and workshops organized by the Ministry of Education and internal affairs are included. Cleaning services are included in activities in collaboration with the garbage bank owned by partner primary schools and Malang City government agencies. Security is included in the training activities of government

agencies and non-governmental organizations in the Malang City security community. Meanwhile, health business class workers are included in activities in collaboration with puskesmas.

Thus Integrated Anak Saleh Kindergarten in enhancing collaboration-outcome professionalism based HR. This is in line with current conditions in which the demands of 21st century generation of competence, one of which is collaboration (collaboration) in achieving the ideals set forth accompanied by results that can be utilized by everyone.

### **Improvement of Human Resources Quality in Islamic Schools in Forming the Religious Character of Students in Elementary School Anak Saleh Malang**

Various attempts were made to improve the quality of human resources of the institution, including the Pious Children Elementary School that adapts to global developments and the needs of the community. While the development of human resources is the responsibility of the institutional waka of the Righteous Children's Elementary School. This is based on the results of the interviewer's researchers as follows:

*“Jadi untuk kelembagaan memang fokusnya adalah bagaimana mengembangkan sumber daya manusia. Jadi kami itu memonitor, mengevaluasi, memfollow up, mengembangkan SDM di SD Anak Saleh seluruhnya baik mulai guru sampai ke OB”.*

“So for the institution, the focus is on how to develop human resources. So we are monitoring, evaluating, following up, developing human resources in the Anak Saleh Elementary School, both from the teacher to the office boy”.

The results of the interview explained that the Deputy Head of Institution was responsible for developing the human resources of Anak Saleh Elementary School. There are four steps it does, including: monitoring, evaluation, and follow-up, and human resource development. The four stages are as stages in its development. Then the first step is monitoring as the results of the researchers interview with the Deputy Institutional Head as follows:

“Our program has a monitoring program. Monitoring that we carry out an inventory of teacher profiles to employees. Who is this teacher, where is the address, is he married or not, his profile is complete to a medical history, we are building the database, that's monitoring. After that we have the name evaluation. So every month, every week, our teacher sees how he is present, how is the ability of the relationship with students and the relationship with parents, it's all complete. And even when the teacher permits, the permit uses a special format. Not enough with permission. Sorry, sir. Today we can't enter, but we have a format with names, dates, reasons, documents, everything. Well, we recap there, that's for evaluation”<sup>26</sup>.

The results of the interview outlined the form of a monitoring program namely the inventory of teachers and employees. This inventory starts from name, address, to medical history. The aim is to facilitate the leadership in monitoring developments and problems faced by the agency's human resources. So monitoring can be done every week or one month more than once. Unusual things such as teachers who are sick permission is not enough just permission through notification, but it takes documentation and written evidence including a

---

<sup>26</sup> Waka Kelembagaan, Wawancara 25 Februari 2020

permit and certificate from a doctor. So that the leadership has a complete database, because the goal is to build it for the quality of human resources<sup>27</sup>.

The second step, namely evaluation. This activity is carried out every target and program deadline. The evaluation program created by the institute is as follows from the interviews of researchers with informants:

“Now, even within the institution, we have a program. One of the programs that continues to be consistent is the teacher assessment program for discipline. Well, we call it the best month. so it's like the month off staff, the month of teacher, we have that division. So that every month actually if the Corona virus does not strike, then every month we show who are the teachers, who are the staff, who is a good office boy disciplined attendance through check lock, they will get a certificate. Now when they get more certificates, at the end of the year the Foundation will give appreciation to those who are good in terms of discipline. Usually the discipline is through a check lock. So we set it then we rank like that. To show it we have television, her name is Goddess Television, so that all children know, all teachers know. That we show and continue to run like that and not only the achievements of teachers in the field of discipline, but also for the achievements of teachers in other fields, for example teachers have achievements in the academic field or what will be displayed. But for now we have not entered because it is indeed hampered by this virus”<sup>28</sup>.

