Improving Governance of the Pesantren through Human Resource Management

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Abstract:

This study aims to find an effective format for boarding schools by implementing human resource management. This research uses qualitative research methods with a phenomenological approach. Data collection techniques use in-depth interviews, observations, and documentation. Meanwhile, data analysis techniques are carried out with Miles and Huberman's interactive analysis through data collection, data reduction, data presentation, and concluding. The results showed that: the management of educator resources is carried out through regeneration programs, coaching, and approaches to pesantren values. Preparation of educator resources through career development and training, and analysis. This research provides implications about the importance of governance of educational institutions through the implementation of human resources for the growth and development of institutions.

Keywords: *Human Resources, Educators, Management, Modern Boarding Schools*

Abstrak:

Penelitian ini bertujuan untuk menemukan format yang efektif manajerial pesantren melalui implementasi manajemen sumber daya manusia. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan fenomenologis. Teknik pengumpulan data menggunakan wawancara mendalam, observasi, dan dokumentasi. Sedangkan teknik analisis data dilakukan dengan analisis interaktif Miles dan Huberman melalui tahapan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukan bahwa: pengelolaan sumber daya pendidik dilaksanakan melalui program regenerasi, pembinaan, dan pendekatan nilai-nilai pesantren. Penyiapan sumber daya pendidik melalui pengembangan dan pelatihan dan analisis karir. Penelitian ini memberikan implikasi tentang pentingnya tata kelola lembaga pendidikan melalui implementasi sumber daya manusia untuk pertumbuhan dan pengembangan institusi.

Kata Kunci: *Sumber Daya Manusia, Pendidik, Manajemen, Pesantren Modern*

INTRODUCTION

Strategic actors in all organizational activities (Boon et al., 2018) are human resources. Its existence in Pesantren has become a minor element and the leading actor in determining the goals of pesantren in very effective and efficient policy making (Kaufman, 2020). Management as an art and science (Kainzbauer & Rungruang, 2019) in the context of human resource management, where the role and interaction of labour have become the strength of Pesantren as an Institution (Susilawati & Misbah, 2022). Regulation of the use of human resources in the management of educational institutions to get the best results regarding competent and professional educators. So the application of human resource management is non-negotiable, including recruitment patterns and levels of careers of educators in Islamic education, especially Islamic boarding schools.

The challenge for Pesantren in the future is in its governance; pesantren inclined still does not want to move towards updating its governance (management). So that it is indicated that the quality of pesantren management is deficient in general, especially in pesantren resource management, as a result of which pesantren experience problems in continuity caused by low regeneration in Pesantren.

Several factors cause the slow pace of movement towards changes to modern management. The influence of Kiai management is powerful with its intuitive pattern, oligarchic model of stewardship, the slowness of reading the changing conditions of the times. The qualifications and competencies of educators have not met the national standards of education (Yusraini & Rosadi, 2022), ineffective and efficient management of educational resources, and an attitude of taking refuge in "maintaining traditions".

However, there are several different phenomena, based on the results of research by Tazakka, an Islamic Boarding School located in Bandar Batang, Central Java, offering options on human resource management governance. Tazakka has ideas for human resource management, especially in recruiting educators. Teachers act not just as educators but also as warriors and cottage helpers who care for all aspects of students' lives. The need for educators is not only for the benefit of teaching but also for managing Laziswaf, developing charitable enterprises for the independence of the cottage, the benefit of building cottage infrastructure and the cadres of the cottage do everything. This aligns with the educator's resource management function (Baharun et al., 2021; Dakir, 2022).

The resource management functions of educators include providing professional, creative and high-intensity resources and being responsible for tasks to create a conducive and effective learning process (Rahma et al.n, 2022). The ability of educator resources in Islamic boarding schools (Ustadz)to manage the learning process is necessary for improving the quality of education or student learning achievement as in the National Education System Law No. 20 of 2003, article 42 paragraph (1). Because the success and failure of education in an educational institution can be seen from the indicators of the profile of graduates (output) when entering a higher level of education, as well as the absorption in employment. It is predominantly the moral responsibility of

educators through their professionalism and work ethic (Becker, B., & Gerhart, 1996).

