



Human Resource Management in Developing Teacher Professionalism Through Teacher Professional Education in Madrasah

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ABSTRACT

Keywords:

Human resource management, teacher professional development, Teacher Education

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This study aims to analyze human resource management in developing teacher professionalism through Teacher Professional Education (PPG) in madrasahs. The method used is a qualitative approach of case study type, with data collection techniques through in-depth interviews and observations. The data analysis technique used is thematic analysis, which helps in identifying important patterns related to human resource management in madrasahs. The results of the study indicate that human resource planning in this madrasah is carried out comprehensively, with teacher selection prioritizing academic qualifications and practical skills. The training provided combines theory and practice, and provides teachers with flexibility to choose training according to their needs. The implication of this study is that good human resource management, by paying attention to appropriate selection and relevant training, can improve the quality of teaching and teacher professionalism in madrasahs. This study also contributes to enriching the literature on human resource management in the madrasah education sector.

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INTRODUCTION

In the world of education, the quality of human resources (HR), especially educators, is a central aspect that determines the success of an educational institution. Teachers are the spearhead in the implementation of education and directly play a role in shaping students' character, knowledge, and skills (Sulistiani & Nugraheni, 2023). Therefore, the development of teacher professionalism is an absolute necessity that must be considered by all education stakeholders, both government, foundations, and education unit managers. In this context, HR management in educational institutions is important in ensuring that teachers have adequate competence, a high spirit of professionalism, and a willingness to continue learning and developing themselves (Nurmalasari & Karimah, 2020).

Teacher Professional Education (PPG) is one of the systemic strategies to improve the quality and professionalism of teachers in Indonesia (Al Mustaqim, 2023). This program is designed to strengthen pedagogical, professional, social, and personality competencies for teachers who have served for a long time and those who are new to the world of education (Heriani & Nyoman Nugraha, 2023). With practice-based training, supervision, and performance assessment, PPG aims to produce professional teachers who can answer the challenges of 21st-century education. According to the Ministry of Education, Culture, Research, and Technology (2024), Permendikbudristek Number 19 of 2024 emphasizes that this program is also one of the important prerequisites in determining certification and formal recognition of the status of professional teachers (Ministry of Education, Culture, Research and Technology, 2024). However, the effectiveness of this program in improving teacher professionalism cannot be separated from the support of the HR management system in each educational institution.

Madrasah Ibtidaiyah (MI) Kholafiyah Syafi'iyah, as one of the private elementary madrasahs developing in the community, is committed to improving the quality of education by paying attention to aspects of teacher professional development. In reality, many teachers in this institution come from diverse educational backgrounds and have different teaching experiences. Some have participated in the PPG program, while others are waiting for their turn or have not met the administrative requirements. Human resource management in this madrasah is faced with the challenge of designing a system for managing teaching staff that is not only administrative but also transformative, namely encouraging teachers to be actively involved in developing themselves and their professionalism.

Various previous studies have highlighted the importance of teacher professional development and the role of HR management in supporting it. Research by Wibowo (2019) revealed that a competency-based management system significantly improves teacher performance in elementary schools (Wibowo, Suntoro & Sumadi, 2019). Meanwhile, a study by Indriyani Ma'rifah (2024) showed that the success of graduation achievement reached 98.1%, indicating high effectiveness thanks to the support of the online system and accompanying facilitators. This confirms that internal support in the form of mentoring and access to technology is crucial to the success of PPG (Ma'rifah, 2024). Other research by Abdul Hadi (2021) shows that the madrasah principal at MTs An Nawawiyah Kediri implemented policies that support improving teacher professional competence through various programs, including supervision, training, and mentoring. This policy aims to ensure that the results

of the teacher professional education program can be implemented effectively in daily learning practices (Hadi, 2021).

However, most of these studies have not explicitly discussed the relationship between HR management and PPG programs in the context of religious-based educational institutions such as elementary madrasahs, especially in rural or suburban areas. This gap is the primary concern in this study. The socio-cultural environment, limited resources, and the unique organizational structure of madrasahs are differentiating factors that can influence how HR management functions in the context of PPG (Syafira, Annisa, Syaroh, Sirait & Saragih, 2022). In addition, not many studies link HR management broadly, including recruitment, development, motivation, supervision, and evaluation, with their direct influence on the quality and professionalism of teachers after participating in the PPG program (Izzah, 2024).