The results of the interview explained that the evaluation activities were packaged in the form of the best month program. The activity aims at evaluating the discipline of teachers and employees based on two indicators, namely the number and time period of school through electronic attendance (check lock) as well as the achievements obtained by teachers and employees.

The appreciation-based evaluation program. There are two models of the best month program categories, namely the month off staff category and the month of teacher. This means that the best employees and teachers are in a month. Appreciation for those chosen was announced and displayed on school TV (dewi television) and given a certificate of appreciation. While at the end of the teaching period the reward is given to the foundation for teachers and employees who get the most appreciation in the best month program.

Not only in the aspects of discipline and achievement, but the evaluation is also based on the competencies that the teacher must have. This is as the researchers interview with the informants as follows:

*“Setelah itu evaluasi tidak cukup hanya untuk kedisiplinan pembelajaran namun juga untuk ini sosial jadi empat aspek kompetensi guru itu pertama pedagogik kedua profesional ketiga kepribadian dan sosial itu semua kami lihat tapi untuk yang kami fokuskan sekarang itu hanya 2 kepribadian dan juga profesional, mohon maaf pedagogik profesional kami belum Bertahan*

---

<sup>27</sup> Nanang Hasan Susanto, “The Walisongo’s Educational Leadership through Modelling and Fulfilment of Human Basic Needs,” *Jurnal Pendidikan Islam* 6, no. 2 (27 Desember 2017): 311–30, <https://doi.org/10.14421/jpi.2017.62.311-330>; Chusnul Chotimah dan Khoirun Nisa, “Peran Manajemen Sumber Daya Manusia Dalam Meningkatkan Mutu Pendidikan Di MA Bertaraf Internasional Amanatul Ummah Pacet,” *Prosiding Seminar Nasional Multidisiplin* 2, no. 1 (11 November 2019): 125–28, <http://ejournal.unwaha.ac.id/index.php/snami/article/view/679>.

<sup>28</sup> Waka Kelembagaan, Wawancara 25 Februari 2020



*karena kami meyakini kepribadian seseorang itu menentukan bagaimana dia bekerja. Nah itu yang kami gawangi dulu, tapi bertahap”.*

“After that evaluation is not enough just for the discipline of learning but also for this social so the four aspects of teacher competence are first pedagogic secondly professional and social third we all see it but for what we focus on now are only two personalities and also professionals, sorry professional pedagogy We have not survived because we believe that someone's personality determines how he works. Now that's what we hold for first, but gradually”.

The interview results above show that evaluation is not enough to only pay attention to aspects of discipline and achievement. But also pay attention to four aspects of teacher competence namely, pedagogic, professional, personality and social. Concentration at the Anak Saleh Elementary School currently focuses on two competencies, namely personality and pedagogy. The rationalization of one's personality determines the high work ethic and one's teaching skills make it easier for students to understand the material being learned. While the other two competencies will be touched when the two competencies are optimal and reach the specified target.

Next, the third step is follow up. This step is the next step taken in correcting or completing the existing shortcomings with the ideals that can be realized for the sake of improving the quality of Human Resources in Anak Saleh Elementary Schools. The steps taken after the evaluation are the establishment of standards or criteria for teachers and employees of Anak Anak Elementary School. This was stated based on the results of the interviewer's researchers as follows:

“If it is vulnerable to our program in 2021 we already have the standard of pious child teachers. In fact, we are now doing the renewal, sir. So our target is in 2021 what kind of godly teacher is adjusting to the development of 4C, what kind of 4c Model. So that one of them is to increase professionalism and so on, then there is the name of the workshop”<sup>29</sup>.

The results of the interview above are a follow-up of monitoring and evaluation in HR development. The form of follow-up through the standardization program of teachers and employees of Anak Saleh Elementary School in 2021. So there is a target in the coming teaching period by updating through the program. The renewal of the standardization program is adapted to the four 21st century competencies known as 4C (communication, collaboration, creativity, and critical thinking).

