



INITIATING MANAGEMENT STRATEGY FOR ISLAMIC EDUCATIONAL INSTITUTIONS TO ENHANCE THE QUALITY OF ISLAMIC HUMAN RESOURCES

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Abstract:

Islamic educational institutions, especially MTsN 1 Lumajang, are expected to produce high-quality human resources who are faithful and devout, possessing insights into science and technology. The objectives of this research are as follows: 1) To identify challenges that act as obstacles in the process of improving human resources quality in educational institutions at MTsN 1 Lumajang. 2) To discover solutions in the process of enhancing human resources quality in educational institutions at MTSN 1 Lumajang. 3) To describe the strategies and management techniques implemented by the educational institution MTSN 1 Lumajang to improve human resources quality. 4) To understand the factors influencing the improvement of human resources quality. The results of this research show that in enhancing the quality of Islamic human resources, educational institutions play a crucial role in the process of improving human resources quality. The improvement of education quality is an integrated process, supported by facilities, willingness to enhance educational quality, appropriate compensation, and the management and leadership of the educational institution. Recognizing the importance of improving the quality of human resources, the government, educational institution managers, educators, and participants strive to achieve these goals, visions, and missions.

Keywords: *Initiation, Strategic management, Human resources.*

INTRODUCTION

The current development of Islamic educational organizations has raised endless concerns among the community, especially with the ongoing multilateral emergency delays. The society also expects certainty about how this country will face competition with other nations amid globalization. Islamic educational institutions should be able to create and produce Islamic human resources to generate quality graduates with knowledge, skills, innovation, and a confident and obedient attitude. They should be capable of mastering, creating, and applying them while considering their interests, being firm, moral, and noble, and adhering to strict standards and government regulations.

Islamic education in Indonesia has a long and rich history, starting from before the arrival of Islam in the country. Over time, Islamic education has evolved into a crucial component of the national education system. However, in the current era of globalization, Islamic education must rapidly adapt to changes and challenges. Educational globalization has significantly altered education systems worldwide, introducing mechanical changes, multicultural challenges, and global competition as major concerns for Islamic educational organizations.

Therefore, the management of Islamic educational associations must employ

engaging techniques to address the challenges of educational globalization effectively. Emphasizing quality, development, coordinated efforts, understanding multicultural challenges, and expanding human resources are some strategies that educational associations can implement to maintain excellent Islamic education. Consequently, conducting examinations and discussions on the operation of Islamic educational institutions in the face of educational globalization is crucial.

The role of Islamic educational institutions in Indonesia in preparing competent human resources is vital. Generally, Islamic educational institutions in Indonesia lag behind other countries, often disconnected from social, economic, educational, and community needs, as well as the realities of society. These institutions need autonomy and freedom to enhance their role as an achievement in the progress and advancement of a nation (Hambali, 2020).

To fundamentally improve the quality of Islamic human resources, educational institutions must revitalize their role. They should play a significant part in recognizing the greatness of knowledge for education, modern interests, commitments to new information, and strengthening. Initiating an administrative procedure in human resource development must be well-regulated and coordinated, adhering to the divine laws, understanding how Allah SWT created the universe with freedom and careful regulation, accompanied by clear purposes (Q.S as-Sajadah: 5).

The quality assurance framework for education in Indonesia, outlined in the Guidelines for General School Priests Number 63 of 2009, covers various aspects, including quality limits, quality affirmation targets, and quality level references, as articulated in several articles. The ultimate goal of quality assurance in education is the high intelligence of human life and the nation, as envisioned by the Opening of the 1945 Constitution of the Republic of Indonesia achieved through the implementation of the School Management Quality Standards (SPMP) (Article 2, paragraph 1).

The aforementioned verse implies that the high knowledge of human life and society, as expected in Article 2, paragraph 1, touches on the comprehensive nature of human life and society in Indonesia, adjusted to various aspects of personality, morals, and the quality of faith, scholarship, taste, psychomotor skills, sensation, professionalism, and other human abilities according to their capabilities, potentials, and interests. It aligns with the substance and level of complexity of scientific knowledge, innovation, and expertise that harmonizes with life, imagination, and progress in living, freedom levels, and intensity.

