

Human Resource Management in Improving Teacher Professionalism at an Nizam Private Junior High School

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ABSTRACT

The existing research tends to discuss only towards improving teacher professionalism, while this research will discuss, explain and examine human resource management (HRM) in improving teacher professionalism at An Nizam Junior High School can be implemented in various ways. One way is to use the school management system (SIM Sekolah) to manage teaching schedules. This research fulfills the characteristics of qualitative research. This research is a field research using a phenomenological approach. Data collection techniques were carried out by: 1) Observation; 2) Interviews and 3) Documentation Studies. Analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, conclusion drawing/verification. The data validity test in qualitative research includes, data credibility test, transferability test, dependability test, and confirmability test. The results of the research findings found several core components carried out by An Nizam Private Junior High School in the teacher recruitment process, among others: 1) Digitalization of brochures, 2) Academic/Non-Academic Requirements, 3) Having the same vision and mission as An Nizam Private Junior High School, 4) Evaluation. In the teacher selection process, among others: 1) The existence of a selection instrument, 2) Implementation of selection and ability, 3) Micro teaching, 4) Job description. As for what An Nizam Private Junior High School does in developing teacher education and training: 1) External education and training, 2) Internal education and training, 3) Education and training related to teacher competencies. In the development of teacher education and training, among others, 1) Salary, 2) Umrah rewards for qualified teachers, 3) Intensive for teachers who have memorized at least 1 Juz of Qur'an.

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INTRODUCTION

Professionalism refers to the degree of a person's appearance as a professional or the appearance of a job as a profession, there are those with high, medium and low professionalism (Mustika, 2017). Professionalism also refers to the attitude and commitment of members of the profession to work based on high standards and the professional code of ethics (Hidayati, 2022). Teacher professionalism is the condition, direction, value, purpose and quality of an expertise and authority in the field of education and teaching related to one's work for a living (Anwar, A. S., Mubin, 2020). Meanwhile, professional teachers are teachers who have the competencies required to perform educational and teaching tasks (Sutiono, 2021).

Teachers are the key to the success of an educational institution, because the good and bad behavior or teaching procedures of teachers will greatly affect the quality of education organized (Sulastri, Fitria, H., Martha, 2020). Therefore, teacher resources must be developed both through education and training and other activities so that their abilities and professionalism increase (Abdurahman, T., Firdaus, R., Gunawan, 2023). Teacher professionalism refers to a set of standards, ethics, knowledge, skills, and attitudes applied by teachers in the context of education (Rahimah, 2022).

Professional teachers demonstrate commitment to quality education, behave ethically, and collaborate with students, colleagues, and parents (Eliza, D., Sriandila, R., Fitri, D. A. N., Yenti, 2022). They strive to improve their teaching skills through continuous training, applying evidence-based approaches, and supporting students' development (Ngiu, Z., Djafri, N., 2022). Professional teachers also play an important role in inspiring and motivating students to reach their full potential (Haq, 2023). The concept of teacher professionalism has profound implications in improving the education system and achieving better learning outcomes (Qulub, 2019).

A good learning process can be realized if teachers and students do not limit themselves in communicating as long as it is within reasonable limits (Warif, 2019). A close relationship between teachers and students causes students not to be afraid and hesitate in expressing their learning problems (Suprihatiningrum, 2012). Such a relationship can only be created if a teacher has good communication skills, because teachers are required to be able to transfer their knowledge and skills in carrying out learning obligations professionally and responsibly (Miftakhi, D.R., & Pramusinto, 2023).

The minimum competence of a new teacher is to master teaching skills in terms of opening and closing lessons, asking questions, giving reinforcement, and making teaching variations (Mansyur., 2017). The teacher competency framework is described in nine dimensions as areas of competence, research competence, curriculum competence, lifelong learning competence, social-cultural competence, emotional competence, communication competence, information and communication technology (ICT) competence, and environmental competence (Panggabean, B., Naibaho, 2023). In addition, there are ten basic competencies that a teacher must master, including: 1) Mastering learning materials; 2) Managing learning programs; (3) Managing classes; (4) Using media and learning resources; (5) mastering the foundation of education; (6) Assessing student learning achievement; (8) Knowing the functions and services of guidance and counseling; (9) Knowing and organizing school administration; and (10) Understanding and interpreting research results for learning purposes (Marwiyah, 2019).

