

Human Resource Management at the Integrated Islamic School Robbani Ogan Ilir

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Abstract: By concentrating on recruitment, selection, placement, training, development, compensation, and evaluation, this study aims to investigate the implementation of human resource planning, recruitment, training, compensation, and management assessment at the Robbani Integrated Islamic School. South Sumatra's Robbani Ogan Ilir Integrated Islamic School served as the site of this qualitative study. The topic was the person being interviewed, and the researcher was the primary tool. Field notes, papers, and interview scripts were used to gather data. In-depth interviews, participant observation, and recording were the main methodologies employed in the study, which took a cyclical, meaning-based, and emic viewpoint approach. Data reduction, presentation, and conclusion strategies were used in data analysis. The findings of a study on human resource management at SIT Robbani Ogan Ilir highlight several key elements, including systematic recruitment, training, compensation, and assessment as well as strategic development planning. Core skills are the focus of the Robbani People Development Program. Contract employees are paid a set wage, while permanent employees are paid a regular salary. Compensation is differentiated based on job status. Additionally used are performance review and evaluation management.

Keywords: Human Resource, Integrated Islamic School, Planning Management

A. Introduction

The most efficient and successful way to pass on knowledge of science, culture, and other topics from one generation to the next is through education. Education is a component of the organizations that directly affect humankind's destiny. The degree to which education is successfully implemented in a nation serves as a barometer for that nation's quality. A country's population is of greater quality when its citizens have higher levels of education. The most effective and efficient way to pass on information, culture, and other things from one generation to the next is through education. Education is a component of the organizations that directly affect humankind's destiny (Nata, 2003). The degree to which education is successfully

implemented in a nation serves as a barometer for that nation's quality. A country's population is of greater quality when its citizens have higher levels of education. The best method for building human resources is through education. Therefore, the ability of educational institutions to effectively manage the human resources that play a part in them will have an impact on the number of graduates who will go on to become valuable human resources supporting development.

According to Mondy (2008) human resource management is the use of employees to further corporate objectives. According to Nawawi (2001) human resource management is the process of using organizational members as a human workforce such that their physical and psychological potential works best for the accomplishment of organizational goals. According to a different viewpoint, HRM is a science and an art that governs how the workforce interacts with one another and plays a role in the achievement of organizational, employee, and community goals (Hasibuan, 2001). According to Sinamora (2004), human resource management includes not only using, developing, evaluating, paying, and managing individuals within an organization or group of employees, but also designing and carrying out plans for employee preparation, development, career management, performance evaluation, employee compensation, and positive labor relations.

In Indonesian Islamic educational history, integrated Islamic schools are relatively young. Despite being new, this integrated Islamic school has good viability and is currently popular among some Muslim groups, particularly those in urban areas, even though it is relatively expensive (Suyatno, 2015) estimates that in a relatively short period, there are now 10,000 or so integrated Islamic schools spread over Indonesia. According to Nata (2003), education in Indonesia was dualistic or dichotomous during the time of Indonesia's independence in 1945 and for some time following. This is due to the education that was brought over from the Netherlands, which teaches sciences in a secular manner. In contrast, Islamic boarding schools only teach religious sciences, which are taken from the yellow books written by scholars in the Classical and Middle Ages, the majority of which refer to Islamic teachings. Sunnis were introduced by academics who had studied in Medina and Mecca.

According to Lubis (2018), the major driving force behind the establishment of integrated Islamic education in Indonesia was the need to alter the dichotomous-secular educational system. This resulted from graduates of the educational institution paradigm that predominated at the time, which was thought to be incapable of meeting the demands and needs of the period. Students in public schools only receive a general education that is unrelated to Islamic principles. The job market in today's era of globalization is extremely competitive. By adopting an integrated Islamic education system, the Integrated Islamic School in Indonesia seeks to address the dichotomous educational system, which is founded on secularism. It

was founded in 2012 and manages PAUD, Kindergarten, and Elementary Schools while following the JSIT-determined curriculum. The school has adopted multiple steps for recruiting, selection, and placement to guarantee the necessary qualifications and competencies are attained. The school also has a business roadmap for its future.

