DEVELOPMENT OF HUMAN RESOURCES FOR EDUCATORS AT NURUL IMAN INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL, PURWOREJO, PESAWARAN DISTRICT

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Abstract:

The problem in this study is the development and development of human resources for teaching staff at SMP IT Nurul Iman Purworejo, Pesawaran Regency; in terms of their professionalism as educators, it can be seen from the excellent performance and achievements of the teachers they have. The teacher's performance and achievements must be developed through various development strategies in the form of education and training as well as activities other than education and training that are followed. Therefore this research is to find out how to develop human resources for teaching staff at SMP IT Nurul Iman Purworejo, Pesawaran Regency. The method in this research is descriptive qualitative. Data sources were obtained from subjects (school principals, curricula deputy's heads, teachers and school partners) and objects (development of human resources for teaching staff at SMP IT Nurul Iman Purworejo, Pesawaran District). Data collection techniques used by researchers were observation, interviews and documentation. At the same time, the data analysis used is data reduction, data presentation (data display), and conclusion. The results of this study indicate that the development of human resources for teaching staff at SMP IT Nurul Iman Purworejo, Pesawaran Regency, has been reasonably good because a lot of coaching and development has been carried out to improve the performance and professionalism of teaching staff through strategies in the form of 1) Education and training, including In- house training, school partnerships, distance learning, tiered training and special training, short courses at universities or other educational institutions, internal coaching by schools, and further education. 2) Activities other than education and training include: Discussion of educational issues, seminars, workshops, research, writing books/teaching materials, making learning media, and making technology/artworks. These developments will likely improve the performance and professionalism of teachers in transferring knowledge to students so that national education can be realized.

Keywords: *Development, Human Resources, Teaching Staff*

INTRODUCTION

Development is all efforts made to improve teacher performance to increase students' skills and knowledge by participating in training and teaching (Widodo, 2015). In addition, Hasibuan stated that development is an effort to improve technical, theoretical, conceptual, and employee morale by the needs of the job/position through education and training. (Hasibuan, 2008). Teacher professionalization development is based on the needs of institutions, teacher

groups, and individual teachers. Teacher development is intended to stimulate, maintain and improve the quality of staff in solving organizational problems.

Furthermore, it is also said that teacher development based on institutional needs is essential, but what is more critical is that individual teachers undergo the professionalization process. The arena of studying substance and learning context is continually developing and changing according to the dimensions of space and time, and teachers are required to continually improve their competence (Udin Syaefudin Saud, 2017). Given the importance of the teacher development program in a school, of course, it must be well planned by the initial objectives. The development of human resources in an organization is very influential for the success of an educational institution in realizing its vision and mission.

Sejalan dengan kebijakan pemerintah, melalui UU No. 14 Tahun 2005 tentang Guru dan Dosen Pasal 20 bahwa "Dalam melaksanakan tugas keprofesionalannya, guru berkewajiban meningkatkan dan mengembangkan kualifikasi akademik dan kompetensi secara berkelanjutan sejalan dengan perkembangan ilmu pengetahuan, teknologi dan seni". Lebih lanjut dalam pasal 25 ditegaskan bahwa "beban kerja guru mencakup kegiatan pokok yaitu merencanakan pembelajaran, melaksanakan pembelajaran, menilai hasil pembelajaran, membimbing dan melatih peserta didik, serta melaksanakan tugas tambahan".(*UU No.14 Tahun 2005 Tentang Guru Dan Dosen*,)

Based on the cues from the article above, it can be understood that teacher performance is for the work shown by the teacher both in quality and quantity displayed during the teaching and learning process takes place with indicators including the ability to plan lessons, carry out learning, and evaluate learning effectively.

Thus it is necessary to develop resources to achieve the stated goals. Because, in essence, humans are superior creatures endowed with creative minds, they can develop their potential in changes world civilization. Qualified and massive human resources can give birth to a generation that excels in their field. As described in the Al-Qur'an letter Al-Isra verse 70:

وَلَقَدْ كَرَّمْنَا بَنِيْ اٰدَمَ وَحَمَلْنٰهُمْ فِى الْبَرِّ وَالْبَحْرِ وَرَزَقْنٰهُمْ مِّنَ الطَّيِّبٰتِ وَفَضَّلْنٰهُمْ عَلٰى كَثِيْرٍ مِّمَّنْ خَلَقْنَا تَفْضِيْلًا ٧٠ (الاسراء/17: 70)

Meaning: Indeed, We have glorified Adam's children and carried them on land and at sea. We also bestow upon them sustenance from the good, and We prefer them above the many creatures We have created with perfect advantages. (Al-Isra'/17:70)

According to Wahabbah Zulaili, four things make humans noble. First, the descendants of Adam started with a good and beautiful physique. Both are given the glory of reason, knowledge, understanding, logic, and instinct. From that gift, humans can distinguish between good and evil. They are endowed with reason to find out the nature of things.

