MAQASHID SYARIAH PRINCIPLES IN THE RECRUITMENT, SELECTION AND PLACEMENT PROCESS IN ISLAMIC BOARDING SCHOOLS EXACTLY 67 OBJECTS

Hilman Rasyid[1], Fadhilah Anggraini Pane[2], Badrudin[3]
Universitas Islam Negeri Sunan Gunung Djati Bandung
Email: hilmanrasyid10@gmail.com[1], fadhilahpn73@gmail.com[2],
dr.badrudin@uinsgd.ac.id[3]

Abstract:
The principles of Maqashid Syariah, encompassing the preservation of religion (hifdz ad-din), life (hifdz an-nafs), intellect (hifdz al-aql), lineage (hifdz an- nasl), and wealth (hifdz al-mal), are applied holistically to establish an Islamic education system that meets modern needs. This study aims to analyze the implementation of Maqashid Syariah principles at Pesantren Persis 67 Benda, focusing on preserving religious, intellectual, moral, and social values in the management of educators. Using a qualitative approach and phenomenological method, data were collected through in-depth interviews, observations, and document analysis involving pesantren leaders, recruitment teams, and teachers. The findings reveal that Maqashid Syariah principles are applied in three main stages. In the recruitment process, emphasis is placed not only on meeting administrative criteria but also on moral integrity, religious competence, and pedagogical skills, with a preference for alums of the pesantren. During the selection process, a comprehensive evaluation is conducted through religious tests, interviews to assess commitment to Islamic values, teaching simulations to ensure instructional quality, and administrative reviews to guarantee equal opportunities for all applicants. In the placement process, educators are assigned based on the alignment of their competencies with the needs of the pesantren, teacher welfare, and their contribution to students' character development.

Keywords: *Principles, Maqashid Syariah, Recruitment, Selection, Placement*

INTRODUCTION

Leadership in an organization involves efforts to motivate group members to voluntarily provide their best contribution to achieve common goals (Hikmat, 2011). In the context of educational institutions such as Islamic boarding schools and madrasas, leadership is a very crucial element. The head of a madrasa or Islamic boarding school is not only responsible for managing the institution, but also plays a central role in directing interactions between teachers as educators and students as learners. Teachers at Islamic boarding schools have more responsibilities than just delivering lesson material. They are role models who guide students to understand Islamic values and shape their character. Thus, the process of recruitment, selection and placement of teachers is a fundamental aspect in creating a quality and effective educational environment. However, there are often challenges in this practice, such as a mismatch between teacher competence and institutional needs, which can hinder the achievement of educational goals.

Juridically, teaching and educational staff are regulated in Article 39 of Law no. 20 of 2004 concerning the National Education System, which emphasizes the importance of managing and supervising educational personnel to support the educational process. However, the reality on the ground shows that the recruitment and placement of teachers in many institutions, including Islamic boarding schools, often does not go through a strict and structured process. As a result, there is a placement of teaching staff that is less suited to individual competencies, interests and abilities, thereby reducing the effectiveness of learning.

In Islamic boarding schools, the foundation of Islamic values provides a unique framework for managing teacher recruitment, selection and placement. The principle of Maqashid Syariah which aims to protect religion (hifz ad-din), soul (hifz an-nafs), reason (hifz al-'aql), descendants (hifz an-nasl), and property (hifz al-maal), can be integrated into this process. Because the principles of Maqashid Syariah can be applied in everyday life, to maintain the benefit of the people (Fadli and Yunus, 2023). This principle provides guidance that teachers must not only meet academic and pedagogical criteria, but also have moral integrity, a deep understanding of religion, and a commitment to instilling Islamic values in the lives of students. The importance of implementing Maqashid Syariah in the recruitment, selection and placement of teachers is becoming increasingly relevant considering the challenges faced by Islamic educational institutions in the modern era. This challenge includes improving the quality of character education, learning effectiveness, and the use of technology in education. Therefore, the teacher recruitment and selection process in Islamic boarding schools must not only focus on technical competence, but also on the teacher's ability to be a spiritual and moral role model for students.

However, it is still common to find Islamic boarding schools that recruit teachers without going through strict selection. As a result, there are teachers who do not have adequate skills in teaching or do not understand the basic values of Islamic boarding schools. This certainly has an impact on the quality of education and character formation of students. This deficiency shows the need for improvements in the process of providing teaching staff so that Islamic boarding schools can fulfill their vision as institutions that produce superior Islamic generations. Therefore, it is hoped that this research can provide deeper insight into how Maqashid Syariah principles can be integrated into every stage of recruitment, selection and placement of teachers in Islamic boarding schools, as well as making a real contribution to improving the quality of education and strengthening the character of students.

