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INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/14912

DOI URL: <http://dx.doi.org/10.21474/IJAR01/14912>



RESEARCH ARTICLE

HUMAN RESOURCES DEVELOPMENT AT MADRASAH ALIYAH WAY KANAN REGENCY

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Manuscript Info

Manuscript History

Received: 18 April 2022

Final Accepted: 20 May 2022

Published: June 2022

Key words:-

Human Resources, Teacher Competence

Abstract

The main objective of this research is to develop human resources at Madrasah Aliyah in Way Kanan Regency. This research is a type of descriptive research using a qualitative approach. The results of the study found that 1) the development of human resources through education, 2) the development of human resources through training, 3) the development of human resources through lesson study, (4) the development of human resources through work motivation, (5) the development of human resources through incentives, (6) human resource development through promotion, and 7) human resource development through transfers. The conclusion from the results of this study is that the development of human resources at Madrasah Aliyah in Way Kanan Regency still needs to be improved, especially through education, training, providing incentives, promotions and transfers.

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Introduction:-

Education is simply aimed at improving the quality of a nation's human resources. If a country improves the quality of its education, it will directly or indirectly improve the quality of human resources in that country. The quality of education in Indonesia will be qualified by improving the quality of human resources for teachers. Without improving the quality of teachers, the quality of education is still in the air.

Data obtained from the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture, since the promulgation of the Law on Teachers and Lecturers until 2019, of the total number of teachers, namely 2,698,612 teachers, 1,144,544 teachers have been certified or 42.4% of the total number of teachers. Consisting of civil servant teachers (958,575) and non-civil servant teachers (185,969). For Civil Servant teachers themselves, of the 1,183,606 teachers, who have not yet been certified, 225,031 teachers or around 19%. Contrasting conditions occur in teachers who are not civil servants. Of the 1,515,006 teachers who have not been certified, 1,329,037 teachers or 87.7% have not been certified. Of the 765,899 non-civil servant teachers who teach in public schools, there are 690,438 teachers (90%) who already have undergraduate academic qualifications (S-1). However, only about 2.4% or 18,008 already have an educator certificate (Widiarto, 2020: 89).

Other data found that the competence of educators in this country with the fourth largest population in the world is relatively very low. Data from the Ministry of Education and Culture shows that, among the 1.6 million participants in the teacher competency test, more than 1.3 million of them have scores below 60, from a score range of 0 to 100. From this test, only 192 teachers get the above 90. While almost 130,000 of them can only get a score below 30. The low ability of teaching staff has an impact on the quality of education in each region (Helmon, 2017: 187).

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As released from the News.okezone.com page regarding the results of the 2019 teacher competency test, in the Ministry of Education and Culture's One Year Performance Review in Jakarta, Wednesday (12/30/2020), the Minister of Education and Culture stated that the average national teacher competency test score was 53.02, while the government targets an average score of 55. In addition, the average professional score is 54.77, while the average value for pedagogical competence is 48.94.

Based on the data from the 2019 teacher competency test results in Lampung Province, the average teacher pedagogical competency test results were 49.44. Meanwhile, the average professional competency test result is 55.07, with an average teacher competency test result of 53.38. The results of the teacher competency test in Way Kanan Regency, the average pedagogic competency test result is 47.60. The average result of the professional competency test of teachers in Way Kanan Regency is 52.49, with an average overall competency test result of 51.02. The data shows that the competence of educators in Lampung Province and Way Kanan Regency is still very low.

In addition, based on data on the education level of Madrasah Aliyah teachers in Way Kanan Regency, out of 470 total teachers with 2 masters education levels and 468 undergraduate students. In addition, the number of teachers who teach not in accordance with their educational background is quite large, namely 14%.

