



THE ROLE OF THE MADRASAH HEAD AS THE INITIATOR OF HUMAN RESOURCES ORGANIZING

Sholehatun

Universitas Nurul Jadid

Email: sholehatunzain@gmail.com

Abstract:

The purpose of this research is to investigate the efforts of the madrasah head in organizing the human resources of MI Miftahul Jannah Wangkal Gading Probolinggo. The research method used a qualitative approach of the case study type. Data were collected through the processes of observation, interviews with the madrasah head, the Curriculum Vice Principal (Waka Kurikulum), the madrasah committee, one of the madrasah teachers, and documentation. The data were analyzed through the processes of data condensation, data presentation, and drawing conclusions. Triangulation of sources was used as a tool to measure the data validity. The research results indicate that the three organizational processes conducted by the madrasah head of MI Miftahul Jannah Wangkal Gading Probolinggo as an initiator demonstrate systematic and mechanical managerial processes by adjusting the capabilities of the human resources available. These processes include structuring (clear organizational structure), assembling resources (organizing the human resources available according to the organization's needs), and staffing (placing human resources according to their abilities and qualifications). Certainly, the head of MI Miftahul Jannah Wangkal Gading Probolinggo is capable of being an initiator in the hierarchical order as a step in organizing high-quality organizational human resources

Keywords: *Madrasah Head, Initiator, Organizing, Human Resources*

INTRODUCTION

Education is the primary gateway for individuals to sustain their lives and livelihoods (Sandiko et al., 2022). Education is considered a process to humanize individuals in terms of experience, abilities, skills, and talents (Pananrangi, 2017). Muhammad Syukran et al. (2022) highlighted in their research that education also determines the quality of an individual's position in society. Similarly, in the field of education, Rohman & Hidayah (2022) stated that the position of employees can be determined by their credibility and quality. This emphasizes the role of leaders as managers who must be able to place employees according to their capabilities.

The term "the right man in the right place" indicates the idea that each person (employee) should be placed according to their abilities. It means that each person should be placed in the right position, and the placement of an employee should match their expertise. However, the demands of the current era require human resources that are flexible and dynamic in response to the challenges of the times (Purwa et al., 2022). Therefore, the field of education itself needs to coordinate the organization of human resources within its structure.

Organization is one of the management functions and a strategic step in realizing organizational plans. According to Winadi (in Subekti, 2022), organization becomes a process of dividing tasks into manageable components and coordinating activities to

achieve specific goals. To elaborate, Robbins' statement (in Assyofa, 2018) defines organization as something related to task assignment, who performs them, how tasks are grouped, who reports, to whom reports are submitted, and where decisions are made. Reeser (in Mundiri, 2017) states, "As a managerial function, organizing is defined as grouping work activities into departments, assigning authority and coordinating the activities of the different departments so that objectives are met and conflicts minimized." This emphasizes that organization functions to distribute work across various fields, assign authority, and coordinate the activities of different departments to ensure goals are achieved and conflicts within the organization are minimized.

The goal of education should be a target for organizational actors. However, at present, the struggle for position interests and authoritarian authority becomes one of the crucial issues in education (JH & Baderiah, 2020). In 2017, MI Miftahul Jannah Wangkal Gading Probolinggo experienced a leadership crisis due to the nepotism concept embraced in its leadership pattern. This leadership concept has been widely used in several other educational foundations, considering that descent can be a successor. Unfortunately, in that year, the leadership crisis occurred because the head of MI Miftahul Jannah Wangkal Gading Probolinggo (SM) failed to demonstrate his electability as a leader, manager, motivator, and proclaimer of the institution. Consequently, the organizational formation faced many obstacles and dysfunctions in several human resource positions within the institution.

