



# ANALYSIS OF HUMAN RESOURCES MANAGEMENT IN INCREASING THE PERFORMANCE OF STATE MADRASAH ALIYAH TEACHERS IN RIAU PROVINCE

Dupni<sup>1</sup>

Ahmad Shukri<sup>2</sup>

Minnah El Widdah<sup>3</sup>

<sup>1</sup>Doctoral Candidate, MI Teacher Sabilal Muhtadin, Inhil, Riau - Indonesia

<sup>2</sup>Professors, Sultan Thaha Saifuddin State Islamic University Jambi - Indonesia

<sup>3</sup>Doctor, Sultan Thaha Saifuddin State Islamic University Jambi - Indonesia

Article history:	Abstract:
<p><b>Received:</b> January 11<sup>th</sup> 2023 <b>Accepted:</b> February 11<sup>th</sup> 2023 <b>Published:</b> March 26<sup>th</sup> 2023</p>	<p>The aim of the study was to determine the analysis of human resource management in improving the performance of teachers of State Aliyah Madrasas in Riau Province. This descriptive qualitative research uses a case study approach and collects data using observation, interview, and documentation techniques. Place of research at Madrasah Aliyah Negeri in Riau Province. The research subjects consisted of madrasa heads, teachers, administrative staff and students. The results of the research are that the causes of teacher performance at MAN in Riau Province tend to decrease because work standards are not applied consistently, so that their implementation faces many problems and challenges according to the internal and external conditions of the madrasa. The performance of MAN teachers in Riau Province has not prioritized work values according to the vision and mission of the existing madrasas. In practice, teachers have been working normatively for a long time according to customs and rules, but minimal innovation. So that in practice they do not yet have achievements that are in accordance with madrasah work standards according to the expectations of the public or users. Management of madrasah heads in improving the performance of MAN teachers in Riau Province in accordance with their abilities and educational qualifications, in working and familiarizing their subordinates with clear and planned work patterns with due regard to discipline, cooperation and obedience to government regulations and having adequate teaching performance. The head of the madrasa also supervises and evaluates the work of teachers to ensure the implementation of a positive culture in working in the madrasa environment.</p> <p>The conclusion of this study is that the analysis of human resource management in improving the performance of teachers of State Madrasah Aliyah in Riau Province has been carried out, although it is not optimal because the HRM model of teacher performance is still centralized.</p>

**Keywords:** Management, Human Resources, Teacher Performance

## INTRODUCTION

Education is very important and cannot be separated from life. Becoming a developed nation is certainly an ideal that every country in the world wants to achieve. It is common knowledge that the progress or failure of a country is influenced by educational factors. The importance of education is so important that a nation can be measured whether the nation is advancing or backward, because as we know that education will certainly produce good quality human resources in terms of spirituality, intelligence and skills and education is the process of creating the next generation of the nation. If the output of this educational process fails, it is difficult to imagine how progress can be made.

In accordance with historical records in Indonesia, Islamic education plays an important role in the course of the nation's progress. Islamic education is important for humans so that they can develop their potential properly so that they become perfect Muslim individuals to believe in Allah SWT. as his god who has given all the favors including the ability to learn. Thus Islamic education is the business of Muslim adults who are devoted to consciously directing and guiding the growth and development of students' fitrah (basic abilities) through Islamic teachings towards the

maximum point of their growth and development (Arifin: 2011). In line with this understanding that adults who seek teaching and education must have good physical abilities and good psychological maturity as well.

Article 1 of the Law on the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that are necessary for himself, society, nation and state (Law No. 20 of 2003 concerning the National Education System).