In this context, the integration of Maqashid Syariah in the process of recruitment, selection and placement of teachers in Islamic boarding schools offers a solution that not only supports the effectiveness of teaching staff management, but also ensures that the education provided reflects Islamic values. Thus, this research aims to integrate Maqashid Syariah principles as an analytical framework in evaluating the effectiveness of the recruitment, selection and placement process for teaching staff at the Persis 67 Benda Islamic Boarding School. By applying these principles, this research is expected to provide a deeper perspective on how the management of teaching staff can support not only academic and administrative success, but also the goals of Islamic education which include safeguarding religion, mental well-being, intellectual development, preserving values, and social justice.

As an effort to explore the application of Maqashid Syariah in the recruitment, selection and placement of teachers, this research will be conducted at the Persis 67 Benda Islamic Boarding School, Tasikmalaya City, which is known as an Islamic educational institution with a strong commitment to developing the character of students based on Islamic values. This Islamic boarding school has a reputation for producing a generation that is not only intellectually intelligent, but also has noble morals. Through Maqashid Syariah principles, this research aims to contribute to a broader understanding of the criteria and factors that must be considered in the recruitment, selection and placement of teaching staff in Islamic education institutions. Therefore, it is hoped that this research will make a practical contribution to the

management of education in other Islamic education institutions, especially in improving the quality of teaching staff and the effectiveness of learning. Thus, this research is not only relevant for the Persis 67 Benda Islamic Boarding School, but also for other Islamic boarding schools that wish to increase the effectiveness of managing teaching staff and create an educational environment that is in accordance with Islamic values.

RESEARCH METHODS

This research uses a qualitative approach with a phenomenological framework to explore in depth how recruitment, selection and placement strategies for teaching staff are implemented at the Persis 67 Benda Islamic Boarding School. This approach was chosen because it aims to understand the experiences, values and practices that develop in the Islamic boarding school context, which are influenced by Islamic educational philosophy. According to Basrowi and Suwandi (2008:21), qualitative research produces descriptive data from individuals or behavior that can be observed in the form of written or spoken words. The phenomenological approach helps researchers explore a deep understanding of the meaning given by related parties (Islamic boarding school leaders, recruitment teams, and teaching staff) to the recruitment and selection process. There are three types of techniques used in this research, namely: Observation, Documentation Study, Interview. To analyze the data that has been collected, the following steps are carried out (Sugiyono, 2013: 336): Analysis before being in the field, analysis while in the field using the Miles and Huberman model, and analysis after being in the field. To determine the validity of the data or the credibility of the data, the following examination techniques are used: (1) extended observation; (2) increase observation persistence or depth of observation; and (3) triangulation.

RESULTS AND DISCUSSION
Maqashid Syariah Principles in the Educator Recruitment Process at Islamic Boarding Schools Exactly 67 Objects
a. Educator Recruitment Planning

Good management begins with careful and good planning. Planning is done to avoid unwanted mistakes and failures. Recruitment planning is carried out with job analysis. This job analysis is useful for providing information about work activities, work standards, personnel requirements, human behavior, and the tools that will be used (Malayu, 2019). From this job analysis, both educational institutions, companies and other social institutions can learn and collect various information related to various operations and obligations of a position (Mundiri & Manshur, 2020). A comprehensive summary of job requirements is called a job description. Meanwhile, a comprehensive summary of job qualifications is called a job specification. Job specifications are a description of the minimum quality requirements for people who can be accepted to be able to carry out a position well and competently. Each organization can find out information from various job specifications so that it can work according to the work required by that institution (Widodo, 2008).

    1) Recruitment Strategy

Recruitment is a series of processes carried out to search for, attract and find new potential employees who meet the qualifications to fill the required positions (Hasmin & Nurung, 2021). The results of research on the recruitment strategy for teaching staff at the Persis 67 Benda Islamic Boarding School show a strategic and planned approach, oriented towards Islamic values and the needs of modern education. This strategy includes systematic stages, from preparation to continuous development, in accordance with the principle stated by Hermino (2013) that special recruitment strategies must be designed to ensure that employees recruited are in accordance with the competencies expected by the institution and to anticipate obstacles in the recruitment process.

The recruitment strategy for teaching staff at the Persis 67 Benda Islamic Boarding School is oriented towards Islamic values which are in line with the vision and mission of the Islamic boarding school. The recruitment process usually prioritizes internal

cadres, such as Islamic boarding school alumni, or individuals who understand Persis teachings and manhaj, and have in-depth Islamic knowledge. Prospective teaching staff are expected to meet academic qualifications, such as a minimum of a Bachelor's degree in the field of Islam or education, with additional competencies such as pedagogical skills, educational technology, or mastery of a foreign language. The selection process is carried out in stages, starting from administrative checks, interviews, to competency tests. Educators who qualify also usually go through a trial period to ensure suitability for the Islamic boarding school environment. This approach reflects the points in recruitment preparation outlined by Wiyani (2012), such as establishing registration procedures and preparing selection test materials. In addition, the probation period implemented shows the Islamic boarding school's efforts to ensure the suitability of prospective teaching staff for the work environment before being definitively appointed. Apart from that, Islamic boarding schools provide ongoing training and coaching to improve the quality of teaching staff, both in teaching methodology and moral development. This approach emphasizes a balance between academic competence, teaching ability, and the role as a moral role model, so that teaching staff not only function as teachers, but also personality guides for the students.