The administration of human resources at SIT Robbani has several difficulties, such as teachers with the wrong educational backgrounds, poor pay, and scarce financial resources. These concerns are in line with earlier studies, including those by (Lestari, 2015) on resource development for educators and education personnel at Abu Bakar Yogyakarta Integrated Islamic High School, (Ahmad, 2016) on SMP Plus Citra Madinatul Ilmi Banjarbaru Islamic School (Utamy et al., 2020) on SMK Negeri 1 Lais, Musi Banyuasin Regency. The new study examines a wider range of topics, including human resource planning, hiring, selecting, placing, training and development, paying employees, and performance evaluation. The objective is to assess the degree of HRM implementation at the school, highlighting both effective and ineffective areas. A thorough grasp of the school's human resource management procedures is the main goal of the study.

B. Methods

The Robbani Ogan Ilir Integrated Islamic School, situated at Restu Iman Asri Housing, Jalan Bachelor, Timbangan Subdistrict, North Indralaya District, Ogan Ilir Regency, South Sumatra, was the site of the research. In this study, the researcher serves as both the instrument (research subject) and the object (person to be interviewed in a specific setting that will be observed). This research is qualitative, hence the methodology used is qualitative. This means that in qualitative research, the information gathered may not be in the form of statistics but rather from documents, field notes, and interview transcripts.

This study adopts a qualitative methodology since it meets the criteria listed below: 1) Using emic perspective, meaning, and context 2) The research process is more circular than linear (data collection and analysis occur at the same time), 3) depth of research is prioritized over breadth of research, 4) observation and in-depth interviews are crucial in the data collection process, and 5) the researcher is the main instrument (Suprayogo & Tobroni, 2001). In-depth interviews, participant observation, and documentation were the study methodologies used. The data analysis techniques carried out by researchers are data reduction, data presentation, and conclusions.

C. Results and Discussion

HR Planning Management SIT Robbani Ogan Ilir

Nawawi (2001) defined HR planning activities as including staffing and planning. The following steps are used to carry out planning while examining the volume and load of work: a) Determine the reasons for the workforce requirements based on the volume and workload resulting from operational and strategic plans; b) Decide on the forecasting or prediction method that will be used to calculate the necessary manpower; c) Calculate the projected long- and short-term manpower demands. The following step is to use the results of the analysis above to create an estimate of the labor supply both inside and outside the institution or organization.

According to the findings of the study, SIT Robbani Ogan Ilir's HR planning management is based on the following steps: 1) organizational strategy planning; 2) identifying the type of job and quantity of HR; 3) identifying HR needs; and 4) carrying out HR recruiting, development, and supervision. In terms of human resource planning carried out by the Rudhatul Ulum Islamic boarding school, there are two things: first, identification of teachers or staff needed; and second, determination of human resource requirements or qualifications. This is in comparison to relevant prior research, specifically that conducted by (Zulkifli, 2019) with the title "Human Resource Management at the Rudhatul Ulum Sakatiga Islamic Boarding School". In keeping with the study titled Human Resource Management at the Citra Madinatul Ilmi Banjarbaru Middle School Plus Islamic School that was published by (Ahmad, 2016). Based on the data collected, it was determined that in terms of planning, the principal at the Citra Madinatul Ilmi Banjarbaru Middle School Plus Islamic School made preparations and selected employees using the criteria established by the school management (employee selection committee).

Rahmah Utamy's study on "Implementation of Human Resource Management at SMK Negeri 1 Lais, Musi Banyuasin Regency" in terms of human resource management produced the following findings: (1) HR planning for SMK 1 Negeri 1 Lais was conducted by analysis of the variables generating change in the workforce, through yearly evaluations that are conducted periodically and once a year; (2) creating a plan to ascertain the need for any personnel and the requirements of potential candidates who will be hired later; (3) conducting an internal sources analysis before carrying out and choosing to implement a power withdrawal program; and (4) Putting into practice the HR planning program related to the policy for hiring part-time staff which is carried out by the school management.

