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## Human Resources Management, Islamic Boarding Schools in Empowering Teachers in Jambi Province

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**Abstract:** This study aims to analyze in depth about "Human Resource Management of Islamic Boarding Schools in Teacher Empowerment in Jambi Province (Case Study of Three Islamic Boarding Schools). This study uses a qualitative approach with data collection techniques using observation, interviews and documentation as supporting data. Data analysis techniques use qualitative techniques through domain analysis, taxonomy, and componential, and data is reduced, displayed and concluded. In the research process, the researcher is guided by the idea put forward by Fombrun, namely the process in Human Resource Management of Islamic Boarding Schools depends on selection, assessment, awards and development. The results of the study are that 1) Planning in these three Islamic Boarding Schools is adjusted to the needs of teachers and the number of male and female students; 2) The sources of teacher recruitment used in these three Islamic Boarding Schools are alumni of Islamic Boarding Schools, family and friends of teachers in the foundation only; 3) The types of training and development carried out are in the form of seminars, coaching in schools and foundations, further education, supervision by DIKNAS, training in developing teacher teaching methodology, MGMP (Subject Teacher Deliberation) schools, annual school work meetings, workshops; 4) Compensation and welfare of teachers in the three Islamic Boarding Schools vary. Some forms are also the same such as salary compensation, allowances, bonuses. However, in terms of nominal value, it differs between the three Islamic Boarding Schools. Based on the results of the study, it can be concluded that Human Resource Management of Islamic Boarding Schools in Teacher Empowerment in Jambi Province requires synergy from various policy makers.

**Keyword:** Human Resource Management, Islamic Boarding School, Empowerment, Teacher

## INTRODUCTION

The researcher carried out an initial grand tour in the field, namely at the As'ad Jambi Islamic Boarding School, the Zulhijjah Muara Bulian Islamic Boarding School, the Al-Munawwaroh Bangko Merangin Islamic Boarding School, and there were several positive problems encountered by the researcher regarding Human Resource Management in Islamic Boarding Schools in Teacher Empowerment in Jambi Province.

This is indicated by the fact that Islamic Boarding Schools have a unique system that has been tested for years in managing the potential of their teachers. at the As'ad Islamic Boarding School. Teachers are given the freedom to develop learning methods according to the needs and characteristics of the students, as well as the curriculum to suit the learning needs of the students at Islamic boarding schools. Several teachers are entrusted with the responsibility to guide students' extracurricular activities according to each teacher's skills. Examples of extracurricular activities for students guided by teachers are calligraphy, hadroh, scouting, muhadaroh, book study and so on. In accordance with researcher observations that the Zulhijjah Islamic Boarding School has a kiai who is a role model. With this, a strong relationship between teachers and students is established, where senior kiai or ustadz act as mentors for young teachers. This system enables direct and continuous transfer of knowledge, experience and values. There are also associations or halaqah for all teachers which facilitate teachers to learn from each other, discuss and solve problems together.

Also strengthened by research data in the field that the Al-Munawwaroh Islamic Boarding School does not only focus on intellectual development, but also on the formation of strong characters, such as honesty, discipline and responsibility. Teachers at the Al-Munawwaroh Islamic Boarding School are role models for students. This encourages teachers to continue to improve their quality. Here there is also a teacher's halaqoh or taklim assembly and regular scientific discussions enable teachers to deepen their understanding of religion and science.

The three Islamic boarding schools above are semi-modern Islamic boarding school styles that combine formal education (general science) and Islamic boarding school education (yellow book studies). Apart from that, what researchers see is that these three Islamic boarding schools have quality education at affordable costs. As'ad Islamic Boarding School, Zulhijjah Islamic Boarding School and Al-Munawwaroh Islamic Boarding School offer quality education at relatively affordable costs, some are even free according to the terms and conditions provided by the Islamic Boarding School. This allows the wider community to access education at Islamic boarding schools.

For many teachers at Islamic boarding schools, teaching is a form of worship and a calling to spread religious knowledge. This spiritual motivation is often the main driving force in carrying out their duties. Teachers at Islamic boarding schools become role models for their students. So in this case the Human Resource Management of Islamic Boarding Schools in empowering teachers really needs to be studied and researched more deeply.