2) Distribution of Announcements for Accepting New Educators

The clear presentation of requirements is in accordance with the principle put forward by Wiyani (2012) that establishing transparent criteria is important to attract candidates who meet the needs of the institution. Recruitment announcements are made through several media: a) Social Media, namely WhatsApp, Instagram, Tiktok, and Islamic boarding school Facebook. b) Prioritizing the Alumni Network, namely involving Islamic boarding school alumni and the Islamic Association (Persis) network to find potential candidates. Involving Islamic boarding school alumni and the Islamic Association (Persis) network shows a community-based approach that strengthens the institution's internal ties. Alumni are considered ambassadors of Islamic boarding school values, so they can recommend candidates who match the vision, mission and manhaj of the institution. c) Information boards, namely announcements, are also installed in the Islamic boarding school area to reach the local community. The announcement contains requirements, such as: a) Minimum educational qualifications (S1 for educators, D3 for administrative staff). b) Active membership in the Islamic Unity organization (Persis). c) Ability to read the Koran well. d) Communication and technology skills.

3) Acceptance of New Educator Applications

Islamic boarding schools accept applications via official email or directly to the Islamic boarding school secretariat. Application documents received include: a) Application letter. b) Curriculum Vitae (CV). c) Photocopy of diploma and transcript. d) Supporting certificate (if any).

b. Implementation of Recruitment

1) Identification

The first step in implementing recruitment is identifying the need to fill the vacancies in existing teaching staff. As suggested by Sunhaji (2006), this identification aims to ensure that recruitment is carried out effectively, by finding candidates who meet the criteria for vacant positions. This stage includes initial screening of application files to ensure candidates meet administrative criteria, such as educational background and teaching experience. The recruitment process begins with identification of needs carried out by Islamic Boarding School Leaders and Madrasah Heads. Needs analysis is carried out based on the ratio of the number of students to teachers, the need for administrative staff, and new programs that will be implemented. In this case, Islamic boarding schools set main criteria which include professional, pedagogical, social and personality competencies that are in accordance with Islamic values.

2) Evaluation of Educator Attraction Resources

According to Mulyasa (2003), sources of educator withdrawal can come from internal and external institutions. Sources of educator withdrawal come from: a. Pesantren and Persis Alumni Network. Prospective educators from alumni are often given priority because they have a good

understanding of Islamic boarding school values and culture. b. Internal Recommendations. Candidates recommended by the Persis community or existing educational staff. c. General Applicants. Pesantren also opens up opportunities for applicants from outside the Persis environment to attract the best talent.

3) Determining Educator Needs

In this research, Pesantren Persis 67 Benda plans recruitment based on data on the number of students and the ratio of educators. This is in accordance with the principle expressed by Zubaidei (2011), which states that labor requirements must be calculated by considering quality and real needs based on workload. Based on this, Islamic boarding schools determine the number of new educators needed each year. In this research year, the main need is for educators in religious subjects, Arabic language and science.

c. Evaluation in Recruitment

Pesantren Persis 67 Benda carries out recruitment evaluations to ensure the effectiveness and efficiency of the process. This evaluation is in accordance with the view of Mathis and Jakson in Nugroho (2023) that one of the objectives of evaluation is to measure results based on the desired quality in relation to organizational goals. Several evaluation points are: 1) Assessment is carried out on the performance of new educators in the first three months through classroom observations and interviews with Islamic boarding school leaders or school principals. This aims to assess the match between the qualifications of new educators and the needs of the Islamic boarding school. 2) Islamic boarding schools evaluate each information channel used in the recruitment process to identify which channels are most effective in attracting quality applicants. The use of social media shows quite effective results, but the alumni network is considered to be more selective in selecting candidates who are in line with the Islamic boarding school's vision and mission. 3) This evaluation focuses on the obstacles faced when selecting candidates, especially in the administrative verification process and teaching competency assessment. It was found that there were challenges in ensuring the suitability of candidates according to the Islamic values criteria held by the Islamic boarding school, so that in the future there was a need to improve the initial selection and interview mechanism.