The low level of human resources, especially teachers, has an impact on the low quality of education, this can be seen from the achievement of learning outcomes for Madrasah Aliyah students in Way Kanan Regency. The results of the national standard school final exam (UASBN) organized by the government can be seen in national learning achievements. Based on data on national standard school final exam scores (UASBN) for the last three years (2017-2020), the academic achievement of Madrasah Aliyah students in Way Kanan Regency, especially Islamic religious education, is still unsatisfactory.

From these data, it is known that the low quality of student education Madrasah Aliyah in Way Kanan Regency is due to the low quality of human resources, especially Islamic religious education teachers at Madrasah Aliyah in Way Kanan Regency. Based on the data from the initial research, an initial conclusion can be drawn that the need for efforts to develop human resources, especially Madrasah Aliyah teachers in Way Kanan Regency, so that the quality of education in madrasahs is increasing more optimally.

The results of the initial observations made by researchers on increasing the ability of human resources at Madrasah Aliyah in Way Kanan Regency after training, guidance, education, promotion, motivating, and providing compensation is the lack of improvement in the capabilities of human resources at Madrasah Aliyah in the Regency Right Way. Teachers still have many difficulties in understanding various technical preparations of Learning Implementation Plans, difficulties in developing subject matter, difficulties in making their own learning media more interesting, difficulties in understanding various learning methods and how to implement them effectively and efficiently, difficulties in developing assessment instruments, difficulties in conducting scientific research.

Human resource development is a process of learning and practicing systematically to improve their competence and performance in their current job and prepare themselves for future roles and responsibilities (Ruky, 2006: 227). According to Gouzali (in Kadarisman, 2013: 5), human resource development is an activity that must be carried out by organizations, so that their knowledge, abilities, and skills are in accordance with the demands of the work they do. Furthermore, Muhadjir (in Kadarisman, 2013: 6) describes the development of human resources as improving human quality in both physical and mental terms.

Based on some of the definitions above, it can be concluded that human resource development is the most important thing. Because employees are very important assets in achieving organizational goals, namely the goals desired by the school. In addition, in human resource development activities, it is necessary to have good coordination between each existing work unit, so that the desired goals can be achieved.

The objectives of human resource development according to Siagian (2003: 183) are 1) increasing work productivity, 2) realizing a harmonious relationship between superiors and subordinates, 3) providing fast and appropriate decision-making processes, 4) increasing the morale of all members in the organization, 5) encourage open management attitude, 6) facilitate effective communication, and 7) functional conflict resolution.

Thus, human resource development is an effective way to deal with challenges, including the backwardness of human resources and the diversity of human resources in the organization, changes to agreed-upon activity techniques and turnover of human resources.

In connection with the development of the quality of human resources, according to Papayungan (in Sufyarma, 2004: 37), through many ways, including 1) basic education to tertiary institutions, 2) systematic and informal training education programs in the workplace, and 3) self-development, on its own initiative seeking to acquire knowledge and skills.

According to Hasibuan (in Kadarisman, 2013: 29), the types of human resource development are divided into 2, namely informal and formal development 1) informal development, namely employees on their own wishes and efforts train and develop themselves by studying literature books has something to do with the job or position, and 2) formal development, namely the employee or employee assigned by the organization to attend education or training, whether carried out by the organization or carried out by educational or training institutions.

This opinion is understood that in developing human resources can be done in two ways, namely that which is carried out by humans themselves personally and assisted by factors outside themselves. However, in developing human resources, it requires motivation within the human being to want to develop the potential or resources that Allah SWT has given him.

Based on these initial observations, researchers are interested in conducting further research on the development of Madrasah Aliyah human resources in Way Kanan Regency, with the hope that effective and efficient human resource development concepts can be found in improving theoretical abilities, technical abilities, conceptual abilities, and improving the morals of Madrasah Aliyah human resources in Way Kanan Regency.

Research Methods:-

This type of research is descriptive research using a qualitative approach. This research was conducted at Madrasah Aliyah in Way Kanan Regency. Sources of data in this qualitative research, selected purposively and snowball sampling, including the principal, teachers, and students at Madrasah Aliyah in Way Kanan Regency. Data collection tools in this study were interviews, observations, and documentation. The data analysis technique used in qualitative research is inductive, which is an analysis based on the data obtained, then a certain relationship pattern is developed. In this study, to obtain the validity of the data, triangulation was carried out.