Because SIT Robbani Ogan Ilir already has a planning stage that begins with organizational strategy planning, it is quite good in comparison to current theories and prior pertinent research. This indicates that planning, which is done regularly

based on the organization's strategic plan and operational plan, is where HR recruitment began. Due to the lack of a job analysis in response, there are still shortcomings.

Recruitment Management, Selection, and Placement of HR SIT Robbani Ogan Ilir

Hasibuan (2001) distinguishes between open or centralized and closed or decentralized methods when describing recruitment tactics. Strategies for enticing potential recruits or current employees that are used by centrally located departments on a sizable scale and widely disseminated to the public via print and electronic media are known as centralized recruitment strategies. Techniques for recruiting potential recruits or current employees that are used by agencies or work units are often small and in small numbers. This method is typically used by orally telling staff members or other specific individuals. SIT Robbani Ogan Ilir employs an open or centralized approach to HR recruitment. The Robbani Generation Foundation's Human Resources Division conducted recruitment after receiving proposals from school principals operating under its aegis. For the general public to ingest recruitment information, it is displayed in public locations via owned networks, electronic media, or mass media.

Nawawi (2001) states that eight (8) procedures need to be followed while choosing and placing potential employees or employees. These are the eight steps: a) Calling and interviewing applicants who made it past the initial selection process; b) The execution of several test kinds; c) Re-examine the applicant's references and file if they pass the test; d) A test of allegiance to the nation and an interview; e) Medical examination; f) Final interview by the head of the work unit; g) Appointed prospective employees (pre-position); h) Permanent employee (graduated pre-service),

According to relevant prior research by Zulkifli (2019), the Raudhatul Ulum Islamic boarding school employs a six-stage process for recruitment, selection, and placement of human resources. The first stage involves assessing needs, the second involves establishing requirements, the third involves disseminating information, the fourth involves submitting to leadership, the fifth involves selection/testing, and the sixth involves awarding decrees for teachers and staff.

The following are the processes of HR recruiting and selection at SIT Robbani Ogan Ilir. Examining application files: a) Determining whether applicant files satisfy the requirements; b) Calling candidates whose files satisfy the standards; c) Executing psychological examinations; d) Inviting candidates who pass the psychological exam to sit for the microteaching and TTQ examinations (Tahsin & Tahfidz Qur'an); e) Notifying candidates who pass the TTQ and psychological examination to appear in the interview; f) Took part in the program known as Civilization Warrior

Orientation; g) Positioning; h) Recruited as a contract worker (between 0 and 2 years); i) Selected as a permanent worker.

The SIT Robbani Ogan Ilir HR's recruitment, selection, and placement processes are fairly detailed if you pay attention. As a result, SIT Robbani Ogan Ilir can hire individuals who have been carefully chosen and possess the required competencies. Additionally, a strong hiring procedure will support mapping the potential of instructors and staff members as well as future estimates.

Human Resources Training and Development Management SIT RObbani Ogan Ilir

Training is a process to enhance employee performance on a specific job that falls under their purview or on a job that is relevant to their current position. Training often consists of a variety of planned and created learning situations, activities, and experiences (Gomes, 2001). According to Sirkula's opinion, according to Zulkifli (2019), training is a short-term process that uses planned and systematic methods to help operational staff develop technical knowledge and abilities for certain reasons. Managers learn conceptual and theoretical information for general purposes as part of a lengthy educational process that uses a structured and controlled technique. Thus, the notion of development is more expansive.

According to relevant prior research by Zulkifli (2019), there are three components to the management of training and development of human resources: first, hiring new teachers and employees; second, developing the skills of current teachers and employees; and third, inspiring teachers and employees. According to a study by Ahmad (2016) titled Human Resource Management at the SMP Plus Citra Madinatul Ilmi Banjarbaru Islamic School, coaching and evaluating employee performance are carried out as part of the school's human resource development program. intensively, according to the specified training program manual. Lestari (2015) wrote a study named "Management of Resource Development for Educators and Education Personnel at Abu Bakar Yogyakarta Integrated Islamic High School" in the meantime. In terms of methodology, the study's findings are more representative of human resource development management.