d. Maqashid Syariah Principles in Recruitment

Pesantren Persis 67 Benda has significantly implemented Maqashid Syariah principles in the teacher recruitment process. This process aims to ensure the fulfillment of educational needs that does not only prioritize administrative aspects, but also includes spiritual, intellectual and moral balance. The following is a summary of the main findings. As a holistic approach, Maqashid Syariah aims to realize the benefit of humanity, both by bringing benefits and preventing damage through maintaining the five basic needs (dharuriyyah al-khamsah): religion, soul, mind, offspring and property (Wahyudi and Latif, 2023) . The recruitment process at this Islamic boarding school emphasizes maintaining five main aspects of Maqashid Syariah, namely:

1) Hifdz ad-din (Maintaining Religion). The goals of faith, piety and noble character are contained in hifz al-dîn (Mufti, 2019). The teacher recruitment process at the Persis 67 Benda Islamic Boarding School begins with an emphasis on the completeness and suitability of documents related to religious competence, such as: a) Document Requirements. Prospective teachers are asked to attach proof of religious-based education (for example a diploma from an Islamic institution), which shows an emphasis on religious integrity as a top priority. b) Islamic Values. The initial examination includes an assessment of prospective teachers' understanding of Islamic religious values, which is the foundation for ensuring that prospective teachers can be role models in religion.

2) *Hifdz an-nafs (Nurturing the Soul). Healthy and responsible goals are contained in hifz al-nafs (Mufti, 2019). Recruitment is oriented to ensure that prospective teachers have the potential to maintain and improve the quality of life in the Islamic boarding school environment: a) Collection of background data. The*

recruitment process screens applicants by looking at curriculum vitae that reflects character, physical and spiritual health, and ethics that support the mental well-being of the students. b) Mental Welfare of Educators. The recruitment process pays attention to the candidate's suitability for the Islamic boarding school's work culture to maintain the psychological harmony of educators.

3) Hifdz al-aql (Maintaining Reason). The goal of being knowledgeable, competent and creative is contained in hifz al-'aql (Mufti, 2019). Maintaining the right to education can be seen from recruitment strategies that ensure candidates have the intellectual capacity: a) Academic Qualifications. Assessment of the educational qualifications and experience of prospective teachers is the main indicator. This process reflects respect for the individual's right to contribute through intellectual capacity. Candidates must have a minimum educational background of S1, showing a focus on the intellectual development of prospective teaching staff. This qualification is accompanied by ongoing training to improve academic and pedagogical competence. b) Continuous Training. Recruitment also prioritizes candidates who are open to developing competencies through training programs that are relevant to modern challenges

4) Hifdz an-nasl (Care for Offspring). As stated by Wahyudi and Latif (2023), protecting offspring means maintaining human honor through education and character formation of the younger generation. The aim of becoming a democratic
citizen is also contained in hifz al-nasl (Mufti, 2019). The recruitment process considers the role of educators in maintaining and transmitting Islamic values to future generations: a) Personality Examination. Recruitment includes an initial evaluation of the prospective teacher's moral and ethical suitability with the Islamic boarding school's values. b) Maintenance of Islamic Traditions. Candidates who are deemed capable of maintaining and continuing Islamic boarding school values are given priority in the initial selection. Recruitment prioritizes Islamic boarding school alumni who have been nurtured with Islamic values, ensuring the continuity of Islamic boarding school culture and traditions.*

5) Hifdz al-mal (Maintaining Assets). Mufti (2019) emphasized that hifdz al-mal in the context of work involves creating opportunities to work independently, not being a burden on other people. In the context of recruitment, this process also reflects respect for individual rights to obtain work opportunities that are appropriate and in accordance with their competencies: a) Equal Opportunities. All applicants are given the same opportunity to submit themselves through a transparent and accountable process. b) Professionalism. Recruitment is carried out with a professional approach to ensure that applicants who are accepted have clear rights and responsibilities for their work. c) Alumni Network. Recruitment is carried out efficiently through information channels such as social media and alumni networks, which helps optimize resources without waste.

The Persis 67 Benda Islamic Boarding School has made Maqashid Syariah principles the main basis for recruiting teachers. This approach not only aims to meet administrative needs, but also to build the character of teaching staff that reflects Islamic values. Thus, recruitment is not only an administrative step, but also an integral part of efforts to build education that is oriented towards the benefit of the people. The results of this research confirm that the principles of Maqashid Syariah can be adapted holistically in the world of education, especially in Islamic boarding schools, to create a system that is in line with the goals of Islam as rahmatan lil-'alamin.