Results and Discussion:-

Based on the results of data collection, the findings obtained in this study are the development of human resources at Madrasah Aliyah in Way Kanan Regency still needs to be improved based on the following findings:

The first finding is **the** development of human resources through education at Madrasah Aliyah in Way Kanan Regency, namely; 1) Teacher Professional Education (PPG) program, 2) continuing education to a higher level, and 3) providing tuition assistance for foundation teachers. However, the development of human resources through education still needs improvement because there are still few teachers who follow development through education, because; limited quota of Teacher Professional Education (PPG), costs, and information delays.

These findings are relevant to the research results of Hanifa Zulfitri (2019: 130) that one of the competencies that teachers must have in the 4.0 education era is professional competence. A teacher as a professional is proven by an educator certificate. Educator certificates can be obtained through professional education programs or Teacher Professional Education (PPG). Through Professional Teacher Education (PPG), teachers can improve their ability to select and master teaching materials, plan, develop, and actualize productive teaching and learning processes.

The results of other studies also found that the independent variables which include education, training and teaching experience have a significant effect on teacher professionalism, it can be said that the independent variables together have a significant influence on the dependent variable, for that the first hypothesis stated "There is a simultaneous significant effect of the level of education, training, teaching experience on the professionalism of teachers at SMA I Likupang proven true (Sahari, 2015: 69). The results of this study indicate that with the existence of educational policies regarding the development and improvement of the teaching profession, the position of teachers is

increasingly shaded by legal sources and with the existence of Teacher Professional Education, teachers become more knowledgeable and professional as teachers (Wati, 2020: 1).

Based on the findings and results of relevant research, it is known that the development of human resources through education at Madrasah Aliyah in Way Kanan Regency has been implemented, but the development of human resources through education still needs improvement because there are still few teachers who follow development through education, because; PPG quota limitations, costs, and delays in information.

The second finding, the development of human resources through training at Madrasah Aliyah in Way Kanan Regency is 1) participating in various trainings carried out by the Ministry of Religion of Way Kanan Regency, the Ministry of Education and Culture of Way Kanan Regency and other educational organizations, 2) participating in training carried out by the madrasa head , 3) attend training carried out by a team of experts from outside the madrasa.

However, efforts to develop human resources still need to be improved because based on the findings of the ability of Madrasah Aliyah teachers in Way Kanan Regency as follows: 1) lack of understanding of the theory of student characteristics in terms of physical, moral, social, cultural, emotional, and intellectual aspects 2) understand the theory of learning materials, 3) understand the curriculum theory, 4) understand the theory about classroom management, 5) do not understand the theory about the use of IT-based learning media, 6) do not understand the theory about educational foundations, 7) do not understand the theory about learning interactions , 8) lack of understanding of the theory of student assessment, 9) lack of understanding of the functions and programs of counseling guidance, and 10) lack of understanding of the functions and programs of counseling guidance programs.

This is relevant to the results of Puji Sumarsono's research (2015: 10) that development from upstream includes improving input, curriculum, and teacher communication skills in delivering material. While downstream, it is carried out through various programs which include induction, in-service education, in-service training, on-service training , and lesson study .

Likewise with the results of Krismiyati's research (2017: 43) which found that the development of human resources or educators at SDN Inpres Angkasa had gone well. However, the implementation of the training program has not been maximized, and the results obtained in the development of human resources or teaching staff at SDN Inpres Angkasa need improvement in the implementation aspect. So that the training program that has been planned runs according to the desired expectations.

