



### RESEARCH ARTICLE

## HUMAN RESOURCES DEVELOPMENT FOR PRIMARY SCHOOLS' ISLAMIC RELIGIOUS EDUCATION TEACHERS IN NORTH LAMPUNG, INDONESIA

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### Abstract

Education teachers play a significant role in increasing educational quantity and quality. This study aims to analyze and describe the development of Islamic religious education teachers that covers the implementation, evaluation, and impact on improving the performance of primary school teachers in North Lampung. This study employed the qualitative approach that utilized observations, interviews, and documentation as data collecting techniques. The results of this study are related to the implementation of the human resources development of Islamic religious education teachers at SD Muhammadiyah Soekarno Hatta, SDN 4 Tanjung Aman, and SDN 1 Kali Balangan through KKG or *Kelompok Kerja Guru* (Teacher Work Group) activities, training, and workshops organized by the City Education Office and LPMP (Educational Quality Assurance Council). The evaluation of human resources development for Islamic religious education teachers was performed by the principals through supervision activities, routine meetings, and the provision of motivation and encouragement so that the teachers continue to develop and improve their competencies. The human resource development affected Islamic religious education teachers to be creative in teaching by applying varied teaching methods. The researchers recommend every educational unit develop human resources as an investment in improving the productivity and the capacity of Islamic religious education teachers who have religious pedagogic competencies, religious professionalism, religious social, religious personal, and literacy competencies.

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### Introduction:-

Human resources (HR) is the main factor to process all other resources on earth. Humans are created by Allah as the earth's caliph to manage the earth for the welfare of mankind and the entire universe. Fundamentally, all of Allah's creation is for the benefit of mankind. It is clearly stated in the Holy Qur'an as follows:

وَسَخَّرَ لَكُم مَّا فِي السَّمٰوٰتِ وَمَا فِي الْاَرْضِ جَمِيعًا مِّنْهُ اِنَّ فِيْ ذٰلِكَ لَاٰيٰتٍ لِّقَوْمٍ يَّتَفَكَّرُوْنَ

#### Meaning:

And He has subjected to you whatever is in the heavens and whatever is on the earth – all from Him. Indeed in that are signs for a people who give thought. (Al Jatsiyah:13). [1]

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Human resource is an essential factor in development. In macro terms, natural, material, and financial resources will not provide optimal benefits for the improvement of people's welfare if they are not supported by adequate human resources.[2] One of the components in education is the teacher. Teachers are agents of change who change world civilization for the better. The teachers cannot be misleading for they are the light in the dark and the. All their actions must be well planned and measured. Information and general knowledge related to their profession must always be absorbed.

The improvement of the teaching profession can be performed in various ways, including the implementation of tasks, responsiveness, self-exploration and development, and system support. Efforts to develop the teaching profession can also be performed through certification programs, educational organizations, and scientific activities (such as research, peer-to-peer discussions, reading current academic works, training, comparative studies, and observation and practice). HR development is a process of increasing the quantity and quality of human resources.[3] Mathis and Jackson state that development represents efforts to improve the employees' abilities to handle a variety of assignments and to cultivate employees' capabilities beyond those required by the current job.[4] Furthermore, Kartadinata claims that human resources development is a contextual process that is not limited to prepare people with knowledge and skills, but also people who are capable, willing, and ready to learn throughout life.[5] Soekidjo Notoatmodjo states that at a macro level, human resource development is a process of improving humans' quality or ability to achieve a national development goal. The development process includes human resources planning, development, and management. On the micro-level, human resource development is essentially an effort to plan, increase the skills through education and training, and manage the workforce or employees so that high productivity can be obtained.[6] Productive human resources that are achieved through lifelong development can increase trust and ideas to be more productive according to the capabilities expected by the organization.[4]

The human resources development for Islamic religious education teachers is a lifelong process. Made Pidarta states that developing personnel is essentially implementing the principle of lifelong learning. One of the principles of learning is to adapt the learning process based on the needs of each individual.[7] Human resource development for Islamic religious education teachers is directed to fulfill the workforce requirements qualitatively determined by the interests of individual employees to optimize their potential and achieve the highest possible career in the organization. In essence, human resources development is directed to anticipate changes inside an organization. After determining the objectives of the human resource development process, management can determine suitable methods and appropriate media to meet the predetermined objectives. Some many methods and media can be used, but in practice, the choice of these methods depends on the goals of human resource development.[8]

Human resource development must always be evaluated continuously to facilitate changes and meet organizational goals. Human resource development, according to Werther and Davis, is a need assessment to diagnose current problems and future challenges to be met through training and development.[9] Human resource planning in an organization covers the process of analyzing, forecasting, and mentioning the current and future needs of the organization. Also, human resources planning determines capable Islamic religious education teachers needed by the educational units. Human resource development is directed at improving the quality of educational institutions.[10] Therefore, human resource is an important factor in improving the quality of an institution. The human resource is an integral part of the education world because each HR has a strategic role in an education unit.