The teacher is a very dominant and most important factor in formal education in general because for students teachers are often used as role models, even as figures of self-identification. Therefore, teachers should have adequate behavior and abilities to develop their students as a whole, teachers need to master various things as their competencies. The teacher has a very important meaning and role in Islamic education. This is because he has the responsibility and determines the direction of education. Teachers in the teaching-learning process must have their own abilities in order to achieve the expectations aspired to in carrying out education in general and the teaching-learning process in particular. To have this ability, teachers need to develop themselves well with high work motivation, especially in the field of teacher administration. Administrative learning in schools is the application of administrative knowledge in teacher operational activities in schools or as the application of administration in coaching, developing and controlling business and teacher work practices in schools as educational units (Euis Karwati and Donni Juni Priansa: 2013)

Teachers in Islam carry out dual roles at the same time, namely the mission of Islamic religious education and the mission of science. To realize this mission the teacher must have the following set of skills, attitudes and skills:

1. A solid moral foundation for carrying out jihad and carrying out the mandate,
2. The ability to develop networks of cooperation and hospitality,
3. Form a compact team work and
4. Loving high quality (Muhammad Nurdin: 2008).

One of the teacher's tasks to be able to realize teacher competence effectively is a commitment to a quality culture. This character can be implemented if the school as a social system implements rewards and punishments in a firm, wise and prudent manner. As a social system, a very strategic aspect that must be understood by supervisors, principals and teachers in carrying out their duties is the ability to understand. Analyzing and managing various activities in order to create a learning process that supports the school climate and culture effectively (Abd. Kadim Masaong: 2012).

Teacher development must pay attention to several provisions of the implementation of the school system. This is intended to adapt the needs of teachers who are being developed to the conditions that are currently developing. It cannot be denied that in order to create quality teachers through schools, it certainly has a work order that is so complex and comprehensive, even though the implementation experiences significant complexity, the consistency of school administrators can be the progress of schools as an effort to develop teachers. This is the adjustment of work that exists in the school system to the needs of teachers.

So the duties of the principal related to school management include leadership as the principal who is responsible for all school policies, including empowering teachers. Improving the quality of education is absolutely carried out by school principals as agents of change through school leadership reform activities with institutional development forums, curriculum, manpower, facilities and infrastructure and other system changes.

Schools, educational institutions or educational foundations will also be in disarray when the administrative system is managed unprofessionally (Sudarwan Danim and Khairil: 2011). To achieve quality educational institutions, these educational institutions need to have good educational administration management. This activity concerns all structuring or arrangement activities to establish cooperation with a group of people to achieve goals such as teachers and employees. These activities include various jobs such as managing, including, leading, controlling, ordering, holding accountable, utilizing facilities, looking for placement, hiring and dismissing employees, managing finances, equipment and correspondence so that all activities can run harmoniously, efficiently and effectively.

Principal management is the principal's attempt to carry out managerial functions on resources, both human and material resources of the school and use them effectively in accordance with school goals (Eka Prihatin: 2011). A school principal must at least have the ability to (1) compile a school activity program; (2) determine the working mechanism procedure; carrying out monitoring, evaluation, supervision, and making reports on school activities; (4) improve and strengthen the discipline of teachers and students (Husaini Usman: 2013).

School management outlines the concept of participation at the lowest level, namely the school and all its communities. The school community, referred to are the principal, teachers, administrative staff, school committee administrators, parents of students, concerned people, and students. With participatory management it means that school principals need an orderly work system to synergize the diversity of people with various main tasks and functions so that they lead to one corridor of education and learning at the level of the school complex (Sudarwan Danim: 2013).

The success of an educational institution is highly dependent on the leadership of the principal. The principal as a leader in his institution must be able to bring his institution towards achieving the goals that have been set. He must be able to see changes and be able to see the future in a better life of globalization. The school principal must be responsible for the smooth running and success of all formal school regulatory and management affairs to his superiors or optimally the school principal who has entrusted his students. Apart from being a leader, the principal

also acts as a manager. Principals must have broad knowledge as well as have the necessary perspective to continue directing all available resources in achieving goals, including in this case empowering teachers to achieve maximum performance. Therefore, as a manager, the principal must be able to motivate teachers to achieve maximum performance. As the manager of an organization, the principal needs to have certain skills in carrying out his duties and authorities. These managerial skills are conceptual skills, human relations skills, and technical skills. With these three skills, it is expected that the principal can carry out his managerial duties to the fullest which will ultimately affect the performance of his subordinates (teachers) (Jasmani and Syaiful Mustofa: 2011).