The observations of researchers on the existence of teacher and employee standardization can be used as guidelines for teachers and old employees in developing their professional competence as further competencies to be developed<sup>30</sup>. While for teachers and new employees can be used as a pre-requisite to become a teacher at Anak Saleh Elementary School.

---

<sup>29</sup> Waka Kelembagaan, Wawancara 25 Februari 2020

<sup>30</sup> Alkrdem dan Alqahtani, “Educational Management in the Light of Islamic Standards”; Aan Komariah dan Dedy Achmad Kurniady, “Authentic Leadership: Strategy of the Implementation of Madrasah Management of Change,” *Jurnal Pendidikan Islam* 6, no. 2 (27 Desember 2017): 293–310, <https://doi.org/10.14421/jpi.2017.62.293-310>.

Next, the final step is developing HR. Development can be interpreted as an improvement or renewal process<sup>31</sup>. Efforts to perfect or renew something needed a program that can achieve that expectation. The HR development program is based on the results of researchers' interviews with informants as follows:

“We collaborate with many people. Now the workshop, there are internal and external workshops. We do the internal workshop every Saturday, we can do it once a month or twice a month. Well, the internal workshop comes from friends who have the ability. Examples of friends who have the ability in the IT field they give it. Then the ability in the field of How to make hot problems they provide that, it is in the internal field. But it also exists in the external field. And this does not only apply to teachers but also applies to education personnel. For teachers it is indeed how to improve services to children. But for employees how to improve service performance. Kitchen example, Yesterday we had collaborated with the Health Service on how to arrange a healthy kitchen to manage food. Even the canteen, which is structurally outside our authority, we collaborate with the Health Office to provide training on how to manage healthy food. So like that from all aspects, we touch all aspects, sir. So indeed we do all that in the institution and interestingly, we are not only limited to internal and external issues. We also show parents how they can provide input through the committee. The committee was very helpful as to how the inputs could train us to come. Like yesterday there were parents from the Poltekes who were ready to back up. Then at school there is a dental check-up activity, we have our own dental laboratory. So we are working with parents who work as dentists to be presented to school. But all proceed, meaning that all sources are involved. We do not deny there without obstacles, but we believe that every obstacle must have a solution depending on how we proceed to be better”<sup>32</sup>.

The interview results above explained that the HR development program was through workshops. The goal is for teachers to improve services to students. Whereas employees improve performance services. There are two types of workshops, internal and external. Internal workshops are held every Saturday with the Anak Saleh Elementary School teacher who has expertise according to the theme in the workshop. For example IT workshops by IT teachers or making HOTS questions by permanent teachers of institutions.

While external workshops are held in a certain time as needed by bringing in external speakers. This activity is based on cooperation with government and non-government organizations. For example, structuring a healthy kitchen and managing nutritious food by collaborating with the Health Office. Including school canteens outside the authority of the institution are given education to manage and serve healthy and nutritious food. This was done for the health of students because schools are fully responsible when students are in school.

Another example is the dental inspection activity, where the school works closely with students' parents to make the activity a success. So that all elements are involved in activities to improve the quality of Human Resources at Saleh Elementary School. Thus this institution

---

<sup>31</sup> Hasyim Asyari dkk., “Strategy for Application of Risk Management on the Implementation of Renstra,” *TARBIYA: Journal of Education in Muslim Society* 5, no. 1 (22 November 2018): 57–65, <https://doi.org/10.15408/tjems.v5i1.9528>.

<sup>32</sup> Waka Kelembagaan, Wawancara 25 Februari 2020

is based on the principle of structured collaboration in improving the quality of institutions including human resources in them.