Qualified teachers are those who meet the standards of educators, master the material / subject matter in accordance with the content standards, and live and carry out the learning process in accordance with the learning process standards (Siswandari, 2013). Teachers who have professional competence need to master scientific disciplines as a source of learning material (Anam, 2020). Teachers must also prepare teaching materials that are taught, knowledge of student characteristics, knowledge of philosophy and educational goals, knowledge and mastery of learning methods and models (Abdullah., 2017).

Teacher professional competence is one of the factors that influence the achievement of learning objectives (Syarnubi, S., Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... & Ulvy, 2023). However, teacher professional competence does not stand alone, but is also influenced by educational background, teaching experience, and length of teaching. Teacher professional competence can be considered important as a selection tool in the acceptance of prospective teachers, it can also be used as a guideline in the context of coaching and teacher development (Syarnubi, 2019a). Because with these professional competencies, it is expected to affect the education management process so as to improve the quality of education.

Education and teacher professionalism are interrelated so that both cannot be separated, especially in the process of achieving educational goals (Syarnubi, S., Alimron, A., & Muhammad, 2022). One of the things that affects education is teacher professionalism because teachers are the determinants of the success and failure of a learning process so that it will affect the future of students (Syarnubi, S., Syarifuddin, A., & Sukirman, 2023). To be able to teach students optimally, teachers

must have professional qualifications combined with the learning process carried out by the teacher (Syarnubi, S., Efriani, A., Pranita, S., Zulkhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, 2024). Therefore, it is necessary to make a breakthrough so that the level of teacher professionalism in Indonesia can be better and so that education in Indonesia can develop further and can compete with other countries (Syarnubi, 2019).

Teachers must have pedagogical competence, personality competence, social competence, and professional competence (Syarnubi, 2016). The four competencies are holistic and constitute a unity that characterizes professional teachers (UU RI: 2005). The Education System Law emphasizes equal distribution of education, improving the quality of education, and streamlining education. In its application, education management plays an important role in providing innovation and improvisation to deal with national and global changes and developments (Rifa'i, 2019).

Regarding the characteristics of teacher professional competence, it can be concluded that an educator must have good responsibilities, carry out his duties well, his ability to create a learning climate, the ability to develop learning strategies, be able to create feedback in the learning process, the ability to improve himself in teaching, create conducive and fun learning, be innovative and expand his knowledge about learning methods.

Speaking of teacher professionals nationally, seven provinces received the best scores in the implementation of the teacher competency test (UKG) in 2015. These scores achieved the minimum competency standard (SKM) targeted nationally, which is an average of 55. The seven provinces are DI Yogyakarta (62.58), Central Java (59.10), DKI Jakarta (58.44), East Java (56.73), Bali (56.13), Bangka Belitung (55.13), and West Java (55.06). The 2015 teacher competency test (UKG) tested teacher competency in two areas: pedagogical and professional. The national average of the 2015 UKG results for both competency areas was 53.02.

Director General of Teachers and Education Personnel (GTK) of the Ministry of Education and Culture, Sumarna Surapranata said, if detailed again for the UKG results for pedagogical competence alone, the national average is only 48.94, which is below the minimum competency standard (SKM), which is 55. Even for this pedagogic field, there is only one province that scores above the national average as well as reaching the SKM, namely DI Yogyakarta (56.91). After the UKG scores are seen nationally, the UKG results per district/city, and the UKG results per individual (teacher) will be seen in detail. However, the fact is that currently there are still serious problems related to the existence of teachers as professional educators. (GTK Secretariat, Directorate General of Teachers & Education Personnel)

When viewed regionally, the low quality of education in North Sumatra Province is caused by the low quality of teachers, the condition of teachers in North Sumatra is also still alarming where most teachers do not have adequate professionalism to carry out their duties as referred to in Article 39 of Law Number 20 of 2003, namely planning learning, implementing learning, assessing learning outcomes, mentoring, training, conducting research and performing community service.