Management in the form of governance for improving teacher human resources requires systematic and directed management, so that the process of achieving the objectives of organizing an educational institution can be effective and efficient. HR management is very important for organizational success, big or small, regardless of its type (Randall Schuler & Susan Jackson: 2011). Management of aspects of HR management is expected to lead teachers to work professionally, use teacher services as educators in an appropriate manner and develop teacher skills are expected to encourage teachers to perform high, and ensure that they continue to maintain commitment to their educational institutions. Thus teacher HR management can continuously support the competitive advantage of educational institutions through the development of human resources in the form of teacher competence.

The Ministry of Religion of Riau Province continues to strive to improve the quality of education in the State Madrasah Aliyah (MAN). Of course, what gets a lot of attention is the development of teacher training human resources (HR), so that teachers become more professional educators. The process of implementing coaching activities carried out by the Ministry of Religion, Supervisors, Head of Madrasah to MAN teachers in Riau Province ideally places more emphasis on collaboration, or partnerships, not only emphasizing superior-subordinate relationships. This is important to pay close attention to, because in the form of cooperation and partnerships it is more possible for effective communication to occur in various teacher professional development activities.

Based on the preliminary study, there have been many efforts and efforts that have been made by the Ministry of Religion, Supervisors, Madrasah Heads to improve the human resources of teachers, among others by increasing the professional abilities of teachers, especially in carrying out the learning process, through training, seminars, workshops and equipping the facilities and educational infrastructure.

However, the results of teacher professional development have not been as expected. Methods or forms of professional development of teachers, which so far have not fully answered the problem conditions experienced by the teacher assembly. The results of observations that have been made on learning activities at MAN 1 Indragiri Hilir, it can be seen that the teacher gives notes without being followed by explanations, there are also teachers who teach monotonously with the lecture method and assignments, so it seems that the teacher does not take the initiative to apply other methods relevant to learning materials.

It was also found that teachers did not have learning tools, such as annual programs, semester programs and lesson plans, and teacher councils should have received training at least once a year. As a result of the lack of teacher professional development, some teachers do not have complete portfolio documents. This certainly can result in non-graduation of the teacher certification program. Another symptom that can be seen from the form of teacher training carried out at MAN in Riau Province has not been adapted to the situation and conditions as well as the various problems experienced by teachers at MAN. Likewise, the organization and implementation of coaching has not been fully placed on an ideal formal foundation. As a result, teacher development efforts have not achieved the expected results.

Another problem seen in MAN teacher development in Riau Province is a problem related to facilities. The success of efforts and efforts to develop teacher human resources have not achieved the expected results, because the facilities have not fully supported these efforts. This is known from the lack of learning technology facilities, for example the use of technological media that must be used in the learning process.

Based on the phenomenon that leads to problems with HR management in teacher training, scientific research studies are needed which can later provide suggestions for improvements to the governance of teacher training human resources to improve teacher performance. This research is focused on the Analysis of Human Resource Management in Improving the Performance of State Madrasah Aliyah Teachers in Riau Province

### **METHODOLOGY**

This type of research is qualitative research with an evaluative analytic study approach. Qualitative research aims to determine the underlying meaning of a human behavior (Sanafiah Faisal: 2010). Qualitative research is used to examine natural or natural social life (Sugiyono: 2019). The evaluative analytic approach is expected to be able to see and study in depth about human resource management in an effort to improve the performance of State Madrasah Aliyah teachers in Riau Province.

This research was conducted at the State Madrasah Aliyah in Riau Province. The social situation that can be described is that this madrasa is a madrasa under the auspices of the Ministry of Religion of Riau Province with sub-guidance by the Ministry of Religion at the district level in Riau Province. The status of state educational institutions carried out by MAN in Riau Province means that all these madrasas must be of better quality compared to other private madrasas. For convenience in data collection, the researchers determined 3 MAN that would be research locations, namely: MAN 1 Indragiri Hilir, MAN 1 Rokan Hulu and MAN 1 Pekanbaru. The main (primary) data was obtained from the personnel of the Ministry of Religion Regional Office of Riau Province and the Ministry of Religion at

the district level throughout Riau Province. Meanwhile, supporting (secondary) data will be obtained from madrasa leaders, supervisors, and teachers in the three designated MAN.