## **CONCLUSION**

Improving the quality of teachers in Saleh Children's Kindergarten through workshops and internal seminars which are held every Saturday. Its activities are based on output in the form of scientific work, and outcomes in the form of student and parent handbooks (news stories and prayers). While improving the quality of administrative and non-administrative education staff through collaborative activities with government agencies and non-governmental organizations. Activities to improve the quality of the human resources of the Anak Saleh Foundation based on collaboration-outcome. Whereas the improvement of the quality of Human Rights of the 4 Righteous Children is guarded by the Institutional Deputy, including monitoring, evaluating, following up, and developing human resources.

## **REFERENCES**

- Abdullah, Muhammad Luthfi, dan Akhmad Syahri. "Model of Religious Culture Education and Humanity." *Nadwa* 12, no. 2 (7 Januari 2019): 331–44. <https://doi.org/10.21580/nw.2018.12.2.2756>.
- Ajefri, Feska. "Efektifitas Kepemimpinan Dalam Manajemen Berbasis Madrasah." *Al-Idarah: Jurnal Kependidikan Islam* 7, no. 2 (1 Desember 2017): 99–119. <https://doi.org/10.24042/alidarah.v7i2.2265>.
- Alkrdem, Mofareh Saeed, dan Abdulaziz Saeed Alqahtani. "Educational Management in the Light of Islamic Standards." *Journal of Education, Society and Behavioural Science*, 12 Februari 2016, 1–9. <https://doi.org/10.9734/BJESBS/2016/22671>.
- Arifin, Imron. "Strategi Kepala Sekolah dalam Mengimplementasikan PAUD Unggulan Nasional." *Jurnal Pendidikan dan Pembelajaran (JPP)* 18, no. 1 (24 Januari 2012): 29–35. <http://journal.um.ac.id/index.php/pendidikan-dan-pembelajaran/article/view/2755>.
- Aslan, Aslan, Hifza Hifza, dan Muhammad Suhardi. "DINAMIKA PENDIDIKAN ISLAM DI THAILAND PADA ABAD 19-20." *Nazhruna: Jurnal Pendidikan Islam* 3, no. 1 (7 Februari 2020): 38–54. <https://doi.org/10.31538/nzh.v3i1.476>.
- Asrori, Achmad. "Contemporary Religious Education Model on the Challenge of Indonesian Multiculturalism." *JOURNAL OF INDONESIAN ISLAM* 10, no. 2 (1 Desember 2016): 261–84. <https://doi.org/10.15642/JIIS.2016.10.2.261-284>.
- Asyari, Hasyim, Zahrotul Munawwaroh, Taufani Chusnul Kurniatun, dan Nur Aedi. "Strategy for Application of Risk Management on the Implementation of Renstra." *TARBIYA: Journal of Education in Muslim Society* 5, no. 1 (22 November 2018): 57–65. <https://doi.org/10.15408/tjems.v5i1.9528>.
- Bogdan, Robert, dan Sari Knopp Biklen. *Qualitative research for education: an introduction to theory and methods*. 3rd ed. Boston: Allyn and Bacon, 1998.
- Burhan Bungin. *Metode Penelitian Kualitatif*. Rajawali Pub, 2006.
- Chotimah, Chusnul, dan Khoirun Nisa. "Peran Manajemen Sumber Daya Manusia Dalam Meningkatkan Mutu Pendidikan Di MA Bertaraf Internasional Amanatul Ummah