In mid-2021, proposals to change leadership became more prominent. The ineffective learning process during the pandemic, unstable financial report transparency, and ineffective policies for learning led to these calls for change. Educators and education personnel highlighted these issues, hoping to get a leader who would better suit the institution's needs and the stakeholders in the future. Then, in early 2022, MI Miftahul Jannah Wangkal Gading Probolinggo welcomed a new leader from among the teaching staff with over 10 years of experience, professional electability, linearity, and democratic values towards subordinates. This brought a new spirit to the human resources of MI Miftahul Jannah Wangkal Gading Probolinggo to create a healthy organizational environment and ethics.

Regarding the leader's personal qualities as an organizer for the institution, especially its human resources, it must continue to be considered for the comfort, welfare, and success of the organization's goals. As mentioned by Jamrizal (2022), the effectiveness of a leadership pattern is a hope that every organization wants to have. With the leader's effectiveness in achieving organizational goals, actions are needed to manage the resources owned by an organization. The Organizing function will be useful in determining how to manage work effectively. Ganis Aliefiani Mulya Putri & Nisrina (2022) state that through organizing formed by a leader, it also encourages human resources and their tasks to work effectively in the distribution of work. Similarly, Ahmad & Pratama (2021) mention that a manager's ability to motivate, influence, guide, and communicate with subordinates will determine the manager's effectiveness. The direction and development of the organization begin with motivation because managers cannot guide unless subordinates are willing to follow.

These previous studies serve as examples of research on organizational management in an organization. While this study will focus on the figure of a madrasah (Islamic educational institution) leader who can also be an activist figure in organizing the hierarchy of human resources in the organization's structure. This study will define the hierarchy, where the organizational structure plays a crucial role in an organized and systematic organization. It is noteworthy that the phenomenon that occurs often involves the selection of a leader based on nepotism or measured by the quantity of work experience rather than measured according to someone's electability and professionalism.

The novelty of this research lies in examining the figure of a madrasah leader who should be an initiator in organizing the human resources it possesses. Therefore, the purpose of this research is to understand the hierarchy pattern of the MI Miftahul Jannah Wangkal Gading Probolinggo leader as an initiator figure in organizing human

resources.

RESEARCH METHODS

This research employs a qualitative approach, specifically a case study. The focus of this study is on the hierarchy pattern of the leadership of MI Miftahul Jannah Wangkal Gading Probolinggo as an initiator in organizing human resources in the institution. The research is located at MI Miftahul Jannah Wangkal Gading Probolinggo (Jl. Raya Tegalsiwalan, Tegalsiwalan District, Probolinggo).

Data sources were obtained through the observation of the madrasah environment and interview guidelines for the madrasah head, Curriculum Vice Principal, Madrasah Committee, and one teacher at MI Miftahul Jannah Wangkal Gading Probolinggo. The research was conducted for 2 months from April to June 2022. The data analysis technique uses the Interactive Model of Miles, Huberman, and Saldana, involving data condensation, display, and conclusion drawing/verification activities. Data validity was ensured through source and technique triangulation. The information sources were several informants connected to the research location, namely the madrasah head (SH), four teachers (DK, ST, PS), three madrasah administrative staff (AS, JK, H), and the Madrasah Committee chair (ZA). The researcher used open-ended structured questions during interviews.

Data collection in this study was conducted circularly using three approaches: 1) participant observation, 2) in-depth interviews, and 3) documentation. The data analysis in this study employed the Miles and Huberman data analysis model, involving stages of data reduction, data display, and conclusion drawing. Data collected were first compiled and then analyzed through reduction into notes, followed by data display to comprehend the information, and finally, conclusions were drawn from the examined data (Rukajat, 2018). In the initial data collection stage, data reduction was performed by categorizing the data, followed by data display to understand the data, and lastly, conclusions were drawn from the examined data.

RESULTS AND DISCUSSION

Terry (in Abidin, 2020) explains that organization is about building effective behavioral relationships among all individuals, enabling them to collaborate efficiently and achieve personal satisfaction in their work within the context of environmental influence to attain goals and objectives. According to T. Hani Handoko (in Widdah, 2022), organization is a process and activity involving: 1) determining resources and activities needed to achieve organizational goals, 2) designing and developing an organization or workgroup that can lead these elements toward goals, 3) assigning specific responsibilities, and 4) delegating necessary authority to individuals to carry out their tasks. This function creates a formal structure where work is assigned, divided, and coordinated.