Although the quantity of teachers in North Sumatra is adequate, the quality of teachers in general is still low. In general, teachers in North Sumatra are less able to perform their functions optimally, because the government still pays less attention to continuing professional development in accordance with Permen PAN & RB Number 16 of 2009. Nationally, the number of teachers in Indonesia is relatively not too bad. Based on data from North Sumatra in Figures (SUDA) in 2013, the ratio of teachers to students is quite good, with primary schools having a ratio of 1:17, junior secondary schools having a ratio of 1:16 and senior secondary schools having a ratio of 1:13. However, the distribution of teachers has many weaknesses: on the one hand, there are areas or schools with an excess number of teachers, and on the other hand, there are areas or schools with a shortage of teachers.

The principal is the driving force for schools, especially teachers, to achieve a successful process in school education (Syarnubi, 2023). The role of the principal here is very large, because the success of a school depends on the quality of the principal. Principals must empower teachers because teachers have a role in the learning process. The roles carried out by principals in empowering teachers must also be carried out by principals actively participating and acting as educators such as including teachers in upgrading or training to improve their competencies.

SMP Swasta An Nizam is one of the schools in North Sumatra Province, especially in Medan City. This school has been accredited with an A rating and has become one of the driving schools in Medan city. The implementation of the driving school at An Nizam Private Junior High School is carried out in accordance with the 5 interventions programmed by the government. In terms of the driving school also conducts training workshops that not only involve 1 teacher but involve all teachers who take turns in participating in the training. To create qualified teachers, good human resource management (HRM) is needed. Moreover, human resource management is a policy and practice to meet the needs of workers or aspects contained in HR, such as management positions, recruitment, selection, training, compensation, and employee performance appraisals.

Research (Mera, 2023). showed that there is a strong positive relationship between training & development and teacher effectiveness teacher effectiveness in public secondary schools in Cross Rivers State, Nigeria. The study recommended among others that: Management should make adequate provision for teachers adequate development opportunities for teachers to enable teachers update their skills and competencies.

Human resource management is one of the factors that will determine the performance of the organization, the accuracy of utilizing and developing human resources and integrating them into a unity of motion and direction of the organization will be important for increasing the organization's capability in achieving its goals (Mukminin A, 2019). One of the problems of education in Indonesia is the lack of maximum human resources which causes the low professionalism of teachers at the primary, junior high and senior high school levels of education (Syarnubi, 2022).

Existing research so far tends to discuss only towards improving teacher professionalism including the effect of the principal's managerial competence on teacher professionalism alone, without knowing what actually determines the high/low competence and professionalism of teachers at school. While this research will discuss more deeply about teacher professionalism at An Nizam Private Junior High School by explaining and examining human resource management (HRM) in improving teacher professionalism at An Nizam Junior High School can be implemented in various ways. One way is to use the school management system (SIM Sekolah) to manage the teaching schedule, exams and report card printing.

In addition, the School SIM can also manage student data management, manage financial APPs, manage student absences in class and other teacher agendas, can be done through annual planning and training for teachers which aims to improve teachers' pedagogical, personality, professional, and social competencies In addition, teacher empowerment can be done through a teacher certification program which aims to improve teacher qualifications. Thus, this research discusses Human Resource Management (HRM) defined as activities that include the attraction, selection, development, maintenance, and use of human resources to achieve both individual and organizational goals.

Human resource management at An Nizam Private Junior High School is also defined as a policy that is structured in a series of activities to meet labor needs which include aspects contained in human resources. This research will discuss how the process of positioning/placement of teachers at An Nizam Junior High School, how the procurement of teacher recruitment, how teacher selection, how teacher compensation/salary to teacher labor performance assessment at An Nizam Private High School Based on the above background, the researcher is interested in conducting research with the title "Human Resource Management in Improving Teacher Professionalism at An Nizam Private High School".