According to the research results of Dewi Sri Indriati Kusuma (2021: 53), the implementation of human resource management in improving the professional quality of teachers at SMP Negeri 24 Medan through Professional Competence develops learning materials through training provided such as workshops, seminars, training, and continuing education. Vision and mission. Afifah (2016) also found that the efforts made by madrasah principals in increasing professional competence were encouraging teachers to continue their studies to a higher level and attend training, holding workshops, conducting supervision, setting up a conducive work atmosphere, and holding private lessons by empowering teachers.

Based on these findings, it can be concluded that efforts to develop human resources through training in improving the ability of Madrasah Aliyah teachers in Way right District need to be improved so that the ability of teachers to improve even better.

third finding, Human resource development through lesson study at Madrasah Aliyah in Way Kanan Regency, includes (1) providing guidance to teachers individually and in groups, 2) involving teachers in MGMP activities, 3) holding teacher council meetings , 4) mentoring the implementation of teacher duties, and 5) assessment of learning practices.

However, efforts to develop human resources still need to be improved because based on the findings of the ability of Madrasah Aliyah teachers in Way Kanan Regency as follows: 1) less able to develop competency indicators, 2) able to organize material systematically, 3) able to explain material in a language that easy to understand, 4) less able to carry out the assessment of learning processes and outcomes, 5) able to conduct open learning communication , 6) less able to use various IT-based learning media, 7) able to implement varied learning methods.

The research findings are relevant to the research results of Wilis Werdiningsih (2021: 113) which shows that increasing teacher competence in implementing online learning can be done through the implementation of online learning training activities, the formation of a special team that focuses on assisting teachers in implementing online learning, as well as continuous supervision activities. .

The findings of this study are also relevant to the research results of Dewi Sri Indriati Kusuma (2021: 53) , that the implementation of human resource management in improving the professional quality of teachers at SMP Negeri 24 Medan through supervision is a broad concept that can be applied to humans, objects and objects. , and organization. Implementing the potential of human resource management (HRM), namely: Pedagogic competence through human resource management (HRM) briefings are held every morning.

The results of Aryanti Feriyenci's research (2020: 221) found that the method of implementing human resource development for educators at SD Nurul Ilmi, Banyuasin Regency is the development of educator competencies through career development, improving the welfare of subject teacher deliberations (MGMP), training, seminars, supervision, and studies. carry on. By applying this method can improve the professionalism of educators.

Based on these findings, it can be concluded that efforts to develop human resources through lesson study in improving the ability of Madrasah Aliyah teachers in Way right District need to be improved so that the ability of teachers to improve even better.

Fourth finding, Human resource development through work motivation at Madrasah Aliyah in Way Kanan Regency , includes; 1) equip learning facilities, 2) implement democratic leadership; giving advice and reprimands not in public willing to listen to the opinions and complaints of teachers, willing to consider the opinions of teachers, willing to hold discussions with teachers in solving teacher problems, and suggestions given are not coercive, 3) the head of the madrasa as supervisor; collect data through observations and examine teacher documents, according to the problems faced by teachers, carried out in a planned and continuous manner, 4) conduct an assessment; conduct direct supervision of learning activities carried out by their teachers, the results of teacher performance assessments are also directly followed up by the head of the madrasa, so that teachers can immediately receive feedback and can improve and improve their performance to be even better. 5) improve cooperative relationships with teachers and staff; exchange ideas and opinions in determining a policy or solving problems faced by teachers, and always providing motivation and support for teachers to develop themselves, 6) carry out constructive leadership; appreciate the results of the hard work of the teachers even though the results are not optimal, and foster teacher confidence to try to do better, and 7) give awards; rewards and sanctions.

The efforts made in developing human resources through the work motivation of Madrasah Aliyah in Way Kanan Regency succeeded in increasing the ability of teachers , based on the findings: 1) treating students well, 2) carrying out tasks patiently and sincerely, 3) being empathetic and open, 4) are respected and respected by students, 5) are responsible, 6) are consistent in their actions, 7) are able to control themselves, especially in interacting with their students, 8) lack a high work ethic, 9) there are still some teachers who do not/less able to introspect himself well, 10) has good morals, and 11) is able to be a good role model.