- Pacet." *Prosiding Seminar Nasional Multidisiplin* 2, no. 1 (11 November 2019): 125–28. <http://ejournal.unwaha.ac.id/index.php/snami/article/view/679>.
- Creswell, John W. *Qualitative inquiry & research design: choosing among five approaches*. 2nd ed. Thousand Oaks: Sage Publications, 2007.
- Dahlan, Dahlan, Djamil Hasim, dan Hamdan Hamdan. "Pengaruh Manajemen Sumber Daya Manusia dan Budaya Organisasi Terhadap Kualitas Pelayanan Pada Kantor Kecamatan Tamalate Kota Makassar." *Jurnal Ad'ministrare* 4, no. 2 (2017): 69–75.
- Emzir. *Analisis data: metodologi penelitian kualitatif*. Jakarta: Rajawali Pers, 2010.
- Husaini, Usman. *Manajemen Teori, Praktik dan Riset Pendidikan. edisi 4*. 4 ed. Jakarta: Bumi Aksara, 2013.
- Kartiko, Ari, Muhammad Ma'arif, Muhammad Mitra Zuana, Andika Aprilianto, dan Ibnu Rusydi. "The Influence of Leadership, Compensation on Nurses' Performance in the Mother and Child Hospital 'Fatimah' Lamongan." Indonesia: EAI, 2020. <http://dx.doi.org/10.4108/eai.3-10-2019.2291913>.
- Komariah, Aan, dan Dedy Achmad Kurniady. "Authentic Leadership: Strategy of the Implementation of Madrasah Management of Change." *Jurnal Pendidikan Islam* 6, no. 2 (27 Desember 2017): 293–310. <https://doi.org/10.14421/jpi.2017.62.293-310>.
- Lexy J, Moloeng. *Metodologi penelitian Kualitatif*. 29 ed. Bandung: Rosdakarya, 2011.
- Makruf, Imam. "Leadership Model in Integrated Islamic Educational Institutions." *Jurnal Pendidikan Islam* 6, no. 2 (27 Desember 2017): 331–48. <https://doi.org/10.14421/jpi.2017.62.331-348>.
- Maritz, Alex, Anton de Waal, Stephan Buse, Cornelius Herstatt, Astrid Lassen, dan Ross Maclachlan. "Innovation education programs: toward a conceptual framework." *European Journal of Innovation Management* 17, no. 2 (6 Mei 2014): 166–82. <https://doi.org/10.1108/EJIM-06-2013-0051>.
- Miles, Matthew B., A. M. Huberman, dan Johnny Saldaña. *Qualitative data analysis: a methods sourcebook*. Third edition. Thousand Oaks, California: SAGE Publications, Inc, 2014.
- Mufidah, Nurul. "Peran Manajer Kepala MIN Jejeran Bantul Dalam Implementasi Manajemen Berbasis Madrasah." *MANAGERIA: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (7 Juni 2017): 45–62. <https://doi.org/10.14421/manageria.2017.21.03>.
- Shodiq, Muh, S. Suyata, dan Sutrisna Wibawa. "Developing quality evaluation instrument for Islamic Senior High School." *Jurnal Penelitian dan Evaluasi Pendidikan* 21, no. 2 (30 Desember 2017): 189. <https://doi.org/10.21831/pep.v21i2.15675>.
- Susanto, Nanang Hasan. "The Walisongo's Educational Leadership through Modelling and Fulfilment of Human Basic Needs." *Jurnal Pendidikan Islam* 6, no. 2 (27 Desember 2017): 311–30. <https://doi.org/10.14421/jpi.2017.62.311-330>.
- Yin, Robert K. *Case Study Research: Design and Methods*, 2013.
- Yuliana, Anaas Tri Ridlo Dina. "Total Quality Educational Mindset Formation at Muhammadiyah Elementary School Kleco Yogyakarta." *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 3, no. 1 (29 Juni 2018): 67–76. <https://doi.org/10.24042/tadris.v3i1.2391>.
- Zain, Hefni. "Pengembangan Pendidikan Islam Multikultural Berbasis Manajemen Sumber Daya Manusia." *Tadris: Jurnal Pendidikan Islam* 8, no. 1 (2014): 108–124.

Wawancara dengan Waka Kelembagaan SD Anak Saleh Kota Malang pada tanggal 25 Februari 2020.

Wawancara dengan Waka Ketenagaan dan Humas PAUD Anak Saleh kota Malang pada tanggal 18 februari 2020.