Maqashid Syariah Principles in the Educator Selection Process at Islamic Boarding Schools Exactly 67 Objects

a. Selection Objectives

The selection of educators at the Persis 67 Benda Islamic Boarding School aims to obtain prospective educators who not only have academic competence but also have a deep understanding of religion and morals that are in accordance with Islamic values. The main objective of this selection process is to match prospective educators with the needs of the Islamic boarding school, both in terms of knowledge, skills and personality. This

is in line with the view that "selection is carried out to provide input for the institution in order to obtain employees according to the institution's needs" (Sanjaya, 2007). Islamic boarding school management prioritizes the principle that the selected educators must have high dedication, be able to adapt to the Islamic boarding school environment, and be willing to work together in realizing the educational goals of the Islamic boarding school. According to Roestiyah (2008), selection is important because work performance depends on the quality of employees. Thus, selection does not only focus on technical or academic aspects, but also prioritizes character suitability for the Islamic boarding school environment.

b. Selection Process

The selection process at Pesantren Persis 67 Benda consists of several main stages that reflect a comprehensive approach in assessing prospective educators. This structure is in accordance with the view of Fattah (2006) who states that selection involves various stages in an adjusted sequence to obtain candidates who meet the requirements. The following are the selection stages carried out: 1) Reception of Application Letter. The first stage in the selection process is receiving the application letters sent by the applicants. Completing this application form is a basic part of the selection process in almost all organizations (Fattah, 2006). This application includes documents such as a cover letter, curriculum vitae, copy of diploma, and supporting certificates. The administration department receives and filters files based on the completeness and conformity of the documents with predetermined requirements. 2) Examination and selection of application letters. After the application is received, further examination of the applicant's files is carried out. The administration section selects applications based on main criteria, namely educational qualifications, experience and understanding of Islamic boarding school values. Applicants who do not meet the main requirements are immediately eliminated at this stage. 3) Organizing Screening Exams. Prospective educators who meet the administrative criteria are invited to take the screening exam. This exam aims to evaluate the applicant's religious knowledge, teaching ability, and communication skills. The tests administered include: a) Religious Knowledge Test: Measures the candidate's understanding of Islamic religious values, in line with the recommendation that selection tests be an objective tool for assessing the suitability between applicants and job requirements (Fattah, 2006). b) Al-Qur'an Test: Measures the ability to read and understand the Al-Qur'an. c) Teaching Ability Test: A teaching simulation conducted to assess the applicant's teaching methods and effectiveness. 4) Selection Interview. The selection interview stage is carried out to evaluate aspects that cannot be measured through written tests, such as the applicant's motivation, interest and seriousness. This interview is also an opportunity for prospective educators to show their attitudes and views towards Islamic education. In this interview, the selection team prioritizes questions that reveal the applicant's commitment and dedication to education at the Islamic boarding school. 5) Reference Checks. After the interview, references are checked from previous workplaces or educational institutions to assess the integrity and performance of prospective educators. This information is used to evaluate the consistency of an applicant's character across a variety of situations. 6) Interview by Islamic Boarding School Leaders. Prospective educators who successfully pass all the initial selection stages are interviewed by the Islamic boarding school leadership or foundation administrators. This interview aims to strengthen the final assessment and provide further insight into how prospective educators will contribute to the long-term goals of the Islamic boarding school. 7) Final Decision and Orientation. The final selection decision is made by the Islamic boarding school management after considering all the results of the selection stages. According to Sanjaya (2007), employee placement is a follow-up to selection that matches individuals with jobs based on job requirements. Selected applicants then undergo an orientation stage to get to know the Islamic boarding school culture and receive placements as needed.

c. Evaluation of the Selection Process

Evaluation of the selection process is carried out to ensure that the selection stages are effective and efficient in selecting qualified prospective educators. The

following are several aspects that are evaluated: 1) Suitability of Selection Procedures to Islamic Boarding School Needs. Evaluation of the suitability of selection procedures with the qualifications and needs of the Islamic boarding school. In this context, evaluation looks at the extent to which "the selection process matches individuals with jobs and organizations" (Sanjaya, 2007). This assessment aims to ensure that the selection process can find educators who have the right competencies and character. 2) Effectiveness of Screening Exams and Interviews. The selection team evaluates whether the tests and interviews carried out are able to identify qualified educational candidates. As stated by Fattah (2006), selection tests function as an objective tool to assess the match between job applicants and job requirements. This evaluation also considers feedback from Islamic boarding school leaders regarding the quality of new educators. This evaluation includes an analysis of: a) The relevance of the test material. Do the questions in religious knowledge tests, the Koran, and teaching simulations reflect real needs in Islamic boarding school teaching? b) Interview effectiveness. Was the interview successful in eliciting information about the candidate's motivation, dedication and views on Islamic education? 3) Monitoring the Performance of New Educators. New educators are monitored for the first year to assess their suitability for the environment and learning methods at the Islamic boarding school. This monitoring involves direct supervision and evaluation of performance. This is in line with Fattah (2006) who emphasizes the importance of monitoring and assessing accepted candidates to ensure placement effectiveness.