METHODS

This research fulfills the characteristics of qualitative research. Qualitative research is intended to describe events as they occur naturally, through data collection and natural backgrounds (Syarnubi et al., 2021). The type of research used in this study is field research that seeks to describe and interpret existing data, describe or explain the data obtained in the field. This researcher uses a phenomenological approach because it is related to the phenomena that occur, namely regarding the discussion of the implementation of human resource management in improving teacher professionalism at An Nizam Private Junior High School in Medan. The location of this research is

An Nizam Private Junior High School which is located at Jl. Tuba II/Perjuangan No. 62 Medan, Tegal Sari Mandala III, Medan Denai District, Medan City, North Sumatra Prov. Primary data is data taken directly from the results of interviews, observations, and documents regarding informants that have been determined. As for secondary data, namely data taken from other sources besides informants in the form of documents, writings, photographs, recordings, speech or actions / attitudes that are related to the source of the informant. The method or technique of data collection is carried out by means of: 1) Observation; 2) Interviews and 3) Documentation Studies. Analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data presentation, conclusion drawing/verification. Data validity tests in qualitative research include, data credibility test, transferability test, dependability test, and confirmability test.

FINDINGS AND DISCUSSION

1. Teacher Recruitment Process at An Nizam Private Junior High School

To get good and professional educators, the school must analyze the educators who will be recruited according to the needs of the school, see whether there are vacant educators or not or see the need to replace educators who are on leave or unable to come for a long time, besides that, they also see the addition of classrooms. All of that must be estimated properly. To get professional educators, the school must estimate the educators it will recruit either by looking at the graduates or backgrounds of the universities or the school must provide criteria that must be possessed by the educators.

The teacher recruitment process carried out at An Nizam Junior High School is carried out during the new school year and when the required teacher capacity is not sufficient for the number of students and student classes. Furthermore, during the teacher recruitment process, the unit also actively informs the recruitment of these teachers. The Vice Principal for Human Resources and School Development also emphasized that the teacher recruitment process is carried out, one of which also approaches prospective teachers through interview tests.

From the data obtained that at the time of teacher recruitment, the SMP unit used school social media and teachers' social media such as Instagram, Facebook and WhatsApp as a channel to disseminate information in the form of brochures regarding teacher recruitment at An Nizam Private Junior High School. They use digitalization as a tool to facilitate the dissemination of information so that it can be found that some of the teachers at An Nizam Junior High School are mostly from out of town (Doc. 1).

An Nizam Junior High School has an increasing number of teachers as the number of classes increases. The procurement of teachers is carried out by the school through the foundation through recruitment. The involvement of the foundation and students plays a very important role in the recruitment process. The foundation as a provider of human resources / personnel candidates to fill the vacancies / positions needed by the school, while students are directly involved in the decision to accept the prospective educators. This is done to obtain professional educators.

Recruitment can be done in various ways, one of which is through selection so that suitable and competent people can be found for the available positions, so the teacher recruitment process must be carried out honestly and transparently, and by using predetermined qualification standards. These qualification standards are not negotiable. Efforts to improve competence for educators and education personnel must be carried out in a planned and programmed manner with a clear system. Where teachers must have a background in educational studies and must be linear with the required learning capacity. Not only educational background is an important point, teachers who will be selected must be able and fluent in chanting the holy verses of the Qur'an because the An Nizam Private Junior High School foundation tries to harmonize science and technology with IMTAQ so that a robbani generation is formed.

Recruitment carried out by An Nizam Private Junior High School is also carried out during the new school year, and not only that, recruitment is also carried out when the capacity of teachers in the school is not sufficient, the junior high school unit will recruit teachers in accordance with the required capacity. An Nizam Private Junior High School also makes

educational background an important point in teacher recruitment, meaning that the school prioritizes educational progress over others. This can be seen from the education curriculum which tries to combine general and religious education, namely the national curriculum and special curriculum.

Based on the results of interviews, field observations and documentation studies conducted, it was found that An Nizam Private Junior High School has implemented various effective teacher recruitment strategies to expand its reach and accelerate the information provided. These strategies include a direct approach using the school's social media and the social media of each teacher, administration and even the social media of the principal and vice principal. In addition to social media, the principal, vice principal and teachers also disseminate information verbally with the community.