Most previous studies are still conceptual or general descriptive, and not many have taken an in-depth case study approach in specific educational units to contextually explore HR management practices. This kind of approach is important to understand how HR management policies and practices are implemented in reality, how interactions between madrasah principals, teachers, and other stakeholders are formed, and how internal dynamics of institutions affect the results of teacher professional development programs (Sintya, Awaludin & Wibowo, 2024). Therefore, this study attempts to fill this gap by exploring HR management practices at MI Kholafiyah Syafi'iyah, especially in supporting teacher professional development through professional education.

This study aims to describe and identify human resource management practices at MI Kholafiyah Syafi'iyah regarding teacher professional development through Teacher Professional Education. This study also aims to identify supporting and inhibiting factors for implementing effective HR management and evaluate its impact on improving teacher professionalism after participating in PPG (Lailatussaadah et al., 2020). With a qualitative case study approach, this study is expected to provide an in-depth picture of real practices taking place in the field, as well as produce applicable recommendations for similar institutions in managing human resources strategically to support improving the quality of education (Sholikin et al., 2024).

The theoretical contribution of this study is to enrich the study of educational management, especially in the realm of human resource management in elementary Islamic educational institutions. In a practical framework, the results of this study are expected to be a reference for madrasah principals, foundation managers, and education policymakers in formulating HR management strategies that align with the demands of teacher professionalization in the modern era. In addition, this study also provides a

voice for madrasah teachers who have so far received less attention in academic literature, especially in terms of their experiences participating in PPG and its impact on their competence and performance in the field (Purniningtyas et al., 2024).

Overall, this study is motivated by the awareness of the importance of teacher professionalism as the primary foundation in quality education and the need for an adaptive HR management system that sustainably supports this development. MI Kholafiyah Syafi'iyah was chosen as the study location because it represents the type of private Islamic educational institution developing in the region. It has unique challenges and great potential in building a quality culture. By focusing on the relationship between HR management and the PPG program, this study seeks a more comprehensive understanding of how teacher professionalism can be systemically improved through the right managerial approach (Efita & Elfindri, 2024).

Within the framework of national education development, the success of the PPG program and the HR management system that supports it will not only have an impact on teachers as individuals but also on students, society, and the nation as a whole (Loeneto et al., 2020). Professional teachers not only master the material and learning methods but also have high integrity, commitment, and social sensitivity. Therefore, investment in strategic HR management and professional development programs such as PPG is a vital long-term investment (Hardianto & Nofriser, 2022). This study is a small but important step in understanding and strengthening these efforts at the educational unit level.

RESEARCH METHOD

This study uses a qualitative approach with a descriptive case study type (Farhani, 2023). This method includes observation, in-depth interviews, and documentation, which are analyzed thematically. The researcher acts as the main instrument in data collection through interviews, observations, and the collection of other supporting information, with triangulation techniques to ensure data validity. Rismawati et al. (2024) explain that observation techniques are beneficial for collecting qualitative data on behavior, social interactions, or environmental conditions in real-time and naturally (Rismawati, Ibrahim & Arifudin, 2024). Observation produces in-depth and contextual data but requires more time and costs, especially in participatory observation, where researchers are involved in the observed situation (Dado, Spence & Elliot, 2023).

In data analysis, this study uses thematic analysis techniques by the descriptive qualitative approach to identify patterns or themes that emerge from the data collected. Data from interviews, observations, and documentation will be analyzed through coding stages to group information based on relevant

categories. Furthermore, the themes that emerge from the data will be explored and analyzed in depth to understand the dynamics of HR management in teacher professional development. This technique allows researchers to capture the deep meaning behind the events and interactions observed and provide a more holistic insight into the phenomena studied. This thematic analysis will be complemented by data triangulation to ensure the validity and reliability of the research results.