To obtain research data, researchers used several research instruments, namely interviews, observation and documentation. After the data is obtained, it is then analyzed by means of an interactive cycle so that it becomes valid and objective. This process was carried out during the research process and pursued through a series of processes of data collection, data reduction, data presentation and data verification. To check the validity of the data in this study, it was carried out through: (1) credibility, (2) transferability, (3) dependability, (4) confirmability.

### RESEARCH RESULT

A manager must immediately transform from a bad culture to a good culture. What's more if the sick culture exists in the leader himself, then it is mandatory for the leader to clean himself first. If he is clean, the new manager will be able to abort the sick culture in his subordinates. After that, a transformation was carried out together to destroy the sick culture while fostering a healthy culture. In overcoming this 'sick' culture, in general managers can do the following: 1) Try to always appear to set a good example in front of their subordinates, 2) Try to always explore and find their own weaknesses to be addressed immediately; 3) Diligent in instructing subordinate colleagues to provide input and suggestions as soon as possible regarding the manager's progress objectively in order to immediately make positive, constructive changes; 4) Always try to be extra careful not to repeat that sick culture; 5) Carry out strict and continuous evaluation of their own behavior; 6) Carry out approaches to immediately eliminate the sick culture among subordinates; 7) Make every effort to eradicate the sick culture among subordinates; 8) Immediately replace the sick culture with a healthy culture; and 9) Carry out strict control of both the destruction of sick cultures and the growth of healthy cultures (Mujamil Qomar: 2013).

The formation of performance is influenced by many factors, including the teacher's enthusiasm in teaching and mastery of the material with all learning models, obedience to rules, high discipline, teacher's attitude towards students, and the leadership style of the madrasa head. The head of the madrasa as a central figure must realize that the formation of habits, attitudes and behavior in the context of work culture is greatly influenced by personality, leadership style and the way he sees future developments that are visionary in nature. The development of a better and healthier work culture must start from the leadership of the madrasa head. Madrasah heads who are able to build work teams, learn from teachers, administrative staff and students, are open to communication channels with a wider environment, access to information will be able to develop positive performance for the sake of realizing independent madrasas that are above their own abilities, this has not been implemented effectively. optimal.

The factors that influence the management of madrasa heads in developing performance for teachers in MAN in Riau Province are in the following forms:

**Teacher Discipline.** The principal of the madrasa has tried to be a role model for teachers and students in the madrasa. The madrasa head will try to provide the best example that can be given in managing teacher discipline, such as by making a list of teacher discipline supervisors. This activity is a form of implementation of work discipline supervision. Madrasah heads, he has the main task of being an education manager, that task is to manage a good work situation. In carrying out these tasks the head of the madrasa has a dual function, namely carrying out the administration of the madrasa so as to create a good working situation. In addition, the head of the madrasa also carries out the supervisory function of the implementation of his work in the madrasa. Teacher discipline if it is developed and applied properly, consistently and consequently will have a positive impact on the life and quality of teachers. Discipline can encourage them to work concretely and practice positive things in school life: do things that are straight and right, stay away from negative things. By imposing discipline, teachers can work in a good environment, so that self-balance appears in relationships with others. So, discipline regulates a person's behavior in relation to his environment.

**Teacher HR Communication.** If madrasa communication is developed and implemented properly, consistently and consequently, it will have a positive impact on the performance of MAN teachers in Riau Province. Intensive communication can encourage them to build concretely and practice life in madrasas on positive things: do things that are straight and right, stay away from negative things. By applying intensive communication can foster a good environment, so that self-balance appears in relationships with others. So, intensive communication can organize a person's behavior in relation to his environment. Intensive teacher communication, among others, can be monitored both through the familiarity of the head of the madrasa and the teacher as obedience in carrying out all teacher work programs. Intensive teacher communication is of concern to the head of the madrasa as a reference for implementing learning activities. The intensive aspect of teacher communication is part of the implementation of the work activities of MAN teachers in Riau Province, it's just that the intensity of communication is still lacking so that the madrasa head receives little input from his subordinates.

