



HUMAN RESOURCE MANAGEMENT IN IMPROVING THE QUALITY OF KINDERGARTEN TEACHERS THROUGH QIRA'ATI METHOD TRAINING

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Abstract :

This study investigates how human resource management can enhance teacher competence through Qira'ati method training at Integrated Islamic Kindergarten (TK Islam Terpadu) Kraksaan Probolinggo. The research adopts a descriptive qualitative approach with a case study design. Data was collected through interviews, observations, and documentation, with informants consisting of the school principal and three teachers selected using purposive sampling. Data analysis was conducted based on the Miles and Huberman framework, including data presentation, reduction, and conclusion drawing. The study results indicate that teacher training activities, mainly through the Qira'ati method, improve teacher competence at TK Islam Terpadu Kraksaan. This training introduces new teaching techniques and enhances teachers' understanding and skills in implementing the Qira'ati method in their teaching practices. By providing training that aligns with the educational needs at TK Islam Terpadu, it is expected that the quality of teachers will improve, positively impacting the teaching and learning process and developing students' character. This study contributes to understanding the importance of human resource management in optimizing teacher competence through structured and relevant training programs that address the educational needs at the kindergarten level.

Keywords : *Human resource management, Teacher Competency, Qira'ati Method, Early Childhood Education.*

INTRODUCTION

(Wisudaningsih et al., 2024), management is the process of achieving predetermined objectives through the efforts of other people (management is the accomplishing process of the predetermined objective through the efforts of other people). Meanwhile, according to the Educational Administration Lecturer Team (2014), management comes from the English word "management" which is developed from the word to manage, which means to organize/manage. Management is an activity that must be carried out by educational institutions, starting from the process of human resource (HR) planning, recruitment, selection, placement, compensation, awards, and training and development.

According to Mondy and Martocchio (2016), human resource management is the process of achieving organizational goals through the use of humans or individuals within it. (Nada & Hafni, 2022). Human resource management is a process consisting of a series of interrelated activities, starting from planning, managing, to supervising the human resources owned. Human resources, in this case educators/teachers in schools, need to be developed so that they have the appropriate competencies to support their work. (Mundiri & Sanafiri, 2022)

The development of educators as one of the human resources in schools is an absolute must in order to achieve the expected goals. Experienced educators must also always improve their knowledge, skills, and attitudes to improve their performance. For this reason, the principal must have a plan to develop the professionalism of educators according to the required competencies so that the quality of learning can be improved.

Educator development can be done through training. Training is one of the functions of human resource management to improve knowledge, skills, and readiness to respond to tasks given by educational institutions. Integrated competency-based training is training that refers to the competencies to be achieved.(Husna, 2021). Teachers who meet educational qualifications are not enough, training is needed to improve their professionalism. The proposed program is training that is in accordance with the needs of teachers, namely referring to competency demands.(Nisa & Rustyawati, 2022).

Teacher competence is the ability of a teacher to carry out his/her obligations and responsibilities. Teacher competence is a condition that describes what a teacher should be able to do in carrying out his/her work. In order to be able to carry out a job, a teacher must have the ability in the form of knowledge, attitude, and skills that are appropriate to his/her field of work.

Improving the quality of education can be done by carrying out reforms in the field of education, one of which is by improving teacher competency according to the required competencies.(Kusuma, 2022). This is in accordance with the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, that improving the quality of human resources (HR) is very necessary through education, both formal, non-formal, and informal education.

With the increasing public awareness of education, many Early Childhood Education institutions are also paying close attention to the quality and competence of teachers. However, in reality, there are quite a few teachers who lack, or even do not have, the competence of an educator. Thus, early childhood educators still need to improve their qualifications to meet the demands needed.(Krisnandi & Saputra, 2021).