The findings of this study are relevant to the research results of Dewi Sri Indriati Kusuma (2021: 53), that the implementation of human resource management in improving the professional quality of teachers at the 24 Medan Junior High School through personality competence is through human resource management (MSDM) self-assessment is carried out. , both for discipline, And display an honest personality, noble character, and role model for students and the community, Social Competence holds teacher meetings to advance school goals, and the ability to communicate and interact effectively and efficiently with students.

The results of Aryanti Feriyenci's research (2020: 221) found that the methods of implementing human resource development for educators are in the form of training, managing educator performance, career development, improving MGMP welfare, training, seminars, supervision, and further studies. By applying this method can improve the professionalism of educators.

It is also supported by the results of Hawirah's research (2021: 34) that improving the performance of human resources at SMK Negeri 1 Takalar is done by disciplined time, increasing knowledge and skills, procuring and repairing school infrastructure and establishing good communication. The principal's strategy is to improve the

performance of human resources by periodically evaluating the work programs that have been/has not been achieved by each teacher, knowing and understanding the curriculum that is being run, and teachers are given rewards according to their performance. The results of Afifah's research (2016) found that the efforts made by the head of madrasas in improving the ability of teachers were giving examples, shaking hands and briefing programs, religious programs, and mental guidance programs.

Based on these findings, it can be concluded that efforts to develop human resources through work motivation at Madrasah Aliyah in Way right Regency are quite good, but need to be improved so that the teacher's abilities are even better.

The fifth finding is the development of human resources at Madrasah Aliyah in Way Kanan Regency through incentives, namely 1) salary provision, 2) professional allowance, 3) education fee assistance from foundations. However, the development of human resources at Madrasah Aliyah in Way Kanan Regency through incentives is more likely to have an impact on teachers who are civil servants. Meanwhile, incentives given to non-civil servant teachers have little impact on human resource development, due to the small incentives they receive, causing difficulties in developing resources.

The findings of this study are relevant to the results of research by Sumariyak (2021) which shows that there is an effect of providing incentives on teacher performance. This proves that the provision of incentives has a major influence on teacher performance. Pasaribu's findings (2015) that support the results of this study are that the provision of material incentives will increase teacher motivation in maximizing self-potential so as to produce optimal performance. Based on the results of Maulana's research (2019: 122), the incentive variable (X) is categorized as good. The teacher and employee performance variable (Y) is categorized as good. There is a positive effect between the provision of incentives on the performance of teachers and employees with a regression value of 0.670. Correlation coefficient value.

Based on the findings and relevant research results, it is concluded that the development of human resources at Madrasah Aliyah in Way Kanan Regency through incentives is more likely to have an impact on teachers who are civil servants (PNS). Meanwhile, incentives given to teachers who are not civil servants have little impact on human resource development, due to the small incentives they receive, causing difficulties in developing resources.

Sixth find ,human resource development through promotions at Madrasah Aliyah in Way Kanan Regency, namely 1) promotions based on teacher performance assessments, 2) promotions to meet the workload of teachers, 3) promotions based on teacher abilities and skills, 4) promotions in the form of recommendations to participate in various continuous professional development activities (PKB), 5) promotions to participate in teacher competitions, and 6) promotions to take part in the madrasa head candidate exam.

The research findings are relevant to the results of Rachmawatu's research (2019: 84) which describes career development for educators through promotion of different functional positions. School/madrasah supervisor is one of the functional positions that can be filled by educators as a form of career development or promotion. Another research (Stevani, 2016: 279) that supports this research is promotion, which has a positive and significant influence on the work performance of State Senior High School teachers in Sragen, thus hypothesis 2 is proven true. Ilyas' research results (2020: 20) Position promotion has a positive and significant effect on employee performance.