Since 2022, MI Miftahul Jannah Wangkal Gading Probolinggo has had a madrasah leader (AH) who is considered experienced in organizational structure and learning, and is professionally both academically and affectively oriented. Of course, the organizational process within a structured organization is then driven and grouped according to the experience and capabilities of human resources. Apparently, the organizational process of the head of MI Miftahul Jannah Wangkal Gading Probolinggo aligns with George R. Terry's theory, which includes the manager's processes in implementing organization, such as structuring, assembling resources, and staffing

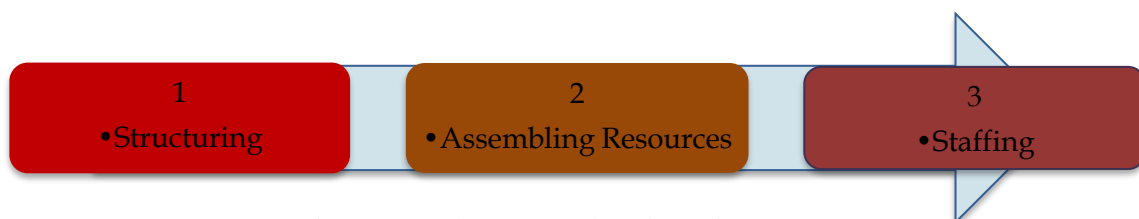


Figure 1. The Organizational Process

As an initiator and driving force of the organization, the head of MI Miftahul Jannah Wangkal Gading Probolinggo utilizes these three processes as tools for organizing the existing human resources. Structuring serves as the madrasah head's pattern to systematize the structure of an institution. Subsequently, assembling resources involves the accumulation and assembly of various institutional resources, while staffing entails placing human resources according to their abilities and capacities. Clearly, the following is a discussion of each organizational process led by the madrasah head for the hierarchy of human resources in the organization.

Structuring

Structuring is known as a process of structuring or systematizing the tasks and functions that need to be assigned for each component of organizational resources to achieve goals (Baharun et al., 2021). The head of MI Miftahul Jannah Wangkal Gading Probolinggo explains that generally, the first organizational process that a chairman must formulate is to create a clear structural framework. The organizational structure becomes a diagram that illustrates the functions of departments or positions within an organization and how they relate (coordinate) to each other.

According to Yuli & Rusdinal Hade Afriansyah (2018), coordination is an effort to achieve alignment in movement, alignment in activities, and alignment in tasks among organizational units within the organization. This opinion is affirmed by the madrasah committee statement, emphasizing that organizational goals will be effectively achieved if everyone, all officials, all units/sections within the organization, and all resources are aligned with the organizational goals. The organizational structure facilitates employees to be more efficient with job specialization. The essence of having an organizational structure in a company is to divide the employees' tasks to facilitate the completion of work.