**Teacher Work Culture.** In addition to organizational culture, at least to influence the teacher's work commitment also depends on employee achievement motivation. High work commitment can motivate someone to do something with full sincerity. This is based on the assumption that working without motivation will quickly get bored, because there is no driving force to keep morale stable. Motivation is a commodity that is needed by everyone, including employees. Motivation is needed to run life, lead a group of people and achieve organizational goals. Achievement motivation is an encouragement that grows and develops from within employees to do the best possible



job so that goals will be achieved. Achievement motivation can occur if employees have pride in success. Employee work is a proud and challenging task, so employees should have achievement motivation.

People who have knowledge and believers according to Al-Maraghi will get a special place in the sight of Allah SWT, they will get multiple rewards and pleasure. Knowledgeable people will be given the ability to think and act to respond to life in this world, so that they find convenience and solutions to life's problems they face. The better the education of a nation, the better the quality of that nation, that is the general assumption of a nation's educational program (Syaiful Sagala: 2008). The reality of life has also proven that the quality of education also influences the quality of life.

Communication as one of the techniques of professionalism in written form or orally. In writing, it means that the principal of the madrasah is implied by his ability to communicate through writing, whether in the form of a report, working papers, instructions, various pictures, descriptions and so on. According to Stephen P. Robbins (Moh. Pabundu Tika: 2008). states are 10 characteristics which when mixed and matched, will become performance. The ten characteristics of the organizational culture are as follows: a) Management Support. Management support is meant to what extent managers can provide clear communication or direction, assistance and support to subordinates. Management's attention to subordinates (employees) greatly helps the smooth performance of a company and 2) Communication Patterns. The extent to which communication can be limited by formal hierarchies of authority. Sometimes the hierarchy of authority can hinder communication patterns between superiors and subordinates or between employees themselves.

**Work commitment.** Work commitment is an attitude of acceptance and a strong belief in the values and goals of an organization as well as a strong drive to maintain membership in the organization in order to achieve organizational goals (Suwardi & Joko, 2011). Related to organizational culture that will show how willing an employee is to continue his work, be loyal to his organization, exert extra effort to achieve goals and identify employees in fulfilling organizational goals (Haq et al., 2014). Employees with high commitment will be seriously involved in work, loyal and always think positively of their organization. Organizational culture in anticipation of work commitments. This study states that there is a positive relationship between organizational culture and organizational commitment Mahmudah (2012). Organizational culture can also have a negative effect on work commitment, meaning that applying bureaucratic performance will result in low work commitment because culture greatly influences work commitment and engagement among employees. Beer (2009) states that organizational silence occurs due to several other variables such as effectiveness barriers, organizational commitment and employee performance.

Work coaching that influences the insight of the school principal which leads to the development of MAN in Riau Province. As a madrasa head, you need to have new insights every time to be able to improve the institutions you manage so that they are more accomplished, including in developing religious performance. One of the efforts to optimize the professionalism of madrasa heads in developing the performance of MAN teachers in Riau Province is by conducting comparative studies to other educational institutions in Riau Province and outside Riau Province to explore the progress of these educational institutions in developing religious performance. Interviews with the head of the madrasa revealed that the head of the madrasa had made 2 comparative studies to Jakarta to review the development and progress of the madrasa and other madrasas there, including the teacher training system.

The head of the madrasa must be responsible for the smoothness and success of all formal arrangements and management of the madrasa to his superiors or optimally the head of the madrasa who has entrusted his students. Apart from being a manager, the principal of the madrasah also acts as a manager. Madrasah principals must have extensive knowledge and have the necessary perspective to continue directing all available resources in achieving goals, including in this case empowering teachers to achieve maximum performance.

Organizational culture is possible to be a factor that can have a positive or negative effect on the behavior of individual organizations. Organizational culture that is both positive and negative can be a driving force (which motivates) someone related to achieving organizational goals. The relationship between the organization and employees is a collaboration in a psychological contract, in which each party has mutually agreed rights and obligations (Irjus Indrawan, Muntholib, Armida: 2021).

In this case, employees should always carry out self-evaluations and be willing to increase their commitment to work because the higher and stronger the work commitment that employees have, the commitment will provide strength that comes from within the employee itself to carry out great responsibilities, which described in his work behavior in accordance with the standards desired by the office. Employees will always voluntarily apply it at work, trying to increase knowledge including management knowledge in carrying out assigned tasks which will have a better impact on knowledge/skills.