Based on the description above, the data obtained provides more specific details on the success of the teacher recruitment process at An Nizam Private Junior High School. Some of the core components that An Nizam Private Junior High School does in the teacher recruitment process include: 1) Digitalization of brochures, 2) Academic/Non-Academic Requirements, 3) Having the same vision and mission as An Nizam Private Junior High School, 4) Evaluation. Analysis of the needs of educators in the An Nizam Private Junior High School foundation has estimated well the educators who will be recruited. For this reason, in the process of recruiting teachers, the school has discussed together and looked at the needs of educators who will be recruited.

2. Teacher Selection at An Nizam Private Junior High School

An-Nizam Junior High School (SMP) is one of the Islamic educational institutions and one of the schools selected as a driving school in Medan city. An-Nizam Private Junior High School makes continuous efforts to improve and organize. As a tangible manifestation of the improvement and development of An-Nizam Private Junior High School is the selection of qualified teachers. The school also conducts selection for background checks on prospective teachers, such as confirming references, employment history, and police records. There are also psychological tests to assess personality, emotional stability, and suitability for the teaching profession. When everything is in accordance with the qualifications that have been determined, the prospective teacher is declared qualified to become a teacher at An Nizam Private Junior High School.

Job specifications determine the education, experience and skills that a person must have in order to perform effectively in the position. Competency-based recruitment systems usually center on selection methods that can be used to select a number of candidates from a sizable population of applicants quickly and efficiently. Selection in the recruitment process requires special challenges, such as selecting from a large number of applicants in a short period of time.

The main purpose of the selection process of educators and education personnel is to select prospective educators and education personnel who are in accordance with the expectations of the school from the applicants who have been collected in the recruitment process (Syarnubi, 2020). Thus, the selection of education personnel is carried out to obtain confidence about skills, personality, habits, other data and information deemed necessary to obtain educators and education personnel who are efficient and successful in accordance with school criteria.

Based on the results of interviews conducted on the teacher selection process, the selection carried out at the An Nizam Private Junior High School Foundation consists of 2 (two) stages, namely preparation and implementation. The preparation stage of planning in the selection must be carefully prepared with more specifics. The planning or preparation carried out before making the selection is as follows the determination of the selection team, preparing the assessment instrument, preparing the place and time of selection.

The selection stage of prospective teachers at An Nizam Private Junior High School does not accept recommendations or references from various circles, the school only accepts new prospective teachers by conducting various tests for selection. Selection is carried out when all prospective teachers have carried out various procedures such as the file stage, interview stage, micro teaching stage and most importantly when teaching practice and reading the Qur'an. The

school does not accept the element of recommendation from anyone but what is prioritized is good general and religious education and in accordance with the foundation's procedures.

Then one of the teacher selection processes is that it must be in accordance with the competencies that have been regulated in the law such as minimum academic qualifications Bachelor (S1) and a minimum GPA of 3.00 and from a well-accredited university, besides mastering pedagogical competence, personality competence, social competence, and professional competence. The school ensures the quality of teachers at the time of selection, there must be indicators in accordance with the teacher's competence, whether it is pedagogical or professional and social with their independence. So the four factors will be implemented during the interview with the selection team and usually there is also teaching practice or micro teaching.

Furthermore, after the teacher is accepted, the school does not just leave it at that, but the school always conducts an evaluation for each teacher who teaches both class teachers and subject teachers. Teacher selection is the process of selecting and screening prospective teachers who meet certain requirements and qualifications to fill teacher positions in educational institutions or schools. This process aims to obtain teachers who are competent, professional, and in accordance with the needs and goals of education.

From the data obtained, prospective teachers who pass the administrative selection will take part in the next stage of selection. The second selection stage is the interview test. Interviews were chosen as one of the ways to select because interviews are considered to reveal and explore many things from applicants, such as their commitment, morals, personality, and competence and are used to crosscheck whether the data written on the application matches the original (Dok.2).