d. Maqashid Sharia Principles in Selection

The teacher selection process at the Persis 67 Benda Islamic Boarding School reflects the application of Maqashid Syariah, namely principles designed to realize the benefit of humanity through the maintenance of religion, soul, mind, lineage and property. This principle is in line with the definition given by Mufti (2019), who explains that Maqashid Syariah are the great goals placed by Allah in sharia law to realize benefits and prevent damage in this world and the hereafter. The following is a discussion of the teacher selection stages at the Persis 67 Benda Islamic Boarding School based on the explanation of Maqashid Syariah values contextualized with basic rights:

1) Hifdz ad-din (Haq at-tadayyun – Religious Rights). According to Wahyudi and Latif (2023), maintaining religion is a primary need (dharuriyyah) which not only maintains the sanctity of religion, but also facilitates individual religious and religious practices. Selection is designed to ensure that educators have a strong understanding of religion, in accordance with the Islamic boarding school's mission to form a generation that is tafaquh fiddien. In teacher selection, this aspect is seen in: a) Religious and Al-Qur'an Knowledge Test. Testing the ability of prospective educators to understand and teach the teachings of the Islamic religion, which contributes to creating a conducive religious atmosphere in Islamic boarding schools. b) Selection Interview. Explore the commitment of prospective educators to the Islamic values that will be taught, so that the pattern of relationships between individuals in Islamic boarding schools is maintained in harmony with religious teachings.

2) Hifdz an-nafs (Haq al-hayat – Right to Life). According to Wahyudi and Latif (2023), the selection stage is oriented to ensure prospective educators are committed to improving the quality of their own lives and the lives of students: a) Teaching Simulation. Assess prospective teachers' ability to provide meaningful learning and support the moral and spiritual development of students. b) Reference Checking through interviews. Involves verification of curriculum vitae and ethical track record to ensure that educators have an emotionally stable and ethical character.

3) Hifdz al-aql (Haq al-ta'lim – The Right to Education). According to Wahyudi and Latif (2023), maintaining reason includes the right to education (haq al-ta'lim), including guaranteeing access to quality learning. This selection pays special attention to
the development of students' intellectual intelligence and thinking. This process supports intellectual rights by paying great attention to the abilities and competencies of prospective educators: a) Teaching Ability Test. Measuring innovative and relevant teaching methods or methods to facilitate students in developing their intellectual

abilities. b) Academic Qualifications. Includes the candidate's abilities in the subjects to be taught and the application of an Islamic values-based curriculum.

4) Hifdz an-nasl (Haq al-intirom al-insani – The Right to Human Dignity). Wahyudi and Latif (2023) explain that protecting offspring (hifdz an-nasl) includes preserving human honor, including within the scope of individual dignity and cultural values. This selection aims to maintain the moral integrity of the Islamic boarding school while preserving Islamic traditions: a) Interview by the Islamic Boarding School Leader. The selection interview also aims to evaluate the capacity of prospective educators in being role models for students, including in maintaining Islamic traditions and culture. b) Acceptance of Persis Islamic Boarding School Alumni. Alumni of the Persis Islamic boarding school are given priority in selection because they have internalized the values of the Islamic boarding school, so they are able to continue and maintain the continuity of the educational traditions of the Persis Islamic boarding school.

5) Hifdz al-mal (Haq al-amal – Right to Work). Wahyudi and Latif (2023) state that safeguarding assets (hifdz al-mal) includes the right to earn a living through halal means, including work. In this way, everyone can experience the right to property in their lives to obtain a prosperous quality of life. Selection also takes into account the rights of educators to get decent work through a fair and transparent recruitment process: a) Administrative Examination. Guarantee that all applicants have the same job opportunities based on the completeness and suitability of documents. b) Final Selection Decision by the Islamic Boarding School Leader. Oriented towards providing jobs to individuals who meet the qualifications, which indirectly also opens up job opportunities to the surrounding community.

The selection process at the Persis 67 Benda Islamic Boarding School not only recruits educators who are intellectually competent, but also those who have moral and spiritual integrity. Each selection stage reflects the application of Maqashid Syariah principles in building a conducive, fair and sustainable educational environment, in accordance with basic human rights.

Maqashid Syariah Principles in the Process of Placing Educators in Islamic Boarding Schools Exactly 67 Objects

a. Educator Placement Process

The placement of teaching staff at the Persis 67 Benda Islamic Boarding School is an advanced stage of the selection process. This stage not only ensures that each selected individual is placed in a position that suits their skills but also pays attention to Islamic values and the vision of the Islamic boarding school. This research found that Pesantren Persis 67 Benda implemented a structured process, including analysis of institutional needs, competency mapping, and assignment of initial assignments. In the context of the Persis 67 Benda Islamic Boarding School, which has a mission of religious-based education with certain quality standards, this placement process is carried out carefully and systematically in order to achieve effective performance and workforce welfare in accordance with the principle of the right man in the right place. The placement process at the Persis 67 Benda Islamic Boarding School is carried out through several main stages involving needs analysis, competency evaluation, and suitability between individual qualifications and the assigned role. Following are the steps taken:

1) Placement Principles

The principles to be considered in teacher placement are as follows: a) Humanitarian Principles. Respect for individual dignity is a priority. Placements are carried out by paying attention to workforce needs, both from professional and personal aspects. Fitri (2017) emphasized the importance of this approach, including creating a work atmosphere that supports and provides welfare, such as salary, incentives and emotional support through family interactions. b) The Right Man in the Right Place principle. The placement principle applied at the Persis 67 Benda Islamic Boarding School is based on the concept of the right man in the right place. This means that individual placement is not only based on academic qualifications and work experience, but also takes into account personality factors, suitability of religious values, and the individual's interest in the position being offered. Zainuddin (2020) explains that this

principle must also take into account the job description and job specification that have been determined previously, so that the tasks given can be carried out effectively. Thus, placement is expected to not only meet institutional needs but also increase individual comfort and work motivation. c) Principle of Unity of Vision and Goals. The placement of workers is directed to support the big goal of the Islamic boarding school, namely to become a leading Islamic boarding school in forming human ulul albab and tafaquh fiddien, to become waladan sholihan as well as future cadres of ulama and zu'ama (leaders).

2) Placement Type

The Persis 67 Benda Islamic Boarding School applies several forms of placement, which is in line with Siti Arfah et al. (2022), namely: a) New Placements, namely prospective teachers or staff who have just been accepted and are immediately placed in positions according to the selection results. For example, a new English teacher is placed in a junior high school class for English lessons. b) Promotion, namely outstanding teachers with long teaching experience are promoted to structural positions, such as head of curriculum or dormitory head. c) Transfer, namely teachers who are deemed more suitable to the needs of another unit are transferred without changing their status and rights. d) Filling Vacancies, namely urgent placements carried out if a teacher quits or takes a long leave.

3) Placement Stage

After the selection process is complete and the candidate is declared to meet the requirements, the next step is to place them in the department or unit that requires it. Placements are made based on the job description that has been determined, taking into account individual potential and expertise. Islamic boarding schools also provide an orientation period for new employees to help them adjust to the work environment. The educator placement procedure involves the following stages: a) Identification of Institutional Needs. Islamic boarding school leaders work together with the HR team to compile a list of needs based on empty formation and workload analysis. This is in accordance with the view of Zainuddin (2020) who states that placement must start from the authority to analyze workforce needs to ensure prospective educators meet the specified criteria. For example, if there is a shortage of religious teachers, this need is immediately noted and prioritized. b) Competency Mapping. Selection result data is used to match applicants with appropriate positions. Nadiya (2020) explains that placement is a follow-up that must be based on an individual's skills, experience and qualifications, so that they can carry out their duties optimally. For example, prospective educators who have experience teaching exact subjects are placed as Mathematics or Science teachers. c) Initial Orientation. All new workers are required to attend orientation which includes an introduction to the Islamic boarding school's vision, mission and values, as well as an introduction to their duties. Fitri (2017) emphasized that the initial orientation also aims to stimulate the work enthusiasm of teaching staff by creating a conducive atmosphere. This process aims to instill a sense of togetherness while preparing the workforce to understand the Islamic boarding school work system.

4) Monitoring and Evaluation of Placements

To ensure placement is appropriate and effective, Islamic boarding schools carry out regular monitoring and evaluation of newly placed educators. This evaluation involves performance assessments, adjustments to tasks, and support from management. Based on the evaluation results, if there are discrepancies or obstacles in carrying out tasks, the Islamic boarding school can make adjustments or move positions.

b. Factors Affecting Placement Success

Several factors that play an important role in successful placement at the Persis 67 Benda Islamic Boarding School include:

1) Educational Background and Skills

Formal education and special skills possessed by teaching staff are one of the main determinants of suitable placement.

2) Work Experience

Work experience in a field relevant to the tasks to be carried out greatly influences

an individual's performance after being placed. This is in line with Siswanto's view (Zainuddin, 2020), who states that experience makes a significant contribution to placement success.

3) Commitment to Islamic Boarding School Values
Nadiya (2020) stated that the conformity of individual values with the Islamic boarding school's vision strengthens their loyalty and commitment to the Institution.

4). Psychological Conditions and Physical Health
Aspects of health and psychological stability are taken into consideration to ensure individuals are able to carry out their duties optimally.

5) Career Development Potential
In several positions, especially teaching staff, Islamic boarding schools consider the potential for individual development in the long term.

c. Obstacles and Challenges in the Placement Process
The placement process at the Persis 67 Benda Islamic Boarding School is also faced with several obstacles and challenges, including:

1) Limited Expert Staff
In some special fields such as Nahwu and Balaghah Teachers, it is difficult to find prospective educators who have competencies that suit the specific needs of Islamic boarding schools. Limited expertise is also felt in finding competent murobby/murobbiyah. Apart from mastering religious knowledge, they must have pedagogical skills and be able to guide students morally and spiritually, which is often difficult to find according to the specific needs of Islamic boarding schools.