At the planning and organizing level, everything that was done by the head of MAN has been achieved, it's just that in the implementation there is still much that has not been achieved and in the evaluation it has not been achieved either. So it can be explained in the three teacher performance data that these three MANs have mature or optimal work planning or preparation and can organize optimal work areas as well. It's just that the implementation is still not optimal, as well as in the evaluation that not all aspects are maximally carried out. This situation could be due to the many factors that affect the achievement and non-achievement of teacher performance culture in MAN throughout Riau Province.

Effective madrasah management must include management of productive performance. Because productive performance can produce superior and innovative graduates. So the key is in teachers who have high performance.

Currently many education systems face the daunting challenge of recruiting high-quality graduates as teachers, especially in remote areas, and retaining them once they are hired. How should countries succeed in meeting the demand for high-quality teachers for their needs? How they prepare teachers for priority subjects. Competitive compensation and other incentives, career prospects and diversity, and giving teachers professional responsibility are important parts of a strategy to attract the most talented teachers to the most challenging classes (Andreas Schleicher, Ed: 2012).

Madrasah head management is an attempt by the madrasa head to carry out the management function of school resources in achieving educational goals (Euis Karwati and Donni Juni Priansa: 2013). The indicators for the management of the madrasa head are 1) planning, 2) implementation and 3) monitoring of all activity programs in the school for one academic year.

The madrasa head must have the ability to plan a work program (planning); realize and carry out the performance of an organization in the organizational structure or agency it leads (organization); moving to give an example to subordinates before moving, working on, carrying out the office work program that he leads jointly (actuating) and after everything goes and is carried out properly according to what is programmed, then as a manager must control the performance of his subordinates whether it runs for a moment, or runs mediocre, or not running (controlling) and it is the duty of a manager to control/supervise if there is a problem in the field, the manager is also obliged to find a solution/way out.

The objectives of madrasah management in general are: a) To enable the organization to obtain and retain a capable, trustworthy and highly motivated workforce. b) Increase and improve the capacity of employees. c) Develop a high-performance work system that includes strict recruitment and selection procedures, compensation and incentive systems tailored to performance, management development and training activities related to organizational and individual needs. d) Develop management practices and high commitment which recognizes that educators and educational staff are valuable internal stakeholders and help develop a climate of cooperation and mutual trust. e) Creating a harmonious work climate (Dadang Suhardan, et al: 2008).

The characteristics of a strong Islamic education institution madrasa head management are 1) Having insight into the future (vision) and knowing what actions to take (mission) and a true understanding of the way to be taken (strategy), 2) Having the ability to coordinate and harmonize all limited resources that exist to achieve goals or to meet school needs (which are generally unlimited), 3) Have the ability to make decisions skillfully (fast, precise, agile and accurate), 4) Have the ability to mobilize existing resources to achieve goals and able to inspire followers to do important things for their school, 5) Having tolerance for differences in everyone and not looking for people who are similar to them, but completely intolerant of people who underestimate quality, achievements, standards and values - values and 6) Having the ability to combat everything that hinders the progress of the Institution (Sri Rahmi: 2015).

The madrasa head as a manager must have the responsibility to bring the school he manages to achieve the ideal/standard quality of education. This means that a leader must not forget that whatever he does in carrying out HR management duties never escapes the watchful eye of Allah.

Teachers as "educators who provide a number of knowledge to students at school. Teachers are also people who are experienced in their field of profession. With the knowledge he has, he can make students become intelligent people (Syaiful Bahri Djamarah and Aswan Zain: 2007). As a manager, the principal is responsible for teacher performance and he must be actively involved in the process of identifying and trying to meet their training needs (Josephat Stephen Itika: 2011).

The Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers states that competence is a set of knowledge, skills and behaviors that must be possessed, internalized, mastered by teachers or lecturers in carrying out professional duties. Syaiful Sagala argues that competence is a combination of mastery, knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting in carrying out their duties/work. From these several definitions it can be concluded that teacher performance is a teacher's ability to manage education such as ability in teaching and learning activities both directly related to activities as a teacher and indirectly.