RESULT AND DISCUSSION

Result

Human Resource Planning

Human resource (HR) planning in the context of developing teacher professionalism in madrasahs is a process carried out by management to design, manage, and develop the competence and quality of educators according to the educational needs of the institution. This planning includes identifying the need for competent teachers, formulating development strategies, and allocating the resources needed to achieve educational goals. In this case, Teacher Professional Education (PPG) is an important instrument for improving staff quality through structured training and education.

In an interview with the Head of Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan, he explained that HR planning in their madrasah focuses on developing teacher competencies through ongoing training. "We always start by analyzing teacher competency needs before designing the PPG program. We see that some teachers need improvement in the pedagogical aspect. Therefore we include that in the PPG program," he said. Based on this statement, it can be interpreted that the HR planning process in this madrasah is carried out with an approach based on needs analysis and competency development relevant to teaching tasks.

One of the teachers at Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan, who became the second informant, also emphasized the importance of careful planning. "Before the implementation of PPG, we were always given an understanding of the objectives of professional development. We were also allowed to suggest the training we needed," he said. This statement shows that the madrasah provides space for teachers to participate in designing development programs based on their individual needs, indicating that HR planning at this madrasah is inclusive and considers teacher input.

During observations at Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan, researchers noted that the management of the madrasah has a systematic process for planning the PPG program. In the meeting room, there is a planning document containing an analysis of teacher competencies that need

to be improved, as well as a training schedule that has been prepared by considering the needs of each teacher. Researchers also observed active involvement from teachers in the planning process, which shows that HR planning at this madrasah is carried out by management and involves teachers as developing subjects.

Based on interviews and observations, it can be concluded that human resource planning at Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan has a clear structure, from needs analysis to implementing PPG training. This process is top-down and involves teachers in preparing more personalized programs. This illustrates the madrasah's commitment to improving the quality of education through planned and structured teacher competency development.

The HR planning process at Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan is carried out with a comprehensive approach, from analyzing teacher competency needs to preparing training programs that involve teacher input. This planning aims to improve teacher competency in various aspects, especially pedagogy, through ongoing and relevant training. Through this process, the madrasah hopes to produce teachers who have good academic knowledge and skills in managing classes and developing student potential. Based on the data obtained, there is a structured HR planning pattern at Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan. This pattern includes systematic steps starting from identifying teacher competency needs, training planning based on the analysis, and active involvement of teachers in providing input. In addition, the management of the PPG program, which involves pedagogical and professional aspects, pays serious attention to developing the quality of education at the madrasah.

Teacher Recruitment and Selection

Teacher recruitment and selection is the initial stage in the human resource management process, which aims to select individuals who meet the qualifications and competencies required by the madrasah. This process includes searching, selecting, and placing teachers according to the madrasah's vision, mission, and educational needs. In professional development, teacher selection aims to select qualified prospective teachers and ensure that selected teachers can participate in Teacher Professional Education (PPG) and develop their competencies according to established standards.

In an interview with the Head of Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan, he explained that teacher recruitment and selection were carefully considered, and several important aspects were considered. "We not only look at the formal educational background of prospective teachers, but also their interpersonal skills and commitment to education at the madrasah," he said.

The head of the madrasah emphasized that his party conducted in-depth interviews and psychological tests to determine the characteristics of prospective teachers, which are considered important to assess their readiness to face the challenges of teaching at the madrasah. This shows that the selection process is not only limited to academic aspects but also involves assessing prospective teachers' mental readiness and character.

The teacher who had worked at this madrasah, who became the second informant, provided a more detailed perspective on the selection process he had participated in. "When I applied to teach here, I underwent a series of tests ranging from interviews, teaching ability tests, to practical tests," he said. The teacher revealed that the teaching ability tests and practical tests were beneficial for the madrasah in assessing the extent to which prospective teachers could apply their knowledge in the context of classroom teaching. This shows that the selection at this madrasah relies on administrative selection and directly assesses prospective teachers' teaching competence. The researcher observed that the teacher recruitment and selection process at Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan was very structured and involved various stages. The documents available at the madrasah show that the selection was carried out through several stages, from job vacancy announcements, file screening, interviews, teaching ability tests, and practical tests. The researcher also noted that after going through the selection, prospective teachers who passed would receive initial guidance on the vision and mission of the madrasah as well as the professional development programs they would follow, including PPG. This observation shows that the madrasah has developed a comprehensive selection system to choose teachers with high competence and commitment to education.