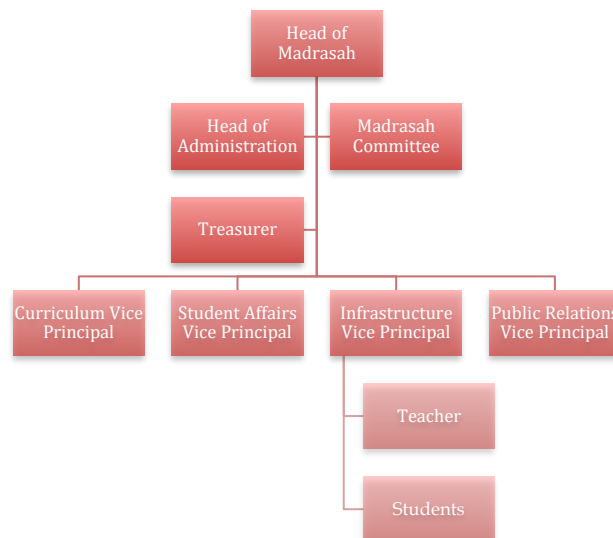


Figure 2. MI Miftahul Jannah Wangkal Gading Probolinggo Organizational Structure

The above structure diagram explains that the authority of each position needs to be known and cannot perform tasks beyond its capacity. The head of MI Miftahul Jannah Wangkal Gading Probolinggo explains that the organizational structure is crucial within an organization as it regulates relationships between work units, and effectively distributes and coordinates tasks and authorities. Indeed, the organizational structure serves as one of the foundations for the successful achievement of institutional goals. Without organizational structure, the organization's work system would appear disordered and without clear guidance.

Assembling Resources

The term "assembling" is defined as the "assembly process." However, in managerial systems, assembling resources becomes a clear organizational process to accommodate formulations for various activities that need to be implemented in an organization (Setiawan & Hamdan, 2019). The Mathematics Subject Teacher for Grade XI mentioned that there should also be a process to articulate the needs and various aspects owned by an institution. This makes it easier to systematize the available resources with the existing structure.

After formulating the organizational structure, which is a mechanical requirement for the institution, assembling resources becomes the next step in formulating the human resources. The empirical facts observed in the process of assembling resources carried out by the Head of the Madrasah include: (1) Recognizing the available workforce. (2) Calculating the future human resource needs. (3) Determining estimates of human resource demand. (4) Designing strategies and implementing the search for human resources.

The initial step in starting to organize human resources is to assess the availability of human resources within the institution. This assessment includes a comprehensive study of various aspects of human resources, such as quantity, skills, competencies, qualifications, experience, age, performance, compensation, and more. In this stage, the head of the madrasah explains that they usually conduct interviews with specific human resources to understand the challenges faced from the human resources perspective and the qualifications deemed important for the employees to possess. The next step is to analyze the labor needs for the future. The Curriculum Vice Principal explains that various considerations, such as reducing human resources, opening vacancies (if needed), job promotions, employee transfers, and more, need to be included in the preparation of labor needs in the madrasah. In addition, unforeseen variables such as resignations and terminations also need to be considered in the analysis if they do not meet the criteria for professionalism and performance qualifications.

Next, the head of the madrasah matches the existing workforce with the estimated future labor needs and creates a demand forecast. In this step, the head of the madrasah formulates thoughts to understand the long-term organizational strategies and objectives so that the demand forecast aligns with meeting organizational needs. After identifying the deficiencies needed from the evaluation of human resources supply and demand, the head of the madrasah develops strategies based on the forecasted demand for human resources already made and utilizes digital technology. With these strategies, relocation, recruitment, outsourcing, training, human resource management, and changes in personnel structural policies are implemented.

Staffing

Ali et al. (2022) assert that staffing is one of the management functions involving personnel arrangement in an organization, starting from recruiting the workforce, developing them, and striving for each employee to provide maximum utility for the organization. On the other hand, Tamrin (2019) defines staffing as related to the application of individuals who will hold respective positions within the organization. Ulfatin & Triwiyanto (2016) offer a simpler explanation, describing staffing as the process of finding human resources to carry out specific activities (positions).

The head of the madrasah explains that the grouping of activities to achieve goals, including the establishment of the organizational structure, duties, and functions, falls under the purview of staffing—a term utilized in management for personnel arrangement within an organization. Faizatun & Mufid (2020) suggest that personnel arrangement involves activities from the recruitment of new employees to training and development, all aimed at ensuring that each officer contributes maximally to the organization.

Researchers identify staffing as the process of placing the human resources possessed by an organization in positions that align with their abilities and expertise (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022). Additionally, staffing serves as the process of segmenting employees or distributing work into positions that align

with their capabilities to carry out organizational activities towards specific goals. To understand the distribution of work and duties within the structure formulated by the head of the madrasah for the interests and achievement of madrasah goals, the following table illustrates the duties and functions of each position.