Selection is the most important process in finding competent teachers. The first selection is administrative selection. This administrative selection is carried out by the school, this administrative selection includes the selection of application files made by prospective teachers to determine whether they are in accordance with the specified requirements. The first requirement is to be Muslim, this is because An Nizam Private Junior High School is an Islamic school that is already known for its Islam and faith, to become a teacher at An Nizam Private Junior High School must have a strong commitment, faith, and Islam.

This school is experiencing very rapid development so it requires active teachers where the energy is still active, the idealism is still good, and the work span is still relatively long. The minimum education must be S1 and a minimum GPA of 3.00, this is related to the competence of prospective teachers. To become a teacher at An Nizam Private Junior High School must have good competence, starting from the knowledge in the field of study or the suitability of the department with the teacher needed. The assessment of this selection is also by looking at Islamic values such as reading the Qur'an and performing prayers. The selection system used is a knockout system. If it does not meet the administrative requirements, it will be declared invalid and cannot take part in the next stage of selection.

The recruitment and selection process at An Nizam Private Junior High School is carried out selectively by the school to the applicants. In selecting, the applicants are strictly selected, this is done to get teachers who are professional and have the qualifications determined by the school. An Nizam Private Junior High School is also very selective in recruiting prospective teachers, namely not recruiting relatives or relatives who do not actually have the qualifications needed by the school. From this explanation, it can be firmly concluded that, in determining or taking new employees. An Nizam Private Junior High School Foundation prioritizes objectivity in assessing new employee candidates. This foundation has a systematic procedure in selection, as for more

details can be seen in the following figure:

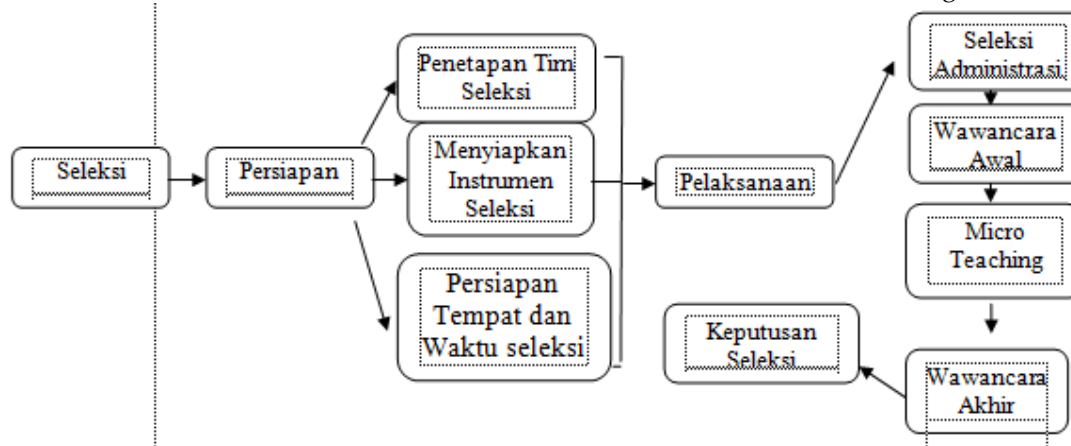


Image: An Nizam Private Junior High School Teacher Selection Process

Overall, the selection system carried out at the An Nizam Private Junior High School Foundation is good, because it is in accordance with existing literature studies, and also the implementation of obtaining qualified and professional educators, because it has considered and included the competencies that an educator must have in accordance with the Law and Government Regulations. From the exposure regarding the analysis of the selection system, it can be concluded that the selection carried out at the An Nizam Private Junior High School Foundation is good, seen to be carried out with systematic selection procedures. The stages carried out have also been detailed so that they can produce quality selection results.

3. Development of Teacher Training and Education at An Nizam Private Junior High School

Teacher training and development is specifically stated in the Presidential Instruction of the Republic of Indonesia (1974) that training and development is an effort to provide education for employees. The meaning is that education is all efforts to foster personality and develop Indonesian human abilities, physically and spiritually, which take place throughout life, both inside and outside school, in order to build Indonesian unity and a just and prosperous society based on Pancasila. Training is part of education that involves the learning process to acquire and improve skills outside the applicable education system, in a relatively short time and with methods that prioritize practice over theory.