By looking at the background above, it seems that this is what attracted the attention of the writer to carry out research entitled: "HUMAN RESOURCES MANAGEMENT OF BOARDING BOARDING POND IN EMPOWERING TEACHERS IN JAMBI PROVINCE" (Case Study of As'ad Islamic Boarding School in Jambi City, Zulhijjah Islamic Boarding School Muara Bulian, and Al-Munawwaroh Bangko Islamic Boarding School).

Based on the background of the problem stated above regarding the Human Resources Management of Islamic Boarding Schools in empowering teachers in Jambi province, the main question in this research is "How is the Human Resources Management of Islamic Boarding Schools in empowering teachers in Jambi province?"

To dissect this problem, the following research questions were formulated:

1. How is Islamic Boarding School Human Resources Management planned for teacher empowerment in Jambi Province?

2. How is the recruitment and selection of Islamic Boarding School teachers in Jambi Province?
3. How is the training and career development of Islamic Boarding School teachers in Jambi Province?
4. What are the forms of compensation and welfare for Islamic boarding school teachers in Jambi Province?
5. What are the Obstacles and Efforts for Human Resource Management at Islamic Boarding Schools in empowering teachers at Islamic Boarding Schools in Jambi Province?

## METHOD

The method of writing scientific articles is the qualitative method and literature review (Library Research). Examining theories and relationships or influences between variables from books and journals both offline in libraries and online sourced from Mendeley, Scholar Google and other online media.

This study uses the library research method, namely; this type of qualitative research. In general, in every research discussion obtained in the literature and sources, and or the latest findings regarding the role of leadership in the organization of Islamic educational institutions. Second, analyze everything findings from various readings, relating to the shortcomings of each source, the strengths or relationships of each about the discourse discussed in it. According to Kaelan, in library research sometimes has descriptive and also has historical characteristics (Kaelan, 2010).

In qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that the research is exploratory in nature, (Ali, H., & Limakrisna, 2013).

For this reason, in library research, collecting books must be done in stages, because to get all the needs mentioned above, they can be produced through libraries, books, articles, or journals related to the discussion to be studied, using data from various sources. These references are collected by reading (text reading), reviewing, studying, and recording literature that is related to the issues discussed in this paper. Data collection techniques, in this case the author will identify discourse from books, papers, or articles, magazines, journals, the web (internet), or other information related to writing titles to look for things or variables in the form of notes, transcripts, books, newspapers, magazines and so on related to the study of the role of leadership in the organization of Islamic educational institutions. Meanwhile, as a data analysis model, this study uses a descriptive analysis model.

## RESULTS AND DISCUSSION

The results of the research and discussion and data analysis carried out by researchers at the As'ad Islamic Boarding School in Jambi City, the Zuhijjah Muara Bulian Islamic Boarding School and the Almunawwaroh Bangko Islamic Boarding School, the researchers can conclude several things as follows:

- 1) Human Resource Management Planning in empowering teachers at these three Islamic Boarding Schools, As'ad Islamic Boarding School in Jambi City, Zuhijjah Islamic Boarding School in Muara Bulian and Almunawwaroh Bangko Islamic Boarding School begins with joint deliberations between Islamic Boarding School superiors and related parties. Planning is adjusted to the needs of teachers and the number of female students in Islamic boarding schools.
- 2) The teacher recruitment sources used by the As'ad Islamic Boarding School in Jambi City, the Zuhijjah Muara Bulian Islamic Boarding School and the Almunawwaroh Bangko Islamic Boarding School are Islamic Boarding School alumni, family and friends

of teachers at the foundation only. The method used in teacher recruitment is more of a closed method, namely information is only provided to teachers and alumni, this makes it difficult for Islamic Boarding Schools to meet the school's needs, namely finding new teachers in certain subjects such as science, arts and counseling. Requirements that must be met by prospective applicants include being Muslim, physically and spiritually healthy, having good morals, *ahlu sunnah wal jamaah* so as not to interfere with the school program, bachelor's degree qualifications, having abilities in their field, educational background in accordance with the subjects taught, signing the rules boarding school orderly, able to read the Koran, prioritizing alumni and teaching experience. The application files include the latest diploma, application letter, curriculum vitae and transcript of grades. The flow of teacher recruitment activities begins with determining teacher needs, submitting to the foundation the need for new teachers, carrying out teacher recruitment, selection, announcing teacher recruitment, providing teaching hours, honorary teachers and permanent teachers.