The HR development will affect the performance of Islamic religious education teachers.[11] Handoko defines performance as the process by which the organization evaluates or assesses employee performance. Furthermore, Prawiro Sutoro argues that performance is the result of work that can be achieved by a person or group of people in an organization to achieve organizational goals within a certain period.[12]

Performance is a multidimensional construct that covers many factors. The factors that affect performance are, first the personal or individual factor (knowledge, skills, ability, confidence, motivation, and commitment of every individual. Second, the leadership factors include the quality in providing impetus, spirit, direction, and support provided by managers and team leaders. Third, the team factors cover the support and enthusiasm given by colleagues in a team, trust in fellow team members, and team members' cohesiveness. Fourth, the system factors that include the performance system, work facilities or infrastructure provided by the organization, organizational processes, and performance culture in the organization. Lastly, the contextual (situational) factors include the pressure and changes in the external and internal environment.[13] The factors that influence performance are measured through evaluation in an organization. Robins argues that the performance evaluation results will provide

input for the human resource decision-making process which includes 1) providing inputs for important decisions such as promotions, transfers, and terminations; 2) identifying training and development needs; 3) pinpointing employee skills and competencies; 4) serving as the criterion to select the development programs; 5) providing feedback to employees; 6) serving as the basis for reward allocation.[14]

Professional teachers are needed to realize the 2025 educational visions which are to create intelligent and competitive Indonesians. Therefore, respect for the teaching profession must continue and be improved as a dignified profession as mandated by Law No. 14 of 2005 on teachers and lecturers. The teacher professional development activities are carried out through various strategies in the form of education, training, and non-training. In the preliminary research, it was found that the development of Islamic religious education teachers in educational units was fostered by increasing the competencies.[15]

North Lampung has 497 public and private primary schools. The Islamic religious education teachers have not received equal and adequate attention, both from the government and from the educational units. HR development is an activity that must be implemented by the educational units, so that knowledge, abilities, and skills are relevant to the demands of the professions. [16]HR development is part of HR management. The HR management roles are planning and analysis, providing equal job opportunities, recruiting employees, developing human resources, providing compensation and benefits, assuring health, safety, security, and nurturing the relationships between the employees and the management.[4]Thus, the researchers considered it important to discuss human resource development.

Improving human resources will foster good performance because it is greatly influenced by work abilities and skills. Therefore, the performance of Islamic religious education teachers in public primary schools can be seen based on the preliminary data. They have achieved national competitive program research in 2016 and can also carry out their duties well by utilizing the facilities provided by the schools. The schools' human resource development programs provide funding and publishing for their research and provide assessments and awards regularly for the teachers. Therefore, the teachers can achieve job satisfaction. However, the researchers obtained different results based on the interviews with the Islamic religious education teachers. They claimed that not all of them could attend training regulated and held by the authorized institution in public primary schools.

A prominent educational units' problem is the absence of definite rules specifically for Islamic religious education teachers. A regulation or policy issued by the government for Islamic religious education teachers is needed. Therefore, research is needed to analyze and describe the implementation, evaluation, and impact of human resource development in improving the Islamic religious education teachers' performance in the primary school education unit in North Lampung.

### **Research Method:-**

This study employed the qualitative approach rooted in a scientific background as a whole by relying on humans as the research tools, utilizing qualitative analytical methods inductively, directing research objectives towards finding theories, emphasizing process rather than results, and selecting a set of criteria for writing the validity of the data. The research design is provisional and the results of the research are agreed upon by the research subjects.[17]This approach was chosen to investigate each studied problem based on scientific principles to contribute to the human resources development of Islamic religious education teachers in North Lampung.