This study discovered that the Abu Bakar Integrated Islamic Middle School's management of educator and educational staff human resource development involves various stages, including: 1) Scheduling of activities: PKG, Functional Personnel, Assignment of Teaching Duties, Professional Development of Teachers and Staff, Mental and Spiritual Development, Personnel Reports, Personnel Administration, Proposals for Promotion, Supervision, Teacher and Employee Welfare Efforts, Continuing Studies, Seminars, Training, Workshops, Scientific Publications; 2) Organizing: instructors and educators, education staff, school

administrators, managers of the creation of educational resources; 3) Implementation of teaching and educational staff resource development; 4) The principal and supervisor are in charge of supervision.

The training provided at SIT Robbani Ogan Ilir, according to the author's research findings based on the interview with interview source Mr. Kemas Ade, was extremely systematic and aimed at enhancing the human resource capabilities of teachers, school employees, and foundation management staff. As a result, each task's requirements are addressed in the trainings that are held. The SIT Robbani Ogan Ilir offers the following types of training:

Program for the Development of Core Competencies (CCDP)

To meet the SIT key competencies, the CCDP is a training program for all human resources. Robbani Ilir Ogan HR. SIT Robbani Ogan Ilir's HR core competency is ROBBANI which is an acronym for R (Religious), O (Organizational Awareness), B (Building teamwork), B (Building Customer Service Orientation), AN (Achievement Motivation), I (Initiative). These core competencies were taken from the opinion of Lyle M. Spencer and Signe M. Spencer (19913) who argued about 20 general competencies of competency in work. The following are the markers for each competency: 1) Religious: The quality of a person's state about their knowledge of, adherence to, and application of the Islamic creedal system, ceremonial system, and normative system of regulations; 2) Organizational Awareness: The capacity of a person to comprehend the culture, issues, structure, and written and unwritten laws of an organization; 3) Developing Teamwork: The capacity to cooperate with others, form a group, work as friends, independently, or in competition; 4) Developing a service-oriented mindset: The capacity to assist or assist others and meet their needs. attempting to identify and satisfy client demands; 5) Work well and competitively while maintaining high standards of quality; 6) Initiative: The ability to take initiative actions, do more than is expected on the job, and do things that no one asks you to do.

The following resources are made available for training to meet these essential competencies: Muslim personality shaping, organizational work culture dissemination, teamwork, and HR games are among the topics covered.

The MDP, or Manager Development Program

The Manager Development Program is the next training session designed for Foundation managers, which includes the Foundation's core administrators, including the chairman, secretary, treasurer, department heads, head of TKIT Robbani, head of SDIT Robbani, and deputy head of SDIT Robbani. The resources are: a) Achieve Good Management, School Management, or Principalship. Training

is designed to give instructors the skills they need to perform their duties. One of them is through offering the materials listed below early childhood reading instruction strategies that work; b). IT learning resources for pandemics. Creating a Child's learning mood at School, Handling Children with Special Needs in Schools, Teaching Elementary School Students Advanced Swimming, Tips for Teaching Elementary Students to Memorize the Qur'an's Second Juz; c) Establish adiwiyata status; d) Prepare teaching and learning reporting and RPPH

Officer Development Program (ODP)

Training is intended for employees to equip them with abilities according to their respective types of work. Provided with the following materials: a) Graphic Design and Content Creator; b) Facebook ads; c) Digital Marketing; d) Web development; e) Facebook, Instagram ads; f) SEO (Search Engine Optimization); g) Android application development training; h) HR System (KPI, Employee Assessment, Management); i) Finance and Taxation; j) Techniques Effective use of advice and infrastructure; k) Diksar Security Guard.

The management of training and development at SIT Robbani Ogan Ilir is appropriate where training is an activity to improve worker performance in a specific task for which they are responsible (Gomes) if we compare it with the aforementioned expert viewpoints. The training that takes place at SIT Robbani Ogan Ilir has been meticulously planned out through planning, implementation, and program assessment.