To develop the nation's character and human resources, various parties continue to strive to improve the quality of education. The essence of school development is the focus of improvement in community development, and Madrasah Tsanawiyah Negeri 1 Lumajang is the main state madrasa located in the city of Lumajang, the largest and cleanest in the Lumajang region. Therefore, the role of Madrasah Tsanawiyah Negeri 1 Lumajang as an Islamic educational institution is highly anticipated by the entire community, contributing to the formation of quality individuals. This task will be accomplished when the madrasa can produce quality students capable of actively contributing to building a resilient community, especially in the city of Lumajang.

Consistent with this, research on educational institutions shows that human resources play a crucial role in enhancing the competitiveness of graduates. The nature of teachers and educators is particularly important in increasing the seriousness of the institution's alumni, as the excellence of Islamic human resources in educational institutions will also enhance the organization's commitment since competent human resources will produce more capable graduates than alumni from other educational organizations (Devi, 2018).

Understanding the importance of managing the nature of educational institution alumni, the ideal goals of educational institutions can be achieved and fulfilled by the region, partners, and parents. In conclusion, the research objectives for the above problem focus are as follows: 1) To identify the challenges that hinder the process of improving the quality of human resources in educational institutions at MTSN 1 Lumajang. 2) To identify solutions in the process of improving the quality of human

resources in educational institutions at MTSN 1 Lumajang. 3) To describe the strategies and management techniques implemented by the educational institution MTSN 1 Lumajang in improving the quality of human resources. 4) To identify factors influencing the improvement of human resource quality.

RESEARCH METHODS

This examination employs an expressive strategy with a subjective methodology. Subjective exploration is an investigative methodology that generates graphical information in the form of words arranged or expressed by individuals and observed behaviors. The exploration model used in this study is a research model, and the methodology employed is subjective, specifically subjective exploration, which does not involve computation. It can also be called logical exploration that emphasizes ordinary people as sources of information. Subjective exploration is research aimed at describing and analyzing the uniqueness, events, social activities, mentality, beliefs, understanding, and thoughts of individuals exclusively and within groups.

The informants in this study consist of the Head of Madrasah Tsanawiyah Negeri 1 Lumajang, educational field leaders, organizational leaders, library leaders, and several educators. The means of information collection are perceptions. Observation is the systematic observation and recording of phenomena under investigation to collect relevant data, whether directly or indirectly related to the research problem (Ambarwati, 2022). Documentation is required to examine various archives and records relevant to this research. Meanwhile, the meeting strategy is a technique for collecting information used to expand and explain the information obtained through interviews.

This relies on the belief that information is generated from the group environment and that understanding social information is an authentic logical interaction (Ambarwati, 2022). This subjective methodology aims to obtain comprehensive data about "Initiation of Management Strategy in Islamic Educational Institutions to Improve Islamic Human Resource Quality at MTSN 1 Lumajang in Facing the Globalization Era.

RESULTS AND DISCUSSION

Factors Hindering the Process of Human Resource Quality Improvement in Educational Institutions. The fundamental issues faced by instructive foundations in Indonesia revolve around poor quality, interests, skills, efficiency, and adequacy. The root of the problem lies in the lack of well-being for educators and the insufficient quantity and quality of available educators and educational staff. Among the inhibiting factors during the work on human resource characteristics in educational institutions include:

Leadership and Management: Leadership and management methods for achieving results in working on human resource characteristics in educational organizations are still unknown to pioneers and administrative pioneers. Leaders will lag behind other educational institutions if they cannot organize and lack leadership experience.

Quality of Educators: Improving the quality of human resources is crucial for the quality of educators. The responsibility of teachers in education is urgent to achieve this goal, considering many teachers lack dedication to enhancing and nurturing the essence of learning.