Educating children in reading the Qur'an is a very important thing, because reading the Qur'an requires knowledge and cannot be done carelessly. This is something that is less noticed by Muslims in this modern century. For that, an appropriate method is needed so that children can read the Qur'an properly and correctly, and in accordance with the rules of reading it.(Budiyanti et al., 2024). From this demand, methods for reading the Koran emerged, including: the Alif Ba Ta Classical Method, the Iqra' Method, the Ummi Method, the Al-Barqi Method, and the Qira'ati Method (Ali, 2017).Integrated Islamic Kindergarten Kraksaan Probolinggo, education and learning of the Qur'an for students using the Qira'ati method.

The Qira'ati method is a method that emphasizes the approach to reading process skills quickly and accurately, both in makharijul huruf,sifatul huruf, and tajwid science, so that effective teaching results are obtained and can be developed according to the abilities of students. Teachers who are allowed to teach using the Qira'ati method are not just anyone, because the teacher must be certified first so that the quality of the teacher's reading can be monitored properly.(Afriyanto & Anandari, 2024). The quality of the teacher can be proven by the shahadah issued by the Qira'ati Coordinator stating that the teacher is fit to teach.

To achieve these goals, it is supported by educational and training activities in order to maintain the ability and skills in accordance with their field of duty. Based on preliminary studies, teacher competence in the field of tahsin al-Qur'an, especially in the Qira'ati learning method is still lacking. Some teachers are still not fluent in reciting excerpts of verses of the Qur'an in the Qira'ati method, both in terms of makharijul huruf and sifatul huruf. The low quality of these teachers can affect the low quality of education and learning held in the institution(Tambak & Sukenti, 2023).

Considering the importance of the role of teachers in education and the learning process at the Kraksaan Probolinggo Integrated Islamic Kindergarten, qualified teachers are needed according to the required competencies. Departing from these problems, this study focuses on efforts to improve teacher competency, especially in the field of tahsin al-Qur'an, through teacher education and training.(Zamsiswaya et al., 2024).

RESEARCH METHODS

The research method used is a qualitative descriptive method with a case study approach. Data collection techniques are carried out by observation, interviews, and documentation. This research was carried out in stages at the end of December 2022 at the Kraksaan Probolinggo Integrated Islamic Kindergarten (Harahap, 2020), (Ahmad, A., & Muslimah, 2021). The informants in it are (1). AS. as the principal, (2) EM. as the class A teacher, (3) PT. as the class B teacher, and (4) AN. as the assistant teacher (teacher assistant). Data analysis in this study uses the Miles and Huberman concept, namely data reduction, data presentation, and conclusions.

Coaching and improving teacher competency is done through training activities. This activity is considered more effective if it is done based on the awareness and desire of the teachers themselves. This can be achieved if the principal provides an understanding to the teachers about the importance of learning and improving competency, for the sake of mutual progress and the school. It would be better if this understanding is given before the training activities, so that teachers are ready to receive the training material optimally. (Sugiyono, 2018).

The implementation of training activities uses demonstration methods and direct practice. The principal brings in a Qira'ati method mentor directly from the center. The training activity was opened with a presentation from the mentor about the science of tajwid (from makharijul huruf, sifatul huruf, to mad hukum), then continued with individual reading practice. With this reading practice, the teacher's inaccurate reading will be corrected (ditashih) by the mentor until it is correct in accordance with the standards of the Qira'ati method and the science of tajwid that has been explained. After the training, the teacher will take several tests, namely: reading the Qur'an, Gharib Musykilat, Tajwid science, and makharijul-huruf. Teachers who pass the test will receive a certificate (syahadah) stating that the teacher is worthy of teaching Qira'ati up to a certain volume, in accordance with the competency achieved by the teacher (Harahap, 2020).

RESULTS AND DISCUSSION

Explains the rules that must be obeyed by teachers so that the learning process takes place as expected. These rules are: (1) read directly without spelling, (2) practice reading tajwid easily and practically, (3) lots of reading practice (drill), (5) study according to the student's readiness and abilities, (6) evaluation of each meeting, (7) learning and teaching in a "Talaqqi -Musyafahah" manner, (8) the teaching teacher must be tashih (have shahadah) (Afriyanto & Anandari, 2024).

Based on the rules in teaching the Qur'an using the Qira'ati method, the teacher training process is carried out in three stages, namely: planning, implementation, and evaluation.