Table 1. Duties and Functions in the Organizational Structure

Position	Duties and Functions
Head of Madrasah	Planner, organizer, coordinator, supervisor, evaluator, and motivator
Head of Administration	Composes the implementation of administrative and madrasah programs, implements employee career development, and manages madrasah document archiving
Treasurer	Assists the Head of Madrasah in budget planning, prepares financial administration
Madrasah Committee	Independently provides technical support for the improvement of madrasah education quality at the madrasah education unit level
Curriculum Vice Principal	Gathers and stores National Curriculum and Special Characteristic Curriculum documents, plans semesterly and/or annual learning programs, develops remedial and enrichment programs, and compiles the education calendar
Student Affairs Vice Principal	<ul style="list-style-type: none"> • Formulates and socializes student regulations to be applied • coordinates student order, discipline, attendance, and related issues
Public Relations Vice Principal	<ul style="list-style-type: none"> • Manages and develops relations with the Committee • organizes social service activities • collects incoming information about madrasah-related regulations • communicates the schedule of activities of the Head of Madrasah and the madrasah itself
Infrastructure Vice Principal	<ul style="list-style-type: none"> • Plans the needs of school facilities and infrastructure • organizes environmental cleanliness, beauty, and security programs • manages the procurement of school maps, organizational charts, data boards, attributes, labels, and others related to school needs
Teacher	<ul style="list-style-type: none"> • Develops plans • Organizes, coordinates, manages • Controls teaching and learning activities, determines policies, • Holds decision-making meetings

CONCLUSION

This study demonstrates that the headmaster plays a crucial role as an initiator in organizing human resources at MI Miftahul Jannah Wangkal Gading Probolinggo. Using a qualitative case study research method, the study successfully outlines three organizational processes carried out by the headmaster: structuring (establishing a clear organizational structure), assembling resources (organizing human resources according to organizational needs), and staffing (placing human resources based on abilities and qualifications).

The research findings indicate that the headmaster has successfully executed managerial processes systematically and mechanically, carefully considering the abilities and qualifications of the human resources available to the madrasah. Concrete steps such

as determining a clear organizational structure, aligning human resources with organizational needs, and placing individuals appropriately based on their abilities all reflect the headmaster's initiative in creating an efficient and high-quality organizational structure.

Overall, the role of the headmaster as the initiator of human resource organization at MI Miftahul Jannah Wangkal Gading Probolinggo is not limited to managerial aspects alone but also encompasses individual development and empowerment. Thus, this research emphasizes the importance of the headmaster's role in shaping an effective madrasah environment that is oriented towards the development of human resources to achieve better educational goals.