SIT Robbani Ogan Ilir Compensation Management

In this instance, SIT Robbani refers to compensation using a different phrase, remuneration, which is conceptually equivalent to compensation. Mukminin (2019) claims that compensation can be roughly categorized into two types: intrinsic rewards and extrinsic rewards. Job satisfaction, such as the ability to finish challenging tasks on time or take part in decision-making, are intrinsic reward. While management has authority and responsibility and is recognized for its accomplishments by its leaders, extrinsic rewards consist of pay and other benefits. According to the aforementioned opinion and by PP Number 36 of 2021 on Wages in Article 6 paragraph (2), income mentioned in paragraph (1) might take the following two forms: (a) wages, and (b) non-wage income. The wage components are then defined in Article 7 as (a) wages without allowances, (b) basic wages and fixed allowances, (c) basic wages and fixed allowances and non-fixed allowances, or (d) basic wages and non-fixed allowances. Non-wage income in the form of allowances for religious holidays is described in Article 8 Paragraph 1. Except for allowances for religious holidays, paragraph (2) may take the form of (a) rewards, (b) incentives, (c) compensation for work facilities, and/or (d) service fees for specific firms.

According to a study by Ahmad (2016) titled "Human Resource Management at the SMP Plus Citra Madinatul Ilmi Banjarbaru Islamic School," the school only pays employees wages or salaries set by the foundation management, but it also offers incentives and ensures their workplace comfort. Due to the research's findings, it is known that teachers and other employees have not received the respect and assurance of job comfort that they should have. However, this particular issue is still in the realization process stage.

The amount of remuneration offered by SIT Robbani Ogan Ilir is dependent upon the type of employee and is delivered in the form of a salary and other allowances. Contract workers and permanent workers are the two types of employees. Contract workers are salaried at a flat rate and have only worked for a few months to two years. Mr. Kemas Ade claims that the remuneration of contract workers and permanent workers is purposefully varied by almost a twofold margin. By performing at their highest level, contract employees are encouraged to move up to permanent positions. New hires go through a 3-month internship, according to Mother Dian Kemala. If the performance evaluation is favorable, they will be hired on a contract basis for one to two years. If their performance is sufficient, they may then be appointed as permanent workers. Benefits include BPJS Health, BPJS Employment, gift assistance, condolence help, recreation, weekly education, employee leave, sick leave, maternity leave, and vacation time for both contract workers and permanent employees. The quantity of the base compensation is what separates contract workers from permanent employees.

In reality, the government lacks specific restrictions regarding honorary teacher remuneration, particularly in state-run institutions. Private schools operate similarly. The salary for honorary teachers is still in the range even though the Minister of Education and Culture issued Permendikbud No. 19 of 2020 regarding changes to school operational assistance technical instructions and Permendikbud No. 20/2020 regarding changes to school operational assistance of early childhood education programs technical instructions. This is because the majority of the state school budget is made up of school operational assistance funds. The Provincial Minimum Wage is a long way away or it is still significantly less when compared to the salary of teachers who work as civil servants.

Private schools have the option to collect tuition fees from parents in addition to receiving income from school operational assistance grants. As a result, even if there are no specific rules governing the wages of private honorary teachers, several legitimate private schools may adjust their honorary teachers' and instructional staff's pay to be more in line with the relevant Provincial Minimum Wage. Ogan Ilir, the founder and president of the Robbani Generation Foundation, likewise took this action. Mr. Kemas Ade claims that the Foundation is working to uphold teacher and employee rights to come close to meeting the pay requirements for civil servant

instructors or employees in businesses. In this instance, the Foundation bases its wage reference on the UMP that will be in effect in the province of South Sumatra in 2021, namely IDR 3,144,446.

SIT Robbani Ogan Ilir develops levels, ranks, types of roles, and grades based on the amount of work when implementing payroll. This is a category of rank or class for educators working for the government. With this in mind, it is envisaged that SIT Robbani HR employees' compensation would be more open, objective, and equitable in line with the importance of their work.