In human resource management, essential factors are recruitment patterns, skill upgrades, and performance evaluations by institutions or organizations as a structured process for fulfilling human resources by the institution's or organization's objectives. Recruitment is a significant milestone in the success of the program execution that has been launched (Becker & Gerhart, 1996; Boselie et al., 2021). Because in the recruitment process, there is a description and specifications of the job, as a job analysis that provides a specific picture of the main tasks of new workers.

Recruitment activities can be started by analyzing the needs of educators, the state of the number of students in the current year, and estimates in the following year until the placement of teachers (Noor, 2018). While the educator resource development program can be carried out through participation in education and training programs (of the job site), in this case, there are several types of programs, including seminars, workshops, debriefings, pre-positions, the school sending envoys, and then further studies. Development in the job site can be done through internal school coaching. The implementation of educator resource management in achieving the institution's vision can be carried out through the stages of planning, recruitment, selection and placement, training and development, evaluation, and supervision (Riyanto, 2019).

Noor's research focuses on educator recruitment based on needs mapping and placement. Meanwhile, Ahmad Riyanto's research focuses more on managing educator resources. Unlike previous studies, this study aims to find models for educator resource management, educator resource preparation programs, development and training programs for educators, and career analysis. Thus, the urgency of the research results will contribute to Islamic boarding schools and educational institutions in general in developing effective management of educator resources.

RESEARCH METHODS

This research occurred at Islamic Boarding School Modern (PM) Tazakka, located in Sidayu Village, Bandar, Batang Regency, Central Java. PM Tazakka. The establishment of the Tazakka Foundation and the birth of the Tazakka Modern Cottage are inseparable. The study was conducted from December 2021-May 2022. The paradigm used by researchers is natural. The natural paradigm argues that phenomena have interactive features. Researchers conduct research into the field by going to the field to meet respondents.

The research data was taken from an interview with the Head of PM Tazakka, the Head of the HR Department at PM Tazakka, a member of the HR Department at PM Tazakka, and an educator at PM Tazakka. The sources of data in this study are the Head of Pondok Modern (PM) Tazakka, the Head of the HR Department of PM Tazakka, and several teachers at PM Tazakka who are expected to provide information and information related to the condition of the cottage, the quality and also the achievement of the vision, mission of the school, the educator resource management process and the MSDM program that is

programmed or has been implemented. The technique of informant identification with purposive samples is based on the data to be explored. The primary informants in this study consisted of 3 people, namely the head of PM Tazakka and the head and staff of the human resources section.

In a study, the research subject has a very strategic role because the research subject is the data about the variables that the researcher observes. In qualitative research, the subject of the study is called an informant, who provides information about the data that the researcher wants related to the research being carried out. This study's main subjects (key informants) were the Head of Pondok Modern Tazakka and the Head of the Human Resources Department of Pondok Modern Tazakka because the Head of Pondok Modern Tazakka holds the authority to manage Educator Resources in PM Tazakka. Meanwhile, the Head of the HR Department is the implementer of the ideas and ideas launched by the Leadership.

In this study, the data collection method was carried out directly in the field with observation, interview, and documentation techniques. Data collection is described as follows: Data analysis is a process carried out after discovering data from respondents or other data sources. In addition, data analysis also has the meaning of a data search process carried out regularly; the data obtained comes from interviews, field notes, and documentation by grouping into categories, explaining into sections, conducting synthesis, compiling into charts, selecting important ones, and concluding.

The data analysis stage uses interactive analysis by presenting the results of the research carried out. The steps in this analysis are; a) data collection; b) data reduction; c) data presentation; and d) conclusion. Qualitative research for its analysis can be done during research in the field or after conducting research. In this study, the analysis was carried out after data collection.