Dirja's research (2020: 1) found 1) mutations encourage increased work performance of the Ministry of Social Affairs employees of the Republic of Indonesia. 2) Promotion of positions encourages the improvement of the work performance of the Ministry of Social Affairs of the Republic of Indonesia. 3) Job satisfaction encourages an increase in the work performance of the Ministry of Social Affairs of the Republic of Indonesia. 4) Transfers, promotions, and job satisfaction together encourage the improvement of the work performance of the Ministry of Social Affairs of the Republic of Indonesia's employees.

Based on the findings and the relevant research results, it can be concluded that the development of human resources through promotion at Madrasah Aliyah in Way Kanan Regency has been carried out.

The seventh finding is the development of human resources through mutations at Madrasah Aliyah in Way Kanan Regency, namely 1) providing recommendations for teachers who want to change teaching places, 2) providing

recommendations for job transfers, 3) providing recommendations for transfers due to excess class hours. Human resource development through this mutation is rarely carried out in private madrasas, more often for teachers who teach in public madrasas.

The results of Fauzi's research (2019) found that the problems of teacher transfer carried out by the Jember Regency Government include: first, teacher transfers are not based on school needs (bezetting); second, many temporary teachers (GTT) were transferred further from their domicile; third, there is a gap between the process of transferring civil servant teachers (PNS) and non-permanent teachers (GTT); fourth, the difficulty of adaptation between teachers and students in their new mutation sites; fifth, the realization of the provision of a Temporary Teacher Assignment Letter (SP) was not carried out in accordance with the initial plan; sixth, there is an error in teacher mutation data and the determination of teaching assignments.

Based on the findings and relevant research results, it was concluded that the development of human resources through mutations at Madrasah Aliyah in Way Kanan Regency, namely 1) providing recommendations for teachers who want to change teaching places, 2) providing recommendations for job transfers, 3) providing recommendations for transfers due to excess lesson hours. Human resource development through this mutation is rarely carried out in private madrasas, more often for teachers who teach in public madrasas.

The findings of this study can be concluded that the development of human resources at Madrasah Aliyah in Way Kanan Regency still needs to be improved, especially through education and incentives. To improve these human resources, the first thing the teacher must do is make self-development efforts. As explained in the letter Al-Lail verses 4 -7 which states that the development of human resources is based on human effort itself. If he develops all the potential that is in himself and what he has to things that are right and good, then he will achieve the expected goals."Actually, your business is different. As for the one who gives (his wealth in the way of Allah) and is pious, and confirms the existence of the best reward (heaven), then we will prepare for him an easy path. (S. Al-Lail: 4-7)

Based on the paragraph above, it can be understood that in order for human resources to be utilized and beneficial for themselves and the community, efforts are needed to develop the quality of human resources. In the letter Al-Lail also explains that in developing human resources, humans may make various efforts so that the potential that exists in them develops properly, but still humans must not forget their God. In the sense of developing human resources, endeavor and prayer (by always asking Allah SWT for guidance) must go together, so that humans will avoid being arrogant and fall into the wrong path that will harm themselves and the surrounding community."And as for those who are miserly and feel themselves sufficient, And deny the best reward, Then later we will prepare for him a difficult (path)." (S. Al-Lail: 8-10)

Based on the verse above, it can be understood that the development of human resources depends on two things, namely: the human effort itself and the guidance (guidance) of Allah SWT. This is reflected in the letter Al-Lail verses 12-13:"Indeed it is our duty to guide, and indeed to us belongs the hereafter and the world." (S. Al-Lail: 12-13)

Ramayulis (2016: 206) also explains that in the development of human resources there are several kinds, namely 1) Aql guidance (Intellect), 2) Qalb guidance (Heart), 3) Din guidance (Religion). Furthermore, efforts to develop the potential of humans depend on two factors, namely 1) the human effort itself, 2) Allah's guidance in the form of guidance from the mind, heart and religion.

Based on this opinion, it is understood that developing human resources can be done in two ways, namely those carried out by humans themselves personally and assisted by factors outside themselves. However, in developing human resources, it requires motivation within the human being to want to develop the potential or resources that Allah SWT has given him.