2) Adjustment to the Work Environment
Some new employees need time to adapt to the work culture and values of the Islamic boarding school, thereby affecting productivity in the initial stages of placement.

3) Commitment to Policies and Procedures
There are sometimes difficulties in ensuring that all individuals understand and are committed to applicable policies and procedures.

d. Maqashid Syariah Principles in Placement
The process of placing educators at the Persis 67 Benda Islamic Boarding School is carried out by considering Maqashid Syariah principles to ensure that every placement decision is not only in accordance with the operational needs of the Islamic boarding school, but also supports the fulfillment of basic rights based on Islamic values. The following is the application of Maqashid Syariah principles in the process of placing educators in Islamic boarding schools:

1) Hifdz ad-din (Maintaining Religion – Haq at-tadayyun)
The placement process pays attention to the importance of ensuring that educators placed in each section can teach and guide students in an environment full of religious values: a) Conformity with the Islamic Boarding School Vision. Educators who are placed have an understanding and commitment to the vision of the Islamic boarding school to form people who are ulul albab and tafaquh fiddien. Therefore, educators are oriented to maintain and maintain the religious and moral qualities of the students. b) Application of Religious Principles in Education. This placement is carried out by considering the balance between their ability to teach subjects and their contribution in teaching morals and Islamic values. c) Special Assignment for Islamic Education. Teachers with a strong Islamic scientific background are prioritized for teaching religious subjects or religious development activities.

2) Hifdz an-nafs (Guarding the Soul – Haq al-hayat)
Aspects of educators' physical and mental well-being are prioritized in the placement process to ensure that they can work optimally and avoid burdens that can be detrimental to health: a) Placement Based on Personal Needs. Educators' personal needs are considered in the placement process to maintain work-family life balance, which in turn supports their physical and psychological health. b) Orientation Period. The

orientation process carried out aims to help new educators adapt to the work environment and Islamic boarding school culture, which is important for maintaining their psychological well-being.

3) Hifdz al-aql (Maintaining Intellect – Haq al-ta'lim)

The placement process focuses not only on matching academic skills but also on placements that support intellectual development: a) Competency-Based Placements. The selection of educators for certain positions is carried out by paying attention to the match between the competencies possessed and the subjects to be taught, in order to maintain the quality of education. b) Intellectual Capacity Development. Placements also take into account educators' opportunities to develop their intellectual potential through relevant training or professional development programs.

4) Hifdz an-nasl (Care for Offspring – Haq al-intirom al-insani)

The placement of educators aims to produce a quality next generation. Therefore, this process also prioritizes the continuity and maintenance of noble values that will be passed on to the next generation: a) The Role of Educators in Shaping Character. Educators placed in Islamic boarding schools play a role in maintaining Islamic moral and cultural values that will be taught to students, to ensure the continuity of Islamic boarding school culture and traditions. b) Placement to Strengthen Islamic Boarding School Vision. Educators who are selected in accordance with the vision of the Persis 67 Benda Islamic boarding school to form a cadre of future ulama and leaders (zu'ama), have a big responsibility in realizing these long-term goals.

5) Hifdz al-mal (Preserving Wealth – Haq al-amal)

Education as a long-term investment also includes maintaining and empowering human resources in Islamic boarding schools. The placement process reflects the right of educators to get work that suits their skills, which can support their quality of life: a) Placement Based on Career Potential. Islamic boarding schools provide opportunities for career development through promotion or transfer, so that every educator has the right to develop his or her potential in accordance with his or her competence and dedication. b) Fairness in Placement. The right man in the right place principle ensures that placement of educators is carried out fairly, based on qualifications, experience and interests, to maintain the sustainability and financial stability of Islamic boarding schools. c) Respect for Educators' Rights. Educators are placed in positions that give them clear rights and responsibilities, including fair salaries and compensation commensurate with their contributions.

The application of Maqashid Syariah principles in the process of placing educators at the Persis 67 Benda Islamic Boarding School aims to not only match the qualifications and expertise of educators with the needs of the Islamic boarding school, but also to ensure that each individual placed can make a maximum contribution to the quality of education and social welfare at the Islamic boarding school. Through this holistic approach, Islamic boarding schools can create an educational environment that is healthy, productive and based on Islamic values.

CONCLUSION

This research found that the application of Maqashid Syariah principles in the process of recruitment, selection and placement of teaching staff at the Persis 67 Benda Islamic Boarding School holistically creates integration between administrative and spiritual needs, by emphasizing benefits through safeguarding religion, soul, reason, property and human dignity, so as to produce an Islamic boarding school education system that is just, sustainable, and in line with the Islamic values of rahmatan lil-'alamin.

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