RESULTS AND DISCUSSION
Educator Resource Management Recruitment Model

The Tazakka Foundation, as the forerunner of the establishment of PM Tazakka, originated from the routine *Ta'lim* Assembly from house to house carried out by three brothers. The foundation, located in Bandar District, Batang Regency, Central Java Province, concentrates on (Tazakka, 2015) a) Da'wah. Development of various Islamic studies through general recitation, detailed recitation, *tadarus* of the Quran, training, and other forms. b) Social. The real contribution is shown by participating in solving *ummat* problems in the fields of economics, health, and others. Through the Laziswaf program, blood donation activities, *dhuafa* treatment, da'i health assurance, teachers and mosque imams in the village are carried out, mass circumcision, book assistance to sermons, business capital assistance, poor people's compensation, iftar dhuafa (*maidaturahman)*, Community Cadre Scholarships (BKU), and others. c) Education. From 1990 to 2000, the Tazakka Foundation concentrated on human resources investment programs. By sending hundreds of students around the foundation location to Pondok Modern Gontor and continuing their S-1, S-2, and S-3 studies at various domestic and foreign universities. These cadres were the ones who led the establishment of PM Tazakka on September 6, 2009, M / 16

Ramadan 1430H, and were directly affiliated with Pondok Modern Darussalam Gontor. PM Tazakka started the new school year for the first time in 2013 with the *Kulliyatu al-Mu'allimin al-Islamiyyah* (KMI) system, entirely referring to the Education system of Pondok Modern Darussalam Gontor.

The management of Islamic boarding schools, in general, in the perspective of management is still characterized by Pondok pesantren, namely centralistic kyai as the highest leader. The difference with the Islamic boarding school system, in general, is the leadership of kyai collectively as the primary leader (Net, 2022) of KH. Anang Rikza Masyhadi, KH. Anizar Masyhadi, and KH. Anisia Kumala Masyhadi. In addition, the implementation of management is carried out with a management framework system with departments under the control of the cottage leadership and not under the institution. As the technical implementer of the particular program of the Islamic boarding school and the implementing agency of the structural managerial PM Tazakka department is entirely under the control of the leadership of the Islamic boarding school, especially the resources of educators, complete control is with the leadership of the Islamic boarding school.

This means that the management of valuable educator resources is very urgent (Spicer, 2016; Obedgiu, 2017) as well as the top priority of PM Tazakka, therefore a particular Department was formed that handles the issue of educator resource management (HR Department), have the task of carrying out recruitment, coaching, upgrade, reward and punishment (Tazakka, 2015).

The HR department is doing its job in preparing carefully the prospective educators (Ling et al., 2020; Baharun et al., 2021) who are projected to fight in PM Tazakka. The terminology refers to the quality of prospective educators (cadres), meaning that teachers and cadres in PM Tazakka must have qualifications a) Integrity is related to the morals and *suluks* of teachers, b) Loyalty means loyalty to values, systems, and Leaders, c) Totality, meaning teachers must focus on a career in PM Tazakka and should not be ignorant. d) Capacity, meaning cadres have academic and non-academic achievements, performance, thinking skills, soft skills, and so on.

The recruitment pattern policy in PM Tazakka is carried out with a model by design or what is called regeneration. This term is often conveyed by Kyai Anang, who shows his seriousness in preparing human resources carefully. As he said:

> "I need, for example, 50 teachers, who are *mutafaqqih fi ilmihi* (competent in their scientific field) for the benefit of teaching, but I also need people who will help the cottage in the field of Laziswaf; I need people who will help the cottage in the field of charitable business, I need people who will help the cottage in the field of development, why? Because all of this is done by cadres, not outsiders, the need for human resources in the cottage can be ten times that of non-Islamic boarding schools."