The sites of the study were SD Muhammadiyah Soekarno Hatta, SDN 04 Tanjung Aman, and SDN 1 Kalibalangan of North Lampung from September 2019 to December 2019. The primary data had been collected from the principals, the vice-principal of curriculum, the homeroom teacher, the Islamic religious education teachers, and the general teacher. Then secondary data were obtained from documentation in the form of observation sheets, interview guidelines, portfolio documents from teacher and student worksheets, researcher anecdotal notes during the research process, teacher and student evaluation sheets of program activities, and official reports.

The data collecting technique used were observation, direct interviews, and documentation. Furthermore, the subjects of the study were obtained through snowball sampling. Triangulation was used to test the data validity. Also, the data analysis technique performed in this study was the qualitative-descriptive analysis technique. An analysis is an attempt to find answers to questions from the compiled formulation.[17]The type of analysis was the

interactive analysis which consisted of four streams of activity that run simultaneously,[18]namely data collection, data reduction, data presentation, and concluding.

## Results and Discussion:-

### The Implementation of Human Resources Development for Primary Schools' Islamic Religious Education Teachers

The implementation of human resources development was focused on pedagogical competence, personal competence, social competence, and professional competence through professional education. The teachers' pedagogical competence was developed through designing lessons that will be delivered in the next semester, adjusting the academic calendar, designing a yearly program, producing promissory notes, designing a syllabus, making lesson plans, determining appropriate learning strategies based on student characteristics, implementing learning according to the educational calendar, and evaluating and developing students. The teachers' personality competence was developed through giving examples to the students, and maintaining noble characters (*akhlakulkarimah*) based on the religious norms (faith, piety, honesty, sincerity, being helpful, and others). Furthermore, the teachers tried to be solid and authoritative figures and have work ethics. The teachers' professional competence required the teachers to master the learning material based on the curriculum, the mastery of scientific structures, and methodologies by attending MGMP meetings, participating in education and training courses, and utilizing information and communication technology to communicate and develop themselves. The teachers' social competence was focused on maintaining a good relationship with students, education staff, parents, students' guardians, or the surrounding community by visiting student guardians.

According to the experts, implementation is an application of ideas, concepts, policies, or innovations practically to change the knowledge, skills, values, and attitudes.[19]The teachers' pedagogical competence was developed through designing lessons that will be delivered in the next semester, adjusting the academic calendar, designing a yearly program, producing promissory notes, designing a syllabus, making lesson plans, and determining appropriate learning strategies based on student characteristics.[20]The teaching processes have been performed using various methods to avoid a monotonous atmosphere. Several of the methods are pictures, jigsaw, song, and marketing place activity. The most often used method was the Lecturing Plus method. All methods contain lecturing with different portions. The Quran, *Akhlaq*, and faithlearning materials are delivered using audio-visuals media, short cards, and songs that are easy for students to remember. Students will easily understand and remember the material since the method or media can attract students' attention.

The experts state that teachers are adults who are consciously responsible for educating, teaching, and guiding students. Teachers possess the ability to design learning programs and can organize or manage classes.[21]A teacher is someone who has ideas that must be realized for the benefit of students to support the best possible relationship with students. Therefore, the students can uphold, develop, and apply virtues related to religion, culture, and science.[22]Thus, teachers must learn about the learning material. The teacher must master all the material to be ready when teaching the students. Other preparations are the preparation of the lesson plan, syllabus, annual program, a semester program, and the elaboration of the criteria of minimum mastery. On the other hand, students' readiness in learning varies widely. Some students are already active in independent learning, but there are also students who rarely or never learn independently.

SD MuhammadiyahSoekarnoHatta and SDN 4 TanjungAman develop teachers' competence continuously in various fields, such as education, science, and technology. Efforts to increase the Islamic religious education teachers' competencies are carried out in various forms, including the Teacher Work Group activities, training, and workshops organized by the City Education Office and the Council of Education Quality Assurance. The teachers are quite ready as evidenced by the policies issued by the school. However, SD Negeri 1 Kalibangan has developed teacher competence optimally that the teachers there could produce sixteen books and articles. The learning methods used by teachers in schools are innovative. There, the Islamic religious education teachers can create their learning media suitable to the existing methods.