Based on this explanation, it is understood that in developing human resources, especially at Madrasah Aliyah in Way Kanan Regency, the concept of human resource development in connection with the results of this study is as follows:

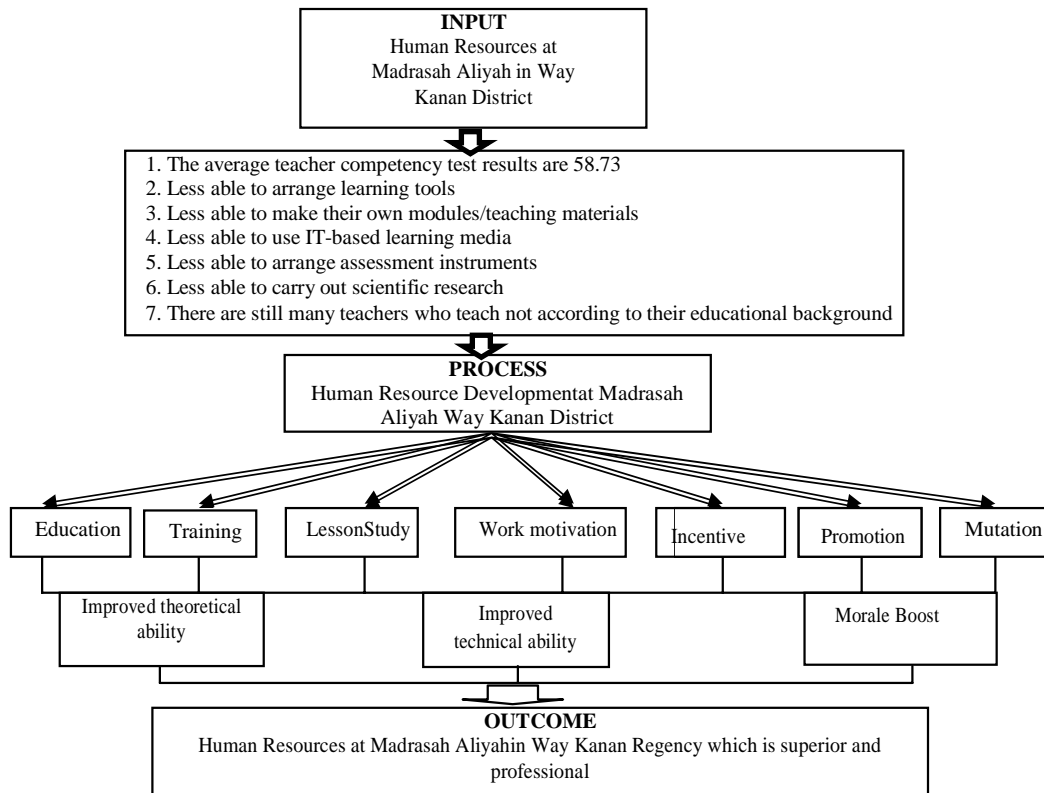


Diagram 2.1:- Result Model Study.

Conclusion:-

The results of the research are: The results of the research are: 1) human resource development through education, 2) human resource development through training, 3) human resource development through lesson study, 4) human resource development through work motivation, 5) human resource development human resources through incentives, 6) human resource development through promotion, and 7) human resource development through mutations.

The conclusion from the results of this study is that the development of human resources at Madrasah Aliyah in Way Kanan Regency still needs to be improved, especially through education, training, providing incentives, promotions and transfers. Therefore, the suggestions given to develop human resources are 1) Development through education: increasing PPG quotas, providing educational scholarships for Non-PNS teachers, and improving madrasah information systems, 2) Development through training: improving materials, methods, and instructors training, 3) Development through incentives: improving teacher welfare, providing temporary teacher salary assistance from the government, collaborating with the private sector (companies) through CSR programs, 4) Promotion and transfer development: conducting job evaluation management training for madrasa heads and foundation administrators.

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