The world of teaching a teacher in school cannot only rely on the abilities that have been achieved during college or part of the experience alone. The biggest thing in the spear of education is the ability of teachers who must respond quickly to changes that occur. Education and training for teachers is training conducted by educators to become professionals and maximize learning activities in the classroom and implemented in the school environment.

An Nizam Junior High School is one of the driving schools in Medan city, therefore the training and education provided by the school to each teacher must be in accordance with the progress of education and the curriculum used. Teachers who have participated in training outside the school will conduct an evaluation related to the training that was followed. Teachers have a very important role in the progress of education and the quality of human resources, especially the category of driving schools. Therefore, they must continue to participate in training and professional development to improve their teaching competencies and skills.

Education and training has a significant influence on the progress of education and teacher professionalism at An Nizam Private Junior High School, based on the results of interviews, it shows that training is required to be able to improve the performance and professionalism of teachers so that they can achieve the planned targets in the context of driving schools. The driving school is one component of the independent learning policy which has the aim of producing human resources who develop cooperative student learning outcomes containing all competencies so as to produce Pancasila students, for this reason the role of teachers in driving schools is also very important, because they become facilitators and motivators in the learning process. Based on the results of interviews that have been conducted regarding the development

of teacher education and training at An Nizam Private Junior High School in line with the results of field observations. From the data obtained, the teachers apply routine studies related to spiritual training every Friday. Not only that, teachers also participate in education and training at school by inviting presenters from outside the school with material such as teacher motivation training.

An Nizam Private Junior High School Foundation organizes training and continuing education in order to increase scientific capacity and professional skills in the form of short courses, thematic skills training and structured postgraduate education. The teacher training program provided by An Nizam Private Junior High School is a program carried out by educators with the aim of becoming more professional, so as to maximize the learning process in the classroom. The training program usually includes learning planning techniques and how to conduct effective learning.

From the data obtained, An Nizam Private Junior High School teachers have personal quality standards, one of which is discipline, where all teachers at An Nizam Junior High School apply quality discipline such as all teachers come to school before students arrive and always apply the 3S culture (Smile, Greet, Greet) which is carried out in front of the gate in welcoming students who arrive (Doc. 5). Furthermore, class hours at An Nizam Junior High School start at 08:00 a.m., while the teachers have conducted morning roll call at 07:00 a.m. guided by the principal and teachers are required to take turns delivering motivation every day, this is applied to improve teacher professionalism (Doc. 6). From the data obtained, several teachers in the field of study at An Nizam Private Junior High School also received awards for innovative work in making creative learning videos produced during Covid 19 several years ago (Doc.7).

The low quality of human resources is a fundamental problem that can hinder national economic development and development, especially the quality of schools. Therefore, quality human resources are needed that have the willingness and ability to constantly improve their quality continuously and continuously (continuous quality improvement). Human resource development at An Nizam Private Junior High School is carried out through education and training, both formally and informally, which is carried out simultaneously and continuously. An Nizam Private Junior High School addresses this by incorporating training and education into the internal management at the school which is held in order to develop teachers' knowledge and skills. The school hopes that teachers can gain a competitive advantage and can provide the best service. In addition, through the teacher training program, it is expected that they can work more productively and experience improved work quality.

Based on the description above, the data obtained provides more specific details on the development of teacher education and training implemented at An Nizam Private Junior High School. Some of the core components that An Nizam Private Junior High School does in developing teacher education and training include: 1) External education and training, 2) Internal education and training, 3) Education and training related to teacher competencies.

4. Teacher Compensation at An Nizam Private Junior High School

Education is the biggest investment for humans because education is able to create reliable, skilled and empowered human resources for the development of the nation, both the development of material human resources and also natural resources, thus education needs to be implemented nationally, regionally and locally (Syarnubi., 2024). Compensation is a reciprocal result of employee performance. Compensation is all income in the form of money, direct or indirect goods received by teachers in return or services provided to schools. The head of the An Nizam Private Junior High School Foundation also emphasized the teacher compensation policy at An Nizam Private Junior High School.