Moreover, gifted with the understanding to create, plant, buy and sell transactions and knowledge of the language. The three on land were awarded transportation through horses, donkeys, camels, trains, planes, etc. Moreover, at sea, they were blessed with great ships and arks. Moreover, the fourth is given good sustenance in the form of various plants, fruits, meat, milk and various kinds of food. Beautiful scenery and oversized clothes. (Wahab Zulaili, 1991)

From this interpretation, Islam wants humans to be in high and noble order. Therefore, humans are endowed with perfect minds, feelings and bodies. This perfection is intended so that humans become individuals who can develop themselves and become members of society who can efficiently develop all their potential resources.

RESEARCH METHODS

This research uses a descriptive qualitative approach. Where this study seeks to provide a basic, in-depth and process-oriented description. Qualitative research is research conducted in the field. The purpose of this research is to find out what is happening to the research subjects. (Heriyanto Aan Prabowo, n.d.)

This study's research data sources were divided into two parts, namely primary data and secondary data. Primary data is the leading data in this study, conducting interviews with respondents, including school principals, curriculum assistants, teachers, and school partners. Secondary data supports data from primary data.

In qualitative research, there are three stages in conducting qualitative data analysis, namely reducing data on findings; when finding things that look foreign and do not yet have a pattern, new researchers can invite discussions with people who master the problem being researched. After reducing the data, the next step is presenting the data. In qualitative research, data presentation can be done in tables, graphs, flowcharts, pictograms, etc. The final stage of concluding the form of new findings in a descriptive form that is still vague in this case becomes clear.

To test the validity of the data, this study used source triangulation by obtaining data from various sources. Researchers obtained data by conducting interviews, observing the activities of developing human resources for educators and documenting to learn more about the development of human resources for educators at SMP IT Nurul Iman Purworejo, Pesawaran Regency.

RESULTS AND DISCUSSION

This data acquisition is related to "Development of Human Resources for Educators at SMP IT Nurul Iman Purworejo, Pesawaran Regency". The data analysis was done by compiling a list of findings in the field, discussing the findings using personal reflection, discussing the categories used and comparing previous studies with existing literature.

In-house Tranning

Development through in-house training at IT Nurul Iman Middle School to improve teacher competence and optimize the role of teachers, especially subject teachers at schools, so that presenting subject matter is better from year to year with this program very influential on the professionalism of teachers. The professionalism of teachers can also be seen from the implementation of in-house training development through the participation of teachers every time the program is held and then implemented in their duties as educators with the hope that this will lead to improving the quality of education.

The following is the number of educators participating in in-house training at SMP IT Nurul Iman Purworejo:

Jumlah Guru

| 2020 | 2020 | 2021 | 2021 | 2022 | 2022 |
| 20 guru | 26 guru | 30 guru | 15 guru | 35 guru | 26 guru |

Based on data obtained from the In-House Training field at SMP IT Nurul Iman, it is carried out internally in the MGMP group and independently at schools to improve educational performance and help educators with problems in the teaching and learning process.

This fact is in line with Danim's theory that IHT is training that is carried out internally in teacher working groups, schools, or other places designated to organize training, carried out based on the premise that some abilities to improve teacher competence and career do not have to be carried out externally, but can be done by teachers who have competencies that other teachers do not yet have, in this way it is expected to save time and money (Sudarwan Danim, 2012).

Then also supported by the opinion of Basri and Rusdiana, suggesting that In House Training is a training program held at the training participant's place or school by optimizing the potential that exists in the school, using the trainee's work equipment with relevant material and the problems being faced (Basri, Hasan and Rusdiana, 2015). It is hoped that participants can absorb and apply the material more efficiently to solve and overcome problems experienced and directly improve their quality and performance.

Jumlah Guru

19%   ■ Mengikuti PJJ

81%   ■ Tidak Mengikuti PJJ
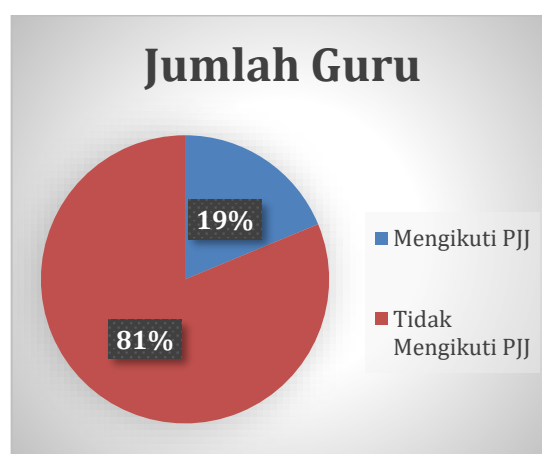
From the data the researchers got, there were 17% or 6 teachers who took part in distance learning, while there were still 26 teachers who had not taken part in distance learning.