Cadreization (Ren et al., 2018; Basri et al., 2022) by design refers to a) Cadreization in quantity means PM Tazakka analyzes HR needs in the next ten years, 20 years or even 50 years by looking at the existing trends. The human

resources needs in PM Tazakka can be ten times that of schools/madrasah in general. For example, in formal educational institutions, teaching staff are needed in one teaching field only, so PM Tazakka must find teachers to teach, take care of Laziswaf, charitable enterprises, and so on. This means that the education personnel who are recruited must have additional skills or various other skills outside their base as teachers of Islamic studies, according to the interests of PM Tazakka's program, such as civil engineering (buildings), *zakat* and *waqf* fields, economics, finance, accounting and so on.

Because educators not only teach Islamic religious knowledge (Jumarudin, Gafur, & Suardiman, 2014) (Dakir, 2022) but also become managers of various Islamic boarding school programs, as the implementation of PM Tazakka's program, which is the operational foundation of the program, the Five Term of PM Tazakka consists of 1) Education and Teaching, 2) Facilities and Protection, 3) *Khizanatullah* (Funding Independence), 4) Regeneration, and 5) Welfare of Cottage Families. The purpose of regeneration is to instil the spirit of PM Tazakka's struggle to the best cadres as the backbone of the pesantren in the future. In order to continue to fight and develop PM Tazakka by adjusting to the changing times. That, in essence, is the meaning of cadres, according to the Chairman of PM Tazakka as a direct technical aide to the leadership of the Lodge, whose existence is at the forefront of continuing and advancing PM Tazakka. So it became imperative for cadres to have an organizational idealism, ideals, and philosophy of life integral to the aims of PM Tazakka so that all his activities were in harmony with the direction of the real struggle. The best cadres in all fields, science and skills are given continuation to study at a higher level at home and abroad, trained with various assignments, given management mandates and others (Tazakka, 2015).

b) In terms of quality (Yusraini & Rosadi, 2022) (Trihapsari, Mujahidah, & Humairoh, 2021), among others, the field is carried out seriously by analyzing the needs of educator resources at PM Tazakka. Therefore, PM Tazakka must send his cadres to school in the required fields. Concerned PM Tazakka in preparing his cadres as fighters and helpers of the lodge by providing opportunities to continue education for cadres in bona fide well-known institutions at home and abroad at every level. It is also to build a network (networking) with the institution (Siswanto, Tegor, Haqiqi, Yusmalina, & Susanto, 2022) (Alami et al., 2015). At the secondary education level. The total scholarship of PM Tazakka's Laziswaf program covers the financing, but PM Tazakka's leadership advises cadres to seek scholarships independently domestically and abroad.

According to the rules in PM Tazakka, the cadres prepared are people who have a high commitment to fight in the path of Allah SWT. Therefore, to become an essential cadre, the primary basis is the call of Allah and is based on the spirit of sincerity (Susilawati & Misbah, 2022; Teir & Zhang, 2016) by the five souls of PM Tazakka. Therefore, the service period of PM Tazakka's service teacher is up to the limit of retirement, but at the end of life.

Ustadz Hakim Ashidiqi stated that the cauterization by design was emphasized by the classification of teachers who are cadres and those who are

not; the classification of teachers began to be carried out in 2015. Initially, all teachers were given offers regarding readiness to become cadres of PM Tazakka. This was done to ensure that teachers were genuinely ready to fight in PM Tazakka until the end of his life.

Islamic Boarding school Modern Tazakka does not close its doors to non-alumni of Gontor or non-alumni of PM Tazakka. Not an alum recruitment is carried out in madrasa in general. The recruitment process for non-Gontor educators is carried out by submitting a job application letter to the Head of PM Tazakka. Furthermore, the leader instructs the HR Department to respond and interview the prospective teachers directly concerned by the HR Department and by the Tazakka Leadership. In the interview process, the prospective teacher is not promised anything related to the material (income). After that, a micro-teaching test is carried out to determine the ability of prospective teachers to teach and manage classes. After meeting the specified expectations (criteria), the prospective teacher is placed following the field of the prospective teacher's ability. Uniquely during the interview process, prospective teachers were given the assertion that PM Tazakka had not promised anything related to the material (because it was considered taboo. Moreover, unsuitable applicants will be selected (bounced) by themselves.