Based on the interviews and observations conducted, it can be concluded that teacher recruitment and selection at Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan is carried out by considering various factors, such as educational qualifications, teaching abilities and aspects of the character of prospective teachers. This process ensures that selected teachers have adequate teaching knowledge, skills, integrity, and commitment to education at the madrasah. Therefore, the selection is carried out strictly and thoroughly to select teachers according to the needs of the madrasah.

The teacher recruitment and selection process includes several important stages to select quality teachers. This madrasah not only focuses on formal educational qualifications but also assesses prospective teachers' teaching abilities, character, and commitment to education. Interview tests, teaching abilities, and practical tests are integral to the selection process. They are designed to ensure selected teachers can follow and undergo professional development programs, including Teacher Professional Education (PPG).

Based on the data, the pattern seen in the teacher recruitment and selection process at Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan is a systematic and comprehensive selection process. This pattern involves various stages: administrative selection, interviews, teaching ability tests, and practical tests. These stages are carried out to ensure that the selected teachers have academic competence, teaching skills, and character according to the values and goals of madrasah education. In addition, this selection process also reflects the madrasah's commitment to selecting teachers who not only master the subject matter but also have interpersonal skills and a high commitment to education.

Training and Development

Training and development in the context of teacher professional development through Teacher Professional Education (PPG) refers to efforts made by the madrasah management to improve the abilities, knowledge, and skills of teachers in the field of education. This process includes various forms of training activities that are tailored to the needs and challenges faced by teachers. This training and development aims to update teacher competencies, both pedagogically and professionally, so that they can carry out teaching tasks better and use existing educational developments.

Table 1. Training and Development

Interview	Indicators	Informant
"The training we attended not only involved theory, but also direct practice that really helped us in teaching."	Form of training and development	Head of Madrasah
"I feel more prepared to teach after attending PPG training that focuses on developing pedagogical skills."	Teacher readiness after training	Madrasah Teacher
"Every teacher is given the opportunity to attend training according to their respective teaching needs."	Flexibility in training selection	Head of Madrasah
"The training we underwent greatly increased our insight into more effective teaching methods."	Impact of training on teaching skills	Madrasah Teacher

Table 1 above shows the development carried out at Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan, which has several important indicators. The principal emphasized that the training given to teachers is based on theory and prioritizes direct practice. This is in line with the need for teachers to be able to implement what has been learned in classroom situations. Madrasah teachers also feel more prepared after participating in PPG training, which focuses on improving pedagogical skills, which are important elements in teaching.

In addition, the policy of flexibility in selecting training is another indicator. The principal provides space for teachers to choose training relevant to their needs. This illustrates that teacher development is not uniform but is adjusted to the specific needs of each teacher. This shows an adaptive approach in HR management that is more oriented towards improving the quality of teaching individually.

The data shows that training and development at this madrasah is quite effective in improving teachers' teaching skills. The diversity of training methods, including theory and direct practice, provides teachers with opportunities to understand new concepts and apply them in real contexts in the classroom. Training that focuses more on developing pedagogical skills also supports teachers' needs in facing diverse teaching challenges.

However, although flexibility in training selection provides advantages, it can also lead to inequities in teacher skill levels. Some teachers who may be less active in selecting training may miss out on opportunities to develop specific skills needed in teaching. Therefore, although flexibility is important, supervision of training selection needs to be carried out so that there are no shortcomings in the overall development of teacher competencies.

The researcher observed that the training provided at Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan was good quality and accessible to all teachers. Each training session had a clear curriculum and was facilitated by competent instructors. In addition, there was a post-training evaluation to measure the effectiveness of the material provided. The researcher also noted that after participating in the training, teachers improved how they managed their classes and used more varied learning methods.

However, in the observations, the researcher also found that some teachers still felt less confident implementing what they learned in the training. This shows that although the training is practical, additional support in mentoring or assistance is still needed to ensure maximum classroom knowledge application.