Through various legal instruments issued by the government, namely SK MENDIKNAS number 107/U/2001, UU SISDIKNAS number 20 of 2003,

PP number 17 of 2010, PP number 66 of 2010 and also PERMENDIKBUD number 119 of 2014, the distance education system has become an integral part of the world of education in Indonesia, and become a choice for the community to gain access to education. This situation encourages various educational institutions to participate actively in distance education. (Student Affairs, 2011) With distance learning, teachers will become accustomed to using learning media via the internet and the like; this activity develops the innovation and creativity teachers need as professional educators.

Coaching through distance learning is carried out considering that not all teachers, especially those in remote areas, can attend training at designated coaching places such as in the district capital or the province. With remote training, teachers can participate in training received by teachers in big cities. In addition to access, the PJJ system also improves equity in the quality of education for everyone. Distance training is expected to help overcome gaps in the teaching and learning process.

a. In-house Traning

Development through in-house training, which is carried out at the beginning of each semester at Nurul Iman IT Middle School in order to improve teacher competency and optimize the role of teachers, especially subject teachers at schools, so that presenting subject matter is better from year to year with this program very influential on teacher professionalism - Teacher. The professionalism of teachers can also be seen from the implementation of in-house training development through the participation of teachers every time the program is held and then implemented in their duties as educators with the hope that this will lead to improving the quality of education.

From the interviews, it can be concluded that development through in-house training is carried out routinely for all teaching staff, runs as desired, and is appropriately implemented in attitudes, tasks, and skills at SMP IT Nurul Iman.

b. Internship Program

The following findings were obtained based on the data collected in this study. The results of interviews with the SMP IT Nurul Iman's principal show that development through an apprenticeship program still needs to be implemented. Some of the first things are constrained by time and funding. as well as apprenticeship programs for teachers more devoted to vocational teachers and more relevant to needs. Concerned.

c. School Partnership

Based on the data collected in this study, there were only five findings in the school partnership program in improving the competence of Educators at SMP IT Nurul Iman, namely; (1).SMA IT Quran Qordova, (2). SMA N 2 Gadingrejo, (3). SMKN 1 Negerikaton, (4). Rumah Inspirasi, (5).Kwartir Ranting Gerakan Pramuka.

d. Distance Learning

Based on the data collected in this study, the following findings were obtained: 1) This form of distance training is implemented through e-learning and zoom applications with tutors and participants from different places, 2) All teaching staff routinely attend training because of some convenience in terms of time and material, but not all teachers attend this type of training due to the costs involved, 3) Financing is done chiefly independently

Based on the results of the interviews, it was shown that distance learning experienced problems, namely a need for more focus on what was

conveyed. However, this funding was quite helpful because it was done online without looking at releasing more material.

e. Tiered Training and Special Training

Based on the data collected in this study, the following findings were obtained: 1) Tiered training is held once a year, judging from the last KMD training held, 2) Tiered Training and Special Training in its implementation for educator participants to get many achievements and teaching in class is more interactive, 3) From the KMD training, teachers and students can develop attitudes, dedication, and high responsibility.

f. Short Courses in Other Educational Institutions

From the theory and field data from the interview results, a teacher can add skills and skills according to the field of work with this training; 1) Development through this short course is attended by English teachers and teachers who teach extracurricular calligraphy, 2) From the development of Short Courses at Other Educational Institutions produces outstanding students and creative teachers, 3) The development of English teachers is carried out outside the city or on the island of Java, while calligraphy courses are given in the districts

g. Internal coaching by schools

Based on the data collected in this study, the following findings were obtained; 1) Teacher council meetings are held regularly, starting from once a month, then there are once every three months and at the end of each semester, 2) Class supervision or class visits by the school principal, 3) To strengthen the friendship of the teacher council at the end of each semester, a family gathering is held, 4) Forming high character and discipline

h. Further Education

Based on the data collected in this study, the following findings were obtained; 1) Of the 35 teachers who teach, there are eight teachers have done advanced studies and some are in the Master's process, 2) Already four educators have experienced different study programs with scholarships provided by foundations and others, which are personal expenses, 3) On average, teachers carry out advanced study programs at UNILA, UMPRI, STIT and the Open University, 4) The costs of the advanced study development program are personal expenses, and the Nurul Iman Foundation fully funds some

Development Through Activities Apart from Education and Training, among others, Discussions, Seminars, Workshops, Research, Writing books or teaching materials, making learning media and creating technological/artworks.

CONCLUSION

Based on the results of a human resource development study at SMP IT Nurul Iman Purworejo, Pesawaran Regency. Self-Development for Teachers at SMP IT Nurul Iman Purworejo, Peshawara Regency, it can be concluded that; 1) Development of teacher staff at SMP IT Nurul Iman Purworejo Pesawaran District through various training and education strategies, only the following seven strategies have been implemented at SMP IT Nurul Iman: Internal Education, School Partnerships, Distance Learning, Graduate and Technical Education, Short Courses Higher Education/Other Education, Internal Training, Continuing Education, 2) Development of teacher human resources at SMP IT Nurul Iman Purworejo Pesawaran Regency through various strategies in the form of activities other than training as follows: Discussing educational issues, seminars, workshops, research, writing books/ learning materials, production of learning environment, production of technical/artwork.

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