The educators at PM Tazakka are known as Gontoriyah (because they use many alums of gontor), but at the beginning of the recruitment process for educational personnel (before using the by-design system). There is still a lot of educational staff who are not Gontor alumni, there are two people, and until now, the number is less than ten. Because the tagline of PM Tazakka is well known as Gontoriyah, non-Gontor educators are given "understanding *gontoriyah*" through a) New teacher upgrading program at PM Gontor (2013). b) Pm Tazakka's teachers invited "*sowan*" to some of the Gontor people to listen to the prayers and words of the Gontor people. So that pm Tazakka's teacher became "*ruh gontori*". c) In 2013, the *kemisan* (activities every Thursday) routine event (weekly gathering at PM Tazakka every Thursday, which is also a tradition in Gontor), the goal is to cultivate the spirit of Gontoriyah for educators who are not alumni of gontor by themselves.

Institutional strengthening and understanding of PM Tazakka's cadres who are still schooled in Gontor or have served in PM Tazakka were carried out intensely by pm Tazakka's Leader. His urgency was to be more stable and confident after deciding to become a cadre in PM Tazakka because being a cadre of PM Tazakka is not until a specific time but until the end of life.

PM Tazakka's cadres were nurtured and directed by the Lodge Leadership intensely as an approach to the cadres. Of course, this approach and coaching are essential, so cadres are more stable and confident after deciding to become cadres in PM Tazakka.

The educator resource recruitment model can be shown in the Table 1.

Table 1. Educator Recruitment Model

Policy Maker	Achievements
Chief PM Tazakka	Robustness: taget addition of educator resources to 10 years, 20 years, 50 years
	Quality; Further study for educators
Head of Human Resources Department	Professional Educator Setup
	Conducting educator selection
	Define educator criteria : fighters, integrity, loyalty, capacity (academic and non-academic ability), additional skills

From the data above, the presented recruitment model begins with the standards and policies of pesantren leaders by identifying educator resource needs from 10, 20, or 50 years. This shows that the mapping of educator needs is carried out and determined systematically. Thus, it will support the improvement of human resources and the development of institutions.

Furthermore, the recruitment of teachers is carried out by the educator resources department, which has the task of preparing professional educators. Acceptance of educators refers to the criteria set from the aspects of intellectual competence and personality competence (Joo et al., 2021).

Development and Training of Educator Resources

In HR management, development and training become essential (Obedgiu, 2017), and upgrading the skills and abilities of a qualified worker can be the starting point for a change in an institution/organization. In PM Tazakka, although educators have been trained since long ago following their fields, the need for the development of the potential of each teacher is something that cannot be bargained. This is evidenced by the model of development and training of educators in PM Tazakka carried out with a sustainability pattern, step by step, to obtain the quality of development results following PM Tazakka's expectations. Training and development models can be classified into HR management development, and training becomes essential, and upgrading a qualified worker's skills and abilities can be the starting point for a change in an institution/organization. In PM Tazakka, although educators have been trained since long ago in their fields, the need for the development of the potential of each teacher is something that cannot be bargained. This is evidenced by the model of development and training of educators in PM Tazakka carried out with a sustainability pattern, step by step, to obtain the quality of development results by PM Tazakka's expectations. Training and development models can be classified into:

a. Teacher Upgrading

This annual development program aims to equalize perceptions among fellow educators, strengthen the cultivation of PM Tazakka's distinctive values, and enrich insights. Meanwhile, the type of upgrading is divided into (1) upgrading new teachers, containing learning and stewardship in PM Tazakka. The material presented on teacher training, norms of PM Tazakka, *Kulliyatu al-Mu'allimin al-Islamiyyah* (KMI), teaching methods, and rudimentary abilities of a teacher in PM Tazakka was delivered by the board of the PM Tazakka Teachers' Assembly. (2) upgrading for all teachers (Seminars and workshops). The material is adjusted to the desired focus of achievement, so there are always new materials every year. For example, indoor and outdoor training, leadership, and building teamwork this year. The previous year's critical thinking teaching (critical learning workshops such as HOTS or LOTS). Speakers from cottage leaders and expert presenters by their fields. The implementation is usually at the beginning of the school year or conditionally if there are experiential and special guests in their field present.

Seminars and workshops at PM Tazakka are conditional. For example, an important guest visited PM Tazakka in a few days. Then the HR Department proposes to the Head of the Cottage to hold a seminar according to the expertise of the guest, or the Leader directly gives instructions for the holding of the seminar. Seminars and workshops need improvement in specific fields in PM Tazakka. So the cadres were included in the seminar, both online and offline.

The venue is usually on the PM Tazakka campus for three days, and the most important thing is the RTL of the upgrade held. To ensure the absorption of the material, the criteria for passing the upgrading are made to ensure that the purpose of the delivery implementation and the primary teaching tasks can be adequately understood after upgrading. The products produced include compiling RPP (learning program plan), writing *I'dad*, knowing the vision and mission of PM Tazakka, and awareness of abilities according to their fields; for example, Arabic teachers must be able to speak Arabic. If there are teachers who have yet to reach the target, they are required to repeat until they are achieved.

b. Ta'hil, Which is Implemented Weekly

Ta'hil is a program of deepening the material by teachers of certain subjects with master teacher speakers at PM Tazakka. This program aims to ensure that teachers understand and fully understand the material that will be delivered to students in class, including models, methods, correct learning strategies and the student's abilities.

All *ta'hil* speakers are from pm Tazakka's internals. It can be from teachers who are trained according to their fields. *Ta'hil*, in general, can be conveyed to teachers in the form of *tanbiihaat*, or is unique because of learning problems. So that the material that is interpreted is by KMI reference because of the findings in the classroom based on *naqd tadris*, and or difficulties experienced by the teacher himself in teaching (Boon et al., 2018) (Peccei & Van De Voorde, 2019).

The purpose of Ta'hil, as stated by the head of the HR development department presented to him:

"*Ta'hil* provides knowledge or discussions with teachers or is like learning together. Emphasis on the points to be achieved. Not all material is regularly *ta'hil*. Some are given in general. Suppose there is weekly scheduling; this week *ta'hil* physics material is general. However, some have been scheduled regularly and have entered the schedule when teaching and learning activities are running. A curriculum guide is being compiled, meaning that the elaboration of the existing curriculum is how to implement it. This guide includes the books used, the covers, the titles, and the existing *mufradat*, often referred to as the teacher's handbook, which will then be collected in one Bank".

The training and teacher development carried out can be described in Table 2.

Table 2. Training and Development

Training	Purpose
Up grading	Development of teacher competencies
Teacher Upgrading	Equalization of perceptions between educators and the cultivation of PM Tazakka's distinctive values
New Teacher Upgrades	Deepening of teaching and parenting materials at PM Tazakka
Indoor and outdoor Seminars and Workshops	Development of educational materials and development of educational theories
Critical Thingking Teaching	Deepening of HOTS and LOTS material
Ta'hil	Deepening of the subject matter of a particular field of study

Training and human resource development are carried out in various ways, from professional to paedagogic competencies. Periodically and systematic training is provided for new and old teachers. This indicates a sustainable pattern of HR development. The institution provides adequate facilities for the improvement of human resources as well as for further studies (J., 2018; Beijer et al., 2021). The competence of the teacher's scientific field is carried out with *Ta'hil,* so that the orientation of the development of the field of science is prioritized. It will eventually have a competitive advantage. Increased competitiveness can be done and well prepared.