The teacher's task is not only to convey information to students but must also facilitate the learning of all students.[23]As a facilitator, the teachers' main task is to facilitate learning, not just lecturing or teaching. According to Sri Anitah, the lecturing method is verbal explanation or affirmation by the teacher to the class. The main interaction tool in this method is talking. This method is used because of the numerous material delivery demands

with minimum time allocation. Therefore, teachers must use the lecturing method rather than discussion or other methods.[24]

The question-and-answer method is used to continue the lesson. Then, the exploration and perception activities increase the students' enthusiasm to participate actively in learning. Assignments and exercises are also given by the teacher for evaluation purposes to increase the students' independence in finding learning resources. Discussions are rarely carried out because the students are often not conducive. The students tend to be noisy and difficult to control. Therefore, it is necessary to innovate and develop teachers' teaching methods.

The human resources development for Islamic religious education teachers at SD MuhammadiyahSoekarnoHatta, SDN 4 TanjungAman, and SDN 1 Kali Balangan was done through various activities, such as training to improve the teachers' competence, insight, and quality. The training benefits the teachers to increase their horizons as contemporary Islamic religious education teachers. Regarding the educational foundation, all Islamic religious education teachers have graduated from tertiary institutions majoring in Islamic Religious Education Study Program.

During the Professional Education and Training for Teachers program (PLPG), the teachers are given training with various creative methods. The teachers who have been certified should teach with varied and creative methods such as group discussion methods, learning outside the classroom, and utilizing the internet. Through the varied and creative methods, students will not be bored. Sri Anitah states that learning resources are anything that can be used to facilitate learning activities. Learning resources include data, people, and everything that can be used by students, usually in informal situations to provide learning facilities.[24]

Learning resources used by teachers are handbooks, worksheets, and the surrounding environment. The learning media that are often used are LCD, blackboard, visual media, and audiovisual media.

Students can apply the knowledge gained in their daily life. The teachers also provide evaluation and assessment. The evaluation includes cognitive, affective, and psychomotor aspects. According to UdinSaefudinSa'ud, the Inquiry Learning Model is a learning process based on search and discovery through a systematic thinking process. Knowledge is not only the result of remembering but also the result of the process of discovery.[25]the Inquiry Learning Model is a teaching model that emphasizes the importance of understanding the science material structure (key ideas). It also emphasizes active learning as a basis for real understanding and the value of thinking inductively in learning (actual learning occurs personally).[26]The teacher encourages students to find key ideas or transform information into conceptual or practical frameworks. Here, the teacher provides stimulation and simulation where the students work based on the simulations or examples to find relationships between parts of the material structure. Inquiry Learning Model stimulates the development of students' intuitive abilities and analytical skills in the learning process.

### **The Evaluation of Human Resources Development for Islamic Religious Education Teachers at Primary Schools**

The evaluation is not only to find out the final result of an activity, but also to find out the process to avoid irregularities, errors, and many other aspects. The evaluation is performed by all relevant elements, starting from the vice-principals and the teachers to achieve the desired goals. The evaluation performed by the schools is more focused on direct coaching and monitoring by the principals. The principals do not only provide training but also provide examples. Therefore, coaching and mentoring are deemed vital. The focuses cover the students' understanding, planning and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Furthermore, the program evaluation is dealing with the pedagogical competence aspects which is the teachers' ability in managing students' learning which covers the a) understanding and educational insights/foundations, b) students' understanding, c) developing the curriculum or syllabus, d) learning design, e) implementing educational and dialogical learning, f) utilizing learning technology, g) evaluation of learning outcomes, and h) developing the students to actualize their various potentials.

The professional development evaluation of Islamic religious education teachers at SD MuhammadiyahSoekarnoHatta, SDN 4 TanjungAman, and SDN 1 Kali Balangan refers to changes that can be seen or felt by teachers and assesses the direct effect on beneficiaries. Teaching professionalism includes the aspects of teaching preparation, teaching implementation, and teaching evaluation. Pedagogic competence is the ability to manage students' learning. MulyaniSumantri argues that the success of the implementation of education in schools is

very much dependent on the qualifications, skills, and abilities of the principal in fostering, leading, and directing every personnel involved. According to HendyatSoetopo, without continuous evaluation by the institution concerned, useful information would not be obtained to ascertain the development. Supervision is carried out by the principal.[27]

The evaluation can also be performed through teacher performance assessments performed by the principal. After the evaluation, the principal has the right to decide whether the development activity should be continued or not. The follow-up actions are taken by schools to improve the competency development of Islamic religious education teachers. Through several religious activities in schools, Islamic religious education teachers play a more active role so that they become the example for other teachers in shaping personality. Personality competency evaluation is a solid personality ability that has a noble character, wise, dignified, and can be role models for students. In the national education standards, it is stated that personality competence covers the steady, stable, mature, wise, exemplary, authoritative, and noble character. Personality competence plays a significant role and function in influencing students' personal growth and development. Teachers' personality competence can shape students' personalities, prepare and develop human resources, and improve the welfare of society, state, and nation.