Qira'ati Method Training Planning

Planning is done to prepare teachers to participate in training activities. The principal provides an understanding to teachers about the importance of participating in this Qira'ati method training. (Puspitasari & Watini, 2022). The Qira'ati method adheres to the principle that there are no stupid students, so that all students can follow the learning of the Qur'an well if they follow the appropriate procedures and methods. Therefore, the competence of teachers in teaching the Qur'an with the Qira'ati method must be improved. Teachers who are ready consciously and of their own will, it is hoped that the training results will be more optimal. (Jafar et al., 2023).

Implementation of Qira'ati Method Training

The training was conducted for 3 days, led by the Qira'ati coordinator of Situbondo Regency. In the process, the speaker explained the history of the compilation, objectives, and steps in learning Qira'ati. Qira'ati method training is one of the important steps in improving teacher competence at the early childhood education (PAUD) level, especially in Kindergarten. The Qira'ati method is designed to make it easier for children to recognize the hijaiyah letters and develop basic literacy skills through a structured and

fun approach. In this context, the training provided aims to equip teachers with the knowledge and skills needed to teach the method effectively (Sahroni et al., 2024).

The purpose of this training is very clear to improve teachers' ability in teaching reading and writing using the Qira'ati method, as well as enriching students' learning experiences. This training is not only aimed at teaching teaching techniques, but also to provide a deeper understanding of the importance of early literacy in children's cognitive development. By mastering the Qira'ati method, teachers are expected to be able to create a more interesting and interactive learning environment for children. (Rahman et al., 2024).

The training stage begins with an introduction to the basic concepts of the Qira'ati method. Teachers will be taught about the philosophy of this method and how to teach the hijaiyah letters thoroughly, from shape to sound. In this stage, various fun teaching techniques, such as using letter cards, songs, and educational games, are also taught so that children can more easily understand the material. (Jafar et al., 2023).

After that, teachers will undergo teaching practice where they can directly apply the techniques they have learned in the training session. This gives them the opportunity to see whether the Qira'ati method can be applied effectively in a real classroom context. During this stage, teachers also get feedback from colleagues and trainers, which helps them improve their teaching approaches and techniques.

Finally, this training ends with an evaluation and reflection on the teaching results that have been carried out. This evaluation aims to measure the extent to which teachers have succeeded in implementing the methods learned and identifying challenges faced during the training process. This is very important to ensure that the Qira'ati method is truly implemented well in the daily learning process.

Of course, there are factors that influence the success of this training. The most important supporting factor is the commitment and motivation of the teacher himself. Teachers who are motivated and have high commitment will find it easier to master and apply the methods taught. In addition, support from school management, such as the principal, is also very important to create a conducive atmosphere for the implementation of this method. The availability of adequate facilities and learning media is also a determining factor in the success of the training. (Dian Furwasyih, 2020).

However, this training also faces several challenges. One of them is the limited time available for training. Given the large amount of material that must be delivered and the many techniques that need to be mastered, limited time can be an obstacle. In addition, the implementation of the Qira'ati method in the classroom can also face challenges, especially for teachers who are not yet accustomed to this approach. Differences in student ability levels are also one of the factors that need to be considered in implementing teaching.

Despite the challenges faced, this training has proven to be very effective in improving teacher competency in Integrated Islamic Kindergarten. By mastering the Qira'ati method, teachers can more easily help students develop reading and writing skills from an early age. In addition, this method also has a positive impact on the quality of the teaching and learning process, because children learn in a more enjoyable way and in accordance with their developmental stage. (Puspitasari & Watini, 2022).

Overall, Qira'ati method training has an important role in developing the quality of education at the early childhood education level. By improving teacher competence through structured training, it is hoped that a young generation can be created who have strong literacy skills, which in turn will support the development of their character and intellectual abilities in the future.