Career Development of Educator

The analysis of teacher needs (Parry & Urwin, 2021) is carried out before the analysis of the career of educators by the Department of Teacher Assembly for prospective educators who pass the KMI and their work placement analysis. This rule applies to PM Tazakka alum teachers. However, suppose the prospective teacher is a non-alumni of Tazakka, judging from the track record.

In that case, it is conveyed to the Cottage Leader to determine the placement of his part by his field of expertise.

The analysis of the career (Kravariti & Johnston, 2020) of educators in PM Tazakka refers to the placement of parts and ranks. The placement mechanism is based on the recommendations of the Department of Human Resources given to the Leadership of Islamic Boarding Schools based on the track record of educators. The rank in PM Tazakka is determined by following the guidelines and formulations that have become rules and regulations. Meanwhile, the rank mechanism in PM Tazakka refers to several criteria, including the period of service, the last education, the status of teachers (cadre or not), teacher experience, and the policy of the Pondok Leadership through career assessment.

The method used in career analysis with a) Portfolio, filling out forms by prospective teachers is done online through Google Forms. b) Interviews. Carried out when the oral proposal took place to prospective teachers who were still in grade 6 KMI, the material tested was related to Modernity, and the examiner came from the staff of the HR Department. To better understand the primary duties, functions, and authorities of PM Tazakka teacher candidates, each teacher at the beginning of the new academic year is given Guidelines and Work Guidelines (PPK) from each respective Department. Career analysis in PM Tazakka refers to two things: the part that the teacher will occupy and the rank.

a. Teacher Placement

Before the placement of teachers (Rahman et al., 2022), what needs to be done first is an analysis of the needs of the teacher to be placed. Then the placement of teachers in certain parts is carried out based on the recommendations of the HR Department submitted to the Pondok Leadership. These recommendations are based on the track record of the teacher concerned. If the prospective teacher is a non-Tazakka alumnus, what is seen is the track record which is then submitted to the Lodge Leader to determine the placement of his part by his area of expertise (Arief et al., 2021).

b. Rank

The rank in PM Tazakka has its guidelines and formulations. The rank in PM Tazakka refers to several criteria, including the period of service, the last education, the status of the teacher (cadre or not), the experience of the teacher, and the policy of the Tazakka Leadership.

c. Work Guidelines and Guidelines (PPK)

Work Guidelines and Guidelines are the handles of each Department in carrying out their duties, authorities and functions. This is very useful for all service teachers in every Department in PM Tazakka so that every teacher knows and is aware of their duties, obligations and functions as educators at Tazakka. This can also be material for evaluating each teacher's performance, making it easier for the HR Department to carry out its duties in assisting the Pondok Leadership in overseeing the performance of teachers at PM Tazakka.

Career analysis at PM Tazakka has several objectives, such as regeneration and rank. This was conveyed by the head of the teacher's majlis department in his presentation:

"Among the objectives of this career analysis is for regeneration; there is also for rank. The rank itself is assessed from several aspects, such as the service aspect, the academic aspect (which graduate), the status aspect (cadre or not), the expertise aspect, and there is an aspect of leadership policy. It all goes into the ranks. This rank will affect. A devotion teacher who has not been S1, even though he has exceeded his career restrictions, will not be promoted. The rank can determine the leader's policy and special skills, then will be placed the leader in a place that follows the expert. Teachers who occupy important positions, it is career-wise and rank-supportive."

Career development can be addressed in the Table 3.