The next evaluation is regarding social competence. Social competence is the teachers' ability as part of the community to communicate and interact effectively with students, fellow educators, educational staff, parents or guardians, and the surrounding community. This competency is the teachers' ability as part of society which includes a) functional oral communication, b) functional information and technology, c) maintain relationship effectively with students, fellow educators, education staff, parents or guardians of students, and d) maintain a relationship with the surrounding community.

Furthermore, the evaluation of the teacher professional development program at SD MuhammadiyahSoekarnoHatta, SDN 4 TanjungAman, and SDN 1 Kali Balangan is the aspect of professional competence. Professional competence is the ability to master material that allows the teachers to guide the students to meet the competency standards. The scope of professional competence is as follows: a) understand and be able to apply a good educational foundation, b) have philosophical, psychological, sociological understanding and can apply the learning theory according to the level of students' development, c) can handle and develop fields of study, d) understand and can apply various learning methods, e) can develop and use various tools and media, f) can find relevant learning resources, g) can organize and implement learning programs, h) can evaluate students' learning outcomes, and i) can foster students' personality.

### **The Impact of Human Resources Development on Primary schools' Islamic Religious Education Teachers**

The human resource development for teachers and schools affects teaching motivation which makes teachers more motivated in teaching. They will try to improve learning methods so that students are interested and motivated to learn. Teachers at SD MuhammadiyahSoekarnoHatta, SDN 4 TanjungAman, and SDN 1 Kali Balangan felt that there were many differences when they attended the Professional Education and Training for Teachers (PLPG). They felt that after participating in the training, they could use a variety of teaching methods. At first, the teachers of SD MuhammadiyahSoekarnoHattaKotabumi only used the lecturing method. Now, they teach using the LCD and group discussions so that the students can be more critical. They also implement learning outside the classroom so that students can be more sensitive to the conditions of the surrounding environment.

For teachers who have participated in the Professional Education and Training for Teachers and have obtained teacher certification receive security, recognition, trust, and welfare. All these aspects can foster teacher job satisfaction and arouse their enthusiasm to be dedicated to education. After being certified, teachers are increasingly motivated to improve their performance and improve their performance. Teachers are increasingly disciplined in teaching and trying to be professional in their duties as educators. According to Mulyasa, a teacher as a learning agent serves as a motivator to generate students' learning motivation. Motivation is driving or pulling force that causes behavior towards a goal. With the certification incentives, teachers can provide media without depending on the schools, for example, laptops, literature books, and other media. Besides being a motivator, a teacher is also a facilitator.[19]

A teacher does not only convey information to students but also provides learning convenience to all students. As a facilitator, teachers' main task is to facilitate learning, not just lecturing or teaching. Another benefit felt by the teachers is that they can have varied and creative teaching methods. During the Professional Education and Training

for Teachers, the teachers are given teaching training with a variety of creative methods so that they can teach with varied and creative methods such as group discussion methods, learning outside the classroom, and Internet learning. Through the varied and creative methods, students will not get bored and teaching becomes fun. Another benefit is the teachers' welfare improvement.

Martinis Yamin argues that the teacher professionalization program includes the aspects of (1) mastery of the subject matter, (2) mastery of educational foundations and insights, and (3) mastery of the educational processes, teacher training, and student learning.[28]Teacher certification is recognized as increasing teacher performance. According to the experts, the teacher competence as the agents of learning is the ability to master broad and in-depth subject matter according to the content standards of the educational unit or national education standards, subjects, or groups of subjects being taught.[29]After the implementation of teacher certification, teachers can make ends meet and can improve teaching facilities. Most of the certified teachers buy laptops to support their teaching. Besides, some of them continue their studies. The last benefit is an improvement in managing and carrying out their duties as an educator and teacher based on the predetermined standards based on certain criteria, such as planning a teaching program. Teacher performance will appear in daily work situations, conditions, and in carrying out tasks.