REFERENCES

- Abidin, Z. (2020). Educational Management of Pesantren in Digital Era 4.0. *Jurnal Pendidikan Agama Islam*, 17(2), 203–216. <https://doi.org/10.14421/jpai.2020.172-07>
- Ahmad, R., & Pratama, A. (2021). Faktor Manajemen Profesional:Perencanaan, Pengorganisasian, Dan Pengendalian (Suatu Kajian Studi Literatur Manajemen Sumberdaya Manusia). *JIMT : Jurnal Ilmu Manajemen Terapan*, 2(5), 699–709.
- Ali, H., Sastrodiharjo, I., & Saputra, F. (2022). Pengukuran Organizational Citizenship Behavior : Beban Kerja , Budaya Kerja dan Motivasi (Studi Literature Review). *Jurnal Ilmu Multidisiplin*, 1(1), 83–93.
- Assyofa, A. R. (2018). Pengaruh Kepemimpinan Kenabian Dan Spiritualitas Di Tempat Kerja Terhadap Perilaku Ekstra Peran (Organizational Citizenship Behavior) Dalam Perspektif Islam. *Angewandte Chemie International Edition*, 6(11), 951–957.
- Baharun, H., Maarif, M. A., Wibowo, A., & Silviani. (2021). Knowledge Sharing Management : Strategy For Improving The Quality Of Human Resources. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, 05(01), 129–139.
- Faizatun, & Mufid, F. (2020). Supervisi akademik kepala madrasah dalam meningkatkan kompetensi profesional guru (studi multi kasus madrasah aliyah negeri kabupaten pati). *Quality*, 8(3), 241–268.
- Ganis Aliefiani Mulya Putri, S. P. M., & Nisrina, G. (2022). Literatur Review Pengorganisasian: SDM, Tujuan Organisasi dan Struktur Organisasi. *JEMSI (Jurnal Ekonomi Manajemen Sistem Informasi)*, 3(3), 286–299.
- Jamrizal. (2022). Pengaruh Perencanaan, Pengorganisasian dan Pengawasan Terhadap Kepemimpinan Kepala Sekolah. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 3(1), 479–488.
- JH, S., & Baderiah, B. (2020). Learning Evaluation Management. *International Journal of Asian Education*, 1(2), 61–72. <https://doi.org/10.46966/ijae.v1i2.39>
- Muhammad Syukran, A. A., Idkhan, A. M., & Rifdan. (2022). Konsep Organisasi Dan Pengorganisasian Dalam Perwujudan Kepentingan Manusia. *Manajemen Sumber Daya Manusia*, IX(1), 95–103.
- Mundiri, A. (2017). Organizational Culture Base On Total Quality Management In Islamic Educational Institution. *ADRI International Journal Of Islamic Studies and Social Sciences*, 1(1), 1–11.
- Pananrangi, A. R. (2017). *Manajemen pendidikan*. Celebes media perkasa.
- Purwa, D., Feriyansyah, & Imamah, Y. H. (2022). Kepemimpinan kepala madrasah

- dalam upaya meningkatkan kinerja guru di ma al falah gunung kasih kecamatan pugung kabupaten tanggamus tahun akademik 2021/2022. *Unisan journal: jurnal manajemen & pendidikan islam*, 01(01), 652–661.
- Rohman, J., & Hidayah, N. (2022). Manajemen Pengembangan Sumber Daya Manusia Madrasah. *Jurnal An-Nur : Kajian Pendidikan Dan Ilmu Keislaman*, 8(7), 201–218.
- Rukajat, A. (2018). *Pendekatan penelitian kualitatif (Qualitative research approach)*.
- Sandiko, Faiz, Wahyuni, U., & Yulastari. (2022). School Management in Forming Children ' s Religious Character. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, 06(03), 655–666.
- Setiawan, H., & Hamdan, M. (2019). Strategi Penilaian Kinerja Dalam Pendidikan (Performance Evaluation Startegy). *AT-TA'LIM Jurnal Kajian Pendidikan Agama Islam*, 1(1), 16–31.
- Subekti, I. (2022). Pengorganisasian Dalam Pendidikan. *Tanjak: Journal of Education and Teaching*, 3(1), 19–29.
- Tamrin, M. I. (2019). Peningkatan sumber daya manusia dalam lembaga pendidikan agama non formal di era global. *Menara Ilmu*, 13(2), 2019.
- Ulfatin, N., & Triwiyanto, T. (2016). *Manajemen Sumber Daya Manusia Bidang Pendidikan*. PT. RajaGoofindo Persada.
- Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, A. (2022). Internalisasi Nilai-Nilai Pendidikan Agama di Sekolah: Perspektif Manajemen Pendidikan Islam. *Journal of Educational Management Research*, 1(2), 82-94.
- Widdah, M. El. (2022). Madrasah Management Strategy as the Education Base for Religious Cadre. *International Journal of Learning, Teaching, and Educational Research*, 21(11), 227–242.
- Yuli, D. R., & Rusdinal Hade Afriansyah. (2018). Implementasi Manajemen Mutu Terpadu (Total Quality Management) di Sekolah. *Managere : Indonesian Journal of Educational Management*, 5(2), 601–607.