Table 3. Career Development

Stage and Executor	Assignment
Needs analysis / Teacher Majlis Department	Identifying teacher needs and teacher competency indicators
Career Analysis / HR Department	Placing parts and ranks Basic rank refers to certain criteria
Career Analysis Methods/HR Department	Conducting potrofolio analysis and interviews
Job Placement Analysis	Perform job placements by referring to the recommendations of the HR department

Career development is carried out with the flow of needs analysis, career analysis, career analyst methods and job placement analysis. Career analysis is a basis for placing teachers in specific fields and determining teacher skills that will affect the salary system (Obedgiu, 2017; Basri et al., 2022). The institute conducts a career analysis based on the data and achievements possessed by the teacher. Thus, career analysis proceeds according to predetermined procedures.

Performance Evaluation of Educator

Performance evaluation (Yusraini & Rosadi, 2022; Purnomo, 2017; Trihapsari et al., 2021) is an urgent matter because it determines the improvement of the quality of the overall institution. In PM Tazakka, evaluation refers to the Key Performance Indicator (KPI) as the application of working standards. In addition, the performance evaluation at PM Tazakka also references the teacher's record of service in teaching every three months in the form of an essay.

Performance evaluation has reward and punishment consequences. In PM Tazakka, Rewards are in the form of:

a. *Maaddiy* (material) is known as Ihsan. This is given to teachers each month whose calculations are based on applicable formulations such as service period, rank, and PM tazakka leadership policies based on each teacher's performance in accordance with the report every month. Moreover, the Lodge Leader has the prerogative of determining the increase or decrease

of *ihsan* based on considering the applicable formulation. However, in terms of rank, the teacher's *ihsan* will not be reduced from the nominal principal that has been determined but can increase by the performance of the Leadership's prerogative policy.

b. *Ma'nawiy* (non-material). Rewards can take any form (Salam, 2014) (Siswanto et al., 2022); for example, certain teachers are invited to eat by the Leader, or scholarships are given to continue their education. Or the assignment of specific duties by the Chairman.

Meanwhile, the punishment in PM Tazakka is giving a Warning Letter (SP) to teachers who violate PM Tazakka's discipline. These Warning Letters are tiered from SP-1, SP-2, and SP-3 according to the type of violation. Alternatively, not given a promotion or post in PM Tazakka. Alternatively, it can be classified in general; the rewards and punishments in PM Tazakka can be seen quantitatively based on rank. Moreover, qualitatively based on the *suluukiyah* (personality) of the teacher assessed by the HR Department (Alami et al., 2015).

The performance evaluation model, can be described in the Table 4.

Table 4. Performance Evaluation

Mechanism	Information
Key Permformance Indicator (KPI) Model	Establishment of working standards
Reward	Maaddiy: awards in the form of materials Ma'nawy: Non-Material Awards
Punishment	Violation warnings are carried out through warning letters 1, 2,3

The performance evaluation model refers to the standard standards set by the institution with the fundamental performance indicator model (Joo et al., 2021; Peccei et al., 2019). Thus, teacher performance evaluation refers to standard criteria as the basis for setting work standards. The performance evaluation results will be implicated in the rewards and punishments given to teachers. This will make the working atmosphere conducive and produce effective teacher performance.

CONCLUSION

Based on the findings of research data and data analysis, it can be concluded: First, the model of managing sources of educators at PM Tazakka is carried out through regeneration programs, coaching approaches to Islamic boarding school values, and reward and punishment patterns. This program prepares educational resources at PM Tazakka, known as regeneration by design which is carried out in quantity and quality. Second, educator resource development and training programs with teacher development and training programs are carried out through teacher upgrading, *ta'hil* (strengthening learning materials), seminars, and workshops. 3) Career development in PM Tazakka refers to job placement based on portfolio and experience. At the same

time, standing is determined by considering the length of service, final education, cadre or non-cadre status, and policies. 4) Performance evaluation aims to increase performance effectiveness through a reward and punishment system.

Researchers are aware of research limitations on Hr Management educators in Islamic boarding schools. The author hopes that further research will be carried out to complete the model of HR management patterns in Islamic boarding schools. Further research can be developed on human resource management model research in Islamic boarding schools with research and development methods so that it can produce educator resource management model products that the community can use.

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