As the principal, policies related to teacher compensation are very important to pay attention to, but there are some compensation or teacher salaries that are not given for reasons of leave. Regarding compensation for educational levels such as S1 S2 or S3 so far it is still the same, even if there are different ones, maybe the foundation has other initiatives to place or add additional hours from higher education levels. Human Resources (HR) in education, namely teachers, are part of the elements of educational organizations that must continue to improve

their quality to achieve organizational goals. The quality of human resources owned by a teacher is indicated by the results of work/performance by educators in carrying out their duties in accordance with the responsibilities given to them. The provision of compensation in the world of education is essential because it is related to the behavior, performance and effectiveness of the goals of the school institution.

For compensation in this junior high school unit, it is in accordance with teaching hours and their respective tasks and functions. But indeed, in this case, the junior high school has received assistance from the local government promised by the mayor of Medan during the teacher's day yesterday, Alhamdulillah, there is an improvement process in terms of receiving assistance every three months. And the specifications of teachers who receive assistance every 3 months must be registered in the dapodik database.

The results of interviews that have been conducted regarding the development of teacher education and training at An Nizam Private Junior High School are in line with the results of field observations where compensation arrangements for employees at the An Nizam Private Junior High School Foundation have also been determined referring to the staffing rules of the An Nizam Private Junior High School Foundation as expressed by the head of the foundation that, Compensation is given fairly and equally regardless of S1, S2 and S3 educational status. However, compensation is given according to the working hours and duties of each teacher. Other compensation is also given if the teachers carry out training held outside the school.

Compensation according to researchers is the provision of rewards to teachers for their performance at school. A good compensation system will be able to provide satisfaction for teachers which allows schools to acquire, hire and retain their teachers. For schools, compensation has an important meaning because compensation reflects the organization's efforts to maintain and improve the welfare of its teachers.

Compensation is one of the external factors that can improve teacher performance. One of the things that can improve teacher performance is by providing compensation in the form of salaries, bonuses, allowances and other facilities. This compensation is one of the things that can foster enthusiasm and passion for work. By building a good compensation system, teacher performance can be improved. Therefore, educational institutions need to pay attention to the compensation system as an effort to improve teacher performance which can have an impact on improving educational services for students.

The compensation system in an educational organization must be set up with careful and careful formulation. Because compensation is a sensitive matter in the relationship between educational organizations and educators. The compensation system must be based on a sense of justice for all educators and improve the performance of educators in the education organization.

The An Nizam Private Junior High School unit confirms that compensation is one of the implementers of the human resource management function which deals with all types of individual rewards in exchange for carrying out organizational tasks. Compensation can consist of material or non-material compensation. If managed properly, compensation will help the foundation to achieve its goals and obtain, maintain, and keep educators well. Based on the description above, the data obtained provides more specific details on the development of teacher education and training carried out at An Nizam Private Junior High School. Some of the core components that An Nizam Private Junior High School does in developing teacher education and training include: 1) Salary, 2) Umrah rewards for qualified teachers, 3) Intensive for teachers who have memorized at least 3 Juz of Qur'an.

CONCLUSION

From the research findings, it was found that there are several core components that An Nizam Private Junior High School does in the teacher recruitment process, among others: 1) Digitalization of brochures, 2) Academic/Non-Academic Requirements, 3) Having the same vision and mission as An Nizam Private Junior High School, 4) Evaluation. From the results of the research findings, it was found that several core components carried out by An Nizam Private Junior High School in the teacher selection process include: 1) The existence of a selection instrument, 2)

Implementation of selection and ability, 3) Micro teaching, 4) Job description (Description of work, position and responsibility). From the research findings, it was found that some of the core components carried out by An Nizam Private Junior High School in developing teacher education and training include: 1) External education and training, 2) Internal education and training, 3) Education and training related to teacher competencies. From the research findings, it was found that some of the core components of An Nizam Private Junior High School in developing teacher education and training include, 1) Salary, 2) Umrah rewards for qualified teachers, 3) Intensive for teachers who have memorized at least 1 Juz of the Qur'an.

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