HR Performance Assessment and Evaluation Management SIT Robbani Ogan Ilir

Performance evaluation in the field of education is defined by Mukminin (2019) as a systematic effort to gather, process, and interpret factual data and information about employee duties and responsibilities to arrive at employee competency scores or rankings in one type of educational professional expertise field, such as the head school teachers or educational staff based on certain criteria norms. Performance evaluation is an organizational activity that aims to evaluate educational staff, increase competence, enhance performance, and provide awards, according to (Fletcher, 2001). The purpose of organizational performance assessment, according to Robbins (Mukminin, 2019), is to; a) Assessments can provide the training and development that businesses need; b) Assessments can be used as material criteria for human resource selection and development programs; c) Assessments are used to make personal decisions, and this assessment is very helpful in providing information about promotions, transfers, or dismissals of employees; d) Performance reviews are used to provide feedback to employees.

According to relevant prior research by Zulkifli (2019) , the Raudhatul Ulum Islamic boarding school uses two types of educational supervision to evaluate the performance of its human resources. These are supervised by the *mudir*, assistant *mudir*, *madrasa* head, and school principal. The evaluation of SIT Robbani Ogan Ilir's HR was based on the findings of an interview with Mr. Kemas M. Ade Isnaini and combined two incidents. The Key Performance Indicator form should be used first. KPI is the HR pledge that SIT Robbani Ogan Ilir made with the leadership at the start of the year. The aims are divided into three categories: institutional, leader-level, and personal. Institutional targets will be derivative targets for institutional leaders and individual targets. For example, the Foundation's target will be passed down to the institutions under it, namely TKIT Robbani and SDIT Robbani. Then the TKIT and SDIT targets will be borne primarily by the school principal. Then the principal will divide these targets into teacher and employee targets.

Performance reviews provide the basis of the second assessment. Leaders at each level fill out this performance report. The principal evaluates the faculty and

employees of the school. The chairman of the foundation evaluates teachers and department heads in the administration of the foundation. The basic competencies of SIT Robbani HR, which are R (Religious), O (Organizational Awareness), B (Building teamwork), B (Building Customer Service Orientation), AN (Achievement Motivation), and I (Initiative), are the basis for the SIT Robbani HR performance report card. Next, each fundamental ability is converted into metrics that managers may evaluate.

In a performance appraisal form, the outcomes of meeting KPI targets and performance reports are combined to provide a final value that is an average value. From the average value, the performance category of the HR concerned will be obtained. The Performance Appraisal category is as follows: 100% - 120%: Excellent, 80% - 99%: Good, 60% - 79%: Average, 0% - 59%: Need Improvement.

A suggestion for HR will be based on the Performance Appraisal's final findings. The following are the suggestions:

1. Employees with contract status are recommended to:
 - a. Contract termination
 - b. Completed 6 month contract
 - c. Passed the 6-month contract period and continued with the 1-year contract
 - d. Passed the 1-year contract period and was recommended to be appointed as a permanent employee
2. Permanent employees are recommended for (may be more than one choice)
 - a. Promotion
 - b. Salary raise
 - c. Awarded
 - d. Stay in the original position
 - e. Demotion
 - f. Mutation
 - g. Upgrading is given

If we compare the findings of the research into the assessment and evaluation of SIT Robbani's HR performance with various viewpoints on the assessment and evaluation of employee performance, we can conclude that what the Foundation management did in doing so was appropriate. As part of the evaluation of SIT Robbani Ogan Ilir's human resources, the assessment and evaluation of the performance of those resources has been carried out systematically, that is, it has been planned, has specific metrics, and is followed up.

D. Conclusion

Several important factors are revealed by the research on the application of human resource management at SIT Robbani Ogan Ilir. To address HR needs, the first step is strategic development planning, which encompasses both long- and short-term planning. The second is organized hiring, screening, placement, training, and development, pay, and evaluation and assessment. The Insan Robbani Development Program (IRDP), which focuses on core competencies like religious awareness, organizational awareness, teamwork, customer service orientation, achievement motivation, and initiative, is the third. It implements training and development management. The distinction of human resource compensation management based on employment status is the fourth factor. While permanent employees receive pay that is standardized with the South Sumatra Provincial Minimum Wage, contract workers receive a fixed salary and other benefits. The application of human resource performance assessment/evaluation management is the sixth aspect. Key Performance Indicators and performance review forms generated from HR core competencies are used in this. The HR review process involves incentives and penalties for both contract and permanent employees. For contract personnel, rewards include wage increases, promotions, demotions, mutations, and upgrades.

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