The Purpose Of The Qira'ati Method

In general, the aim of learning the Koran is to instill divine values in children from an early age, as well as as a basis for dealing with life's problems. In teaching the science of reading the Koran, the Qira'ati method aims to ensure that the teaching can run well in accordance with the demands of worship as desired by Allah SWT. The aims of the Qira'ati method include: (1) preserving and viewing the Qur'an (in terms of tartil reading in accordance with tajwid rules), (2) spreading the knowledge of reading the Qur'an well and correctly, (3) remind teachers to teach the Koran carefully, and (4)

improve the quality of education and teaching of the Koran.

Steps In Qira'ati Learning

The teaching system of the Qira'ati method is as follows: (1) directly reading the hijaiyah letters with the meaning without spelling them, (2) directly practicing reciting tajwid starting from the simple and easy way, (3) learning using the volume system, starting from low volume to high volume, and completed in stages, (4) study repeatedly from the subject to lots of practice, (5) study according to ability. The teacher raises the page according to the student's reading ability and speed, (6) the student learns with the teacher's guidance and reads the examples correctly, then the student reads independently based on the example given by the teacher, and (7) the student reads without the teacher's guidance (Afif et al., 2024).

After getting to know more about the Qira'ati method, the teacher is then asked to imitate the speaker's reading individually. The teacher's reading that is considered inappropriate will be corrected by the speaker until the reading is correct. This must be done through direct and individual practice so that the speaker knows the teacher's ability and mastery of the science of the Qur'an. This activity lasts for two days.

Evaluation Of Qira'ati Method Training

On the last day, teachers take several tests to assess their abilities after attending the training. Some of these tests are: (1) reading several volumes of Qira'ati in stages, starting from the lowest volume to the highest volume according to the teacher's ability, (2) reading the Gharib Musykilat reading, (3) understanding the science of Tajwid which includes the characteristics of letters, makharijul-letters, the laws of letters, and the laws of mad. Teachers who pass the test will receive a certificate (syahadah) stating that the teacher is qualified to teach Qira'ati up to a certain volume, according to the competency achieved by the teacher.

At the Kraksaan Probolinggo Integrated Islamic Kindergarten, satisfactory test results were obtained, namely as follows: (1) Mrs. Hj. Syarqiyah, S.Pd. as the principal was able to teach Qira'ati from volume 1 to volume 6 and the Gharib Musykilat reading, (2) Ustadzah Sri Wahyuni, S.Pd. as a class A teacher was able to teach Qira'ati from volume 1 to volume 3, (3) Ustadzah Wita Yuli Wulandari, S.Pd. as a class B teacher was able to teach Qira'ati from volume 1 to volume 2, and (4) Ustadzah Penny, S.Pd. as an assistant teacher was able to teach Qira'ati from volume 1 to volume 2.

CONCLUSION

The implementation of Qira'ati method training at Kraksaan Probolinggo Integrated Islamic Kindergarten shows that effective human resource management can improve the quality of education at the early childhood education level. The Qira'ati method applied in learning the Quran has proven to be a very effective tool for teaching Quran literacy to children, especially at an early age. With a disciplined and structured approach, this method not only introduces the hijaiyah letters, but also helps children master the correct reading of the Quran according to the rules of tajwid.

The training given to the teachers has proven to be successful in improving their competence in teaching the Qira'ati method. As a result, the teachers are able to master various volumes of Qira'ati according to their level of ability, which allows them to teach from basic to advanced levels. This ability is important to meet the needs of teaching that is in accordance with the developmental stages of children in the Integrated Islamic Kindergarten.

In addition, this training also shows the importance of sustainability in developing teaching competencies. By achieving competencies that are in accordance with needs, the quality of education at the Kraksaan Probolinggo Integrated Islamic Kindergarten is expected to increase. A higher quality learning process will have a positive impact on children's development, both in terms of Al-Quran reading skills and in developing their character.

Therefore, it is very important to continue to provide relevant and ongoing training to ensure that the quality of teaching is maintained and developed. Quality education does not only depend on mastery of the material, but also on the ability of

teachers to implement effective methods that are appropriate to the needs of students. This training is an important first step in creating a better and more professional educational environment at TK Islam Terpadu Kraksaan Probolinggo.

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