The benefits obtained by the teachers are that they can increase students' learning achievement because competent teachers will facilitate the learning process and learning objectives. They can carry out their tasks properly according to students' learning needs. Then, the teacher can understand students' characteristics so that they can prepare the learning material properly along with the right method so that the students will find it easier to understand the learning material. The human resources development for Islamic religious education teachers is to carry out educational activities to develop the educational institutions where they work and develop themselves.

Based on the research discussion, it is necessary to implement the teachers' competencies development. Schools must continue to develop human resources because investment in human resources development can improve the teachers' productive capacity so that five aspects of Islamic religious education teachers competencies can be formed, namely religious Pedagogic competencies, religious professional competencies, religious social competencies, religious personal competencies, and literacy competencies. Religious pedagogical competence is a distinctive competency that differentiates teachers from other professions. Mastery of pedagogical competencies accompanied by professionalism will determine the success level of process and learning outcomes in realizing the world order and achieve the goal of life in the world and the hereafter.

Human resources development can develop knowledge, abilities, and skills to increase performance. The performance of Islamic religious education teachers in an educational institution is a real behavior displayed by each teacher as the work performance. It is necessary to have a clear performance to determine the quality of Islamic religious education teachers. In general, the competency that Islamic religious education teachers must develop is the personal religious competencies which are competencies related to the religious personality of a teacher. It means that they must attach more value to themselves as something that will be internalized (transfer appreciation of values) to students.

The next competency is religious social competence. This competency concerns basic abilities related to social problems where the teacher lives and related to the teachings of Islam. The attitudes of cooperation, collaboration, equality among humans, and tolerance need to be possessed by an educator in implementing educational values so that the students can live in their respective environments. Religious professional competence concerns the ability to carry out teaching duties in a professional manner by making skillful decisions in various cases and being able to be accountable based on theory and expertise from the Islamic perspectives.

Islamic religious education teachers' development in literacy competencies must be accompanied by proper knowledge. Education can increase knowledge to transform information to others by identifying, exploring, selecting, organizing, creating, presenting, and accessing. Literacy is the ability to read, write, speak, listen and take advantage of technology. For this reason, literacy plays an important role in the development of the globalization era so that teachers can develop themselves in the social, economic, and cultural fields. Literacy now has a broader meaning that includes many other important fields. The factors that lead to the development of the understanding of literacy originate from the demands of the times, which require more abilities besides reading and writing.

The notion of literacy has evolved and has shifted from a narrow sense to a broader meaning that includes important fields: technological, political, critical thinking, and sensitive abilities or literacy to the surrounding environment. If the fields are connected, the results will be harmonious because reading and writing are only a part of literacy. Human is equipped with reason to develop the knowledge because information literacy can distinguish appropriate sources and information to select and determine the location of information, arrange information according to logical order, distinguish between facts and opinions, understand and use information, present the information and access it, and understand and use information.

### Conclusion:-

#### Based on the research findings, the following conclusions can be drawn:

The implementation of human resource development for Islamic religious education teachers in North Lampung includes designing lessons that will be delivered in the next semester, adjusting the academic calendar, designing a yearly program, producing promissory notes, designing the syllabus, making lesson plans, determining appropriate learning strategies based on student characteristics, implementing learning according to the educational calendar, and evaluating and developing students. The teachers' personality competence was developed through giving examples to the students, and maintaining noble characters (*akhlakulkarimah*) based on the religious norms (faith, piety, honesty, sincerity, being helpful, and others). Furthermore, the teachers tried to be solid and authoritative figures and have work ethics. The teachers' professional competence required the teachers to master the learning material based on the curriculum, the mastery of scientific structures, and methodologies by attending MGMP meetings, participating in education and training courses, and utilizing information and communication technology to communicate and develop themselves. The teachers' social competence was focused on maintaining a good relationship with students, education staff, parents, students' guardians, or the surrounding community.

The evaluation of human resource development for Islamic religious education teachers in North Lampung is carried out through classroom supervision. The principal carries out classroom supervision to see the teachers' results or changes after participating in training and provide motivation and encouragement to teachers so that they continue to develop and improve their competency. Therefore, a professional teacher can be produced to educate the students.

The impacts of human resource development for Islamic religious education teachers in North Lampung are that teachers use more varied and creative teaching methods. Teachers do not only teach using the lecturing method, but also using group discussions, outside the classroom learning, and utilizing supporting media such as LCD, internet, and literature books. The Islamic religious education teachers can be productive in developing their scientific papers, publish their textbooks, and create their teaching media on Islamic education.

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