Lack of Facilities and Infrastructure: The expansion of professional educational institutions is hindered by the lack of educational facilities and infrastructure such as libraries, laboratories, workshops, learning resource centers (PSB), and teaching aids. This is mainly related to the insufficient capabilities of public authorities to address them.

Compensation: Salaries can be interpreted as appropriate or fair compensation, as if teaching and training staff are not given grants or rewards within a reasonable salary framework, instructional experience and educational assistance cycles will be hindered.

Quality Improvement: There is no capacity for educational institutions, teachers,

or even students to try out the nature of learning or educational outcomes. Solutions to Address Challenges in the Process of Improving Human Resource Quality in Educational Institutions include:

Leadership and Management: Leaders should learn from the experiences of others, consult past leaders, or read books on the most effective methods of successful leadership. They should carefully consider the preferences of parties collaborating in achieving the goals, mission, and vision of the educational institution.

Educators and Education Staff: Educators and teachers play a crucial role in the teaching and learning activities, both inside and outside the classroom. Therefore, there is a need for highly responsible teaching staff with a focus on planning and implementing effective educational strategies.

Lack of Facilities and Infrastructure: Educational institutions should strive to overcome the lack of infrastructure and facilities by seeking support from the government, school supervisory boards, parental involvement, and the local community.

Cultivating a Quality Culture: Developing a culture of quality involves using quality information for improvement, limiting authority responsibly, rewarding and punishing results, fostering collaboration rather than fierce competition, and ensuring job security for educational staff.

Strategies and Management Techniques Employed by Educational Institutions in Improving Human Resource Quality: System and Executive Procedures: Educational institutions gradually adjust institutional structures and assets by behaving scientifically to achieve predetermined goals. Commitment to quality, ideals, and sustainability is crucial for program success. Continuous Improvement: The most fundamental component in improving management quality is continuous improvement, coupled with efforts in human resources, self-confidence, and common sense. Human elements are the primary aspect in quality improvement. Education and Training: Strengthening human resources through training and education should be based on intelligent attitudes and perspectives. Explicit preparation with guidance and instructions is essential for effective implementation. Client Satisfaction: Students, parents, and the community are considered clients of educational organizations. The focus should be on meeting the needs and expectations of these clients to maintain their loyalty and improve the institution's reputation. Quality Obsession: Educational institutions must strive to continuously develop quality to compete effectively. Quality structures must meet partner needs and avoid accidents and waste. Scientific Approach: Using a logical methodology is key to progress in working on the board's characteristics. Logic-based navigation involves seeking causes and handling solutions in a short time.

Long-Term Commitment: In various contexts and current realities, long-term commitment to improving management quality is a new paradigm. Education and training are the latest hopes to coordinate implementations that maximize the development of Islamic human resources. These efforts aim to enhance the quality of education and produce capable and reliable generations.

CONCLUSION

MTsN 1 Lumajang plays a crucial role in enhancing the quality of Islamic human resources. The implementation of the School Characteristics is an interaction combined with the most common human resources (SDM) practices established within the framework, a willingness to work on training characteristics, salary adjustments, as well as the administration and initiatives of MTsN Negeri 1 Lumajang. Understanding the importance of the most common practices in the nature of human resources, public authorities, the head of MTsN Negeri 1 Lumajang, educational and teaching staff, and students strive to comprehend the goals, vision, and mission through various efforts to nurture excellence. This includes training through the creation and development of educational programs and assessment frameworks, improvement of teaching facilities, development and acquisition of materials, and preparation of educational and training staff. Therefore, MTsN Negeri 1 Lumajang should renew its functions so that it can ideally play a role in human resources development through the improvement and

refinement of administrative capabilities, organization, acquisition of human asset staff by assessing job performance and remuneration, as well as providing a satisfactory foundation through preparation and development, and fostering strong working relationships for the progress of MTsN Negeri 1 Lumajang. It is hoped that with effective strategies and implementation, students and educators will truly and proficiently align with the goals, vision, and mission of MTsN Negeri 1 Lumajang..

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