- 3) The type of training and development carried out by teachers at the As'ad Islamic Boarding School in Jambi City, the Zulhijjah Muara Bulian Islamic Boarding School and the Almunawwaroh Bangko Islamic Boarding School in the form of seminars, monthly teacher social gatherings, coaching at schools and foundations, further education, supervision by DIKNAS, training on developing teacher teaching methodology, school MGMP (Subject Teachers' Conference), annual school work meetings, workshops, and deliberations through group discussions. The process of implementing teacher development begins with evaluation, determining the targets to be achieved, determining the curriculum to be used, the facilities used in activities, activity participants, trainers and experts, and implementing teacher development activities.
- 4) The forms of compensation and welfare for teachers at the As'ad Islamic Boarding School in Jambi City, the Zulhijjah Muara Bulian Islamic Boarding School and the Almunawwaroh Bangko Islamic Boarding School vary. There are also several forms that are the same, such as salary compensation, allowances, bonuses. However, the nominal value is different between these three Islamic Boarding Schools. In accordance with the capabilities and availability of funds owned by each Islamic Boarding School. Among the forms of compensation and teacher welfare at the three different Islamic boarding schools, for example at the Al-Munawwaroh Islamic boarding school, teachers are given compensation in the form of Umrah according to the teacher's performance achievements.
- 5) The obstacles and efforts that exist in the three Islamic Boarding Schools. In empowering teachers in the planning process, there are no visible obstacles. Constraints began to emerge or be detected in the next Human Resource Management process, namely in recruitment and selection, training and development as well as in providing teacher compensation.

## CONCLUSION

Implication is an impact or effect that occurs from an action or activity carried out by a person, group, institution or agency within a certain scope. In other words, research implications are the relationship between the involvement of an action which gives rise to a consequence of that action in a study. In this regard, the research results are expected to have a significant impact both on policy, as well as theoretically and practically. Based on research findings, this research produces several important implications, namely; theoretical implications and practical implications.

## Theoretical Implications

In the research process, researchers guided the ideas put forward by Fombrun, namely that the process in Human Resource Management in Islamic Boarding Schools depends on selection, assessment, appreciation and development. Human Resource Management Islamic Boarding Schools has significant theoretical implications in teacher empowerment, namely:

- 1) Teacher empowerment is in line with constructivism theory which emphasizes that knowledge is built by individuals through experience and interaction with the environment.
- 2) Empowered teachers have the freedom to create a learning environment that allows students to build their own knowledge.
- 3) Teacher empowerment provides space for teachers to develop their potential and provide the best for their students.
- 4) Teacher empowerment can increase teachers' expectations of success in carrying out their duties. High expectations will encourage teachers to be more motivated and try to achieve goals.
- 5) Teacher empowerment that is carried out fairly and evenly will increase feelings of justice among teachers, so that they feel valued and are more motivated to work.
- 6) Teacher empowerment is one of the characteristics of transformational leadership. Transformational leaders inspire and empower their members to achieve common goals.

Overall, teacher empowerment has very broad and deep theoretical implications. Teacher empowerment is not just about providing trust/autonomy to teachers, but is also an effort to create an effective and conducive learning environment, improve the quality of learning, and realize higher educational goals.

## Novelty

Three types of Novelty (Novelty) in Research, namely: First, Invention Novelty which is known as discovery or finding something new by making a fundamental change (such as a principle or change to a previously existing theory. Second, Improvement Novelty. Novelty which is developmental in nature with the aim of completing the shortcomings that were the limitations of previous research. The key to this research process is comparing research that has been carried out. Third, this type of Refutation Novelty is meant to prove a finding that we are going to aim to contrast or reject the old principles of a research. This type is often used by researchers to prove which theory is more suitable as a basis for analysis.

Research on Human Resource Management in Teacher Empowerment in Jambi Province produces novelty, namely that teachers are the pillars of education. Teachers teaching at Islamic boarding schools are a calling to practice knowledge which will become the teacher's charity when they are gone. Teaching teachers require sincerity and fullness of soul in educating students.

Through this sincerity, the dedication of teachers at Islamic boarding schools cannot be measured nominally. So it is necessary to empower teachers in Islamic boarding schools so that their needs are met. Empowering teachers apart from training and developing techniques and learning media which have been implemented in Islamic boarding schools, teachers also need to be empowered within the scope of Islamic entrepreneurship so that teachers are not fixated on the salary they are given. Here the researchers describe it in a picture.

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