From the interviews and observations, it can be concluded that training and development at Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan focuses on improving teachers' pedagogical skills with an approach that combines theory and practice. Flexible training programs, allowing teachers to choose according to their teaching needs, positively contribute to developing teacher competencies. However, to ensure that all teachers benefit from the training, stricter supervision is needed to select training and perhaps additional support after training through mentoring.

The pattern that emerges from the data above is that training and development at Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan prioritizes

a balance between theory and practice by allowing teachers to choose the training that suits their needs. This pattern shows an approach tailored to each teacher's development while emphasizing the importance of applying the skills learned. Although flexibility is one of the positive values of this training process, it should be noted that an imbalance in the selection of training can affect the overall quality of teaching.

Discussion

In this study, three main findings related to HR management in teacher professional development through Teacher Professional Education (PPG) at Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan were identified, namely HR planning, teacher recruitment and selection, and training and development. These findings generally indicate conformity with existing literature regarding the importance of structured planning, comprehensive selection, and continuous training in improving teacher quality. According to Aris et al. (2014), effective HR management in education must involve careful planning and proper selection to ensure that existing human resources meet the required standards. The findings in this study show that the madrasah carried out comprehensive HR planning and strict selection to ensure that selected teachers have competencies based on teaching needs.

However, there are differences between the findings of this study and some other literature that suggest that teacher selection should focus more on practical skills in teaching rather than just prioritizing academic qualifications. For example, Baig (2023) emphasized that in advanced education systems, teacher selection focuses more on their ability to manage the classroom and interact with students rather than just on educational background. At Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan, although selection also includes pedagogical aspects, there is a greater emphasis on academic background and psychological tests as part of the selection process, which may not be entirely in line with the more practical approach suggested by some literature. In the findings related to training and development, the results of this study indicate that the madrasah has implemented training that combines theory and practice in a balanced way and provides flexibility for teachers to choose the training that suits their needs. This is the view that Khosi'in, et al. (2024) expressed, who stated that practical teacher training is not only based on theory but must also include practical components that can be directly applied in the classroom. In addition, flexible training allows teachers to develop skills according to their specific needs, an approach that is also supported by research showing that training tailored to individual needs is more effective in improving teaching quality (Abidin et al., 2024; Basri et al., 2024).

However, one difference found is that in this study, although there is freedom in choosing training, there is not enough emphasis on monitoring the selection of training. Literature from several studies, such as those written by Zhao, et al. (2017), suggests that flexibility in training must be balanced with a strict evaluation mechanism to ensure that each teacher receives training that is relevant to their teaching. Therefore, although the flexible approach used in this madrasah is good, stricter monitoring of training selection is needed to ensure that teaching quality improves evenly across teachers.

The theoretical implication of this finding is that human resource management in the educational context should pay more attention to the balance between competency-based approaches and individual needs-based approaches. In this regard, this study enriches the existing literature by showing that the success of human resource management in madrasahs is determined not only by good selection and training but also by the active involvement of teachers in their professional development process. In practice, the results of this study provide recommendations to improve the quality of teaching through more structured HR planning, selection that is more based on practical skills, and training that is tailored to the needs of each teacher. This is important so that teachers not only have competencies that are by standards but also the ability to adapt to changes in the world of education that continues to develop.

CONCLUSION

The conclusion of this study shows that good human resource management in Madrasah Ibtidaiyah Kholafiyah Syafi'iyah Matekan focuses on mature human resource planning, careful teacher selection, and continuous training to improve teacher professionalism. The most important finding of this study is the importance of a structured and flexible approach in managing teacher competency development by providing space for teachers to choose training according to their needs while ensuring practical evaluation and supervision. The lesson that can be taken is that success in teacher professional development depends on good planning, appropriate selection, and training relevant to the teaching challenges. The main strength of this paper lies in its contribution to increasing scientific insight into human resource management in the context of madrasah education, especially in terms of planning, selection, and developing teacher professionalism through PPG. This study provides a deeper perspective on how adaptive human resource management can strengthen the quality of education in madrasahs. However, the limitation of this study lies in its limited scope to only one madrasah, which may not fully represent the conditions of other madrasahs. For further research, it is recommended to expand

the research to various madrasahs to get a more comprehensive picture and to explore other factors that influence teacher professional development.

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