Characteristics of HR who perform well include: 1) religious, namely having an attitude of life and personality that is devout in worship, honest, trustworthy, generous, helps one another, and is tolerant; 2) moderate, namely having a life attitude that is not radical and reflected in a personality that is halfway between individual and social, materially and spiritually oriented and able to live and work together in pluralism 3) intelligent, namely having a life attitude and personality that is rational, loves knowledge, is open, and forward-thinking; and 4) independent, namely having an attitude of life and independent personality, high discipline, thrifty, respecting time, tenacity, entrepreneurship, hard work, and having high national love without losing the orientation of universal human values and relations between civilizations of nations (Anwar Hafid, et al: 2013).

Professional development is a teacher's activity in the context of practicing science and knowledge, technology and skills to improve quality, both for the teaching-learning process and the professionalism of other educational staff and in order to produce something that is beneficial to education and culture (Zainal Aqib and Elham Rohmanto: 2007). Providing opportunities for professional development can be done by teachers by: Supporting professional development in schools that can meet teacher needs as well as school goals; Get to know teacher HR management in schools; Engaging teachers in planning and implementing professional development opportunities; Provide time,

resources and structures for meaningful professional development; Be aware of the professional literature relating to best teaching practices, and inform all school staff as part of the professional development program.

Educator professionalism development programs: 1) Prepared by taking into account the standards of educators and education staff and 2) Developed in accordance with school conditions including division of tasks, overcoming when there is a shortage of staff, determining a reward system, and professional development for each educator and education staff and implementing it professionally, fair and open.

The success of educating a teacher is largely determined by the success of his leadership in managing the educational staff available at the school. In this case, increasing productivity and work performance can be done by improving human behavior in the workplace where teachers teach through the application of modern personnel management concepts and techniques (Sofan Amri: 2013). Organizational empowerment is a consequence of responding to change, primarily focused on HR as the main actor of change. According to Sumantra Goshal there are four behavioral contexts that support successful change, including: Discipline Support (support); Trust (trust) and stretch (stretch) (Ambar Teguh Sulistyani: 211).

Educators must have the performance required by both Government Regulations and community needs, including: a) educators must have minimum qualifications and certification according to the level of teaching authority, be physically and mentally healthy, and have the ability to realize national education goals, and b) educators for formal education at the level of early childhood education, basic education, secondary education, and higher education produced by accredited tertiary institutions. Fulfillment of the current academic qualification standards is for SMP/MTs, SMA/MA is a Diploma IV or Bachelor Degree (S1). Moreover, people who have the ability to work conscientiously, have moderate to high skills, (the commitment varies) are people who know exactly how to do their job but lack confidence in working alone (Ken Blanchard and Garry Ridge: 2009).

This is consistent with the objectives of the education administration program in schools, namely first, in general, the education administration program in schools aims to develop a management system in the field of school administration. So that the management of these fields can support the implementation of the established teaching and learning process and; secondly, specifically the school administration program is towards the implementation of each administrative management and curriculum organization, manpower, educational facilities and infrastructure, financing, and school relations with the community (Zakiah Daradjat: 2008).

The educational experience is beneficial for those who are employed and who are required to be gradually equipped for other positions within the organization. Thus, a future-oriented component of human resources education for job positions is identified. Since investment from education is not clear, very few organizations are ready to invest in employee education programs except for future needs (Lall, Madhurima & Sakina Qasim Zaidi: 2012).

Employee HR development policies can express the organization's commitment to continuously developing the skills and abilities of employees to maximize their contribution and provide them with opportunities to improve their skills, realize their potential, advance their careers and improve their work both within and outside the organization (Armstrong, Michael: 2006). Employee performance improves significantly when they are given specific goals to perform than when they are left with no clear goals. Clear goals or 'do your best' inhibit creativity and effort so that it becomes unmotivated while setting challenging and specific goals is very important to improve performance (Eshun, Cynthia & Frank K. Duah: 2011). Human resources or employees are the most dynamic and usually the best of all organizational resources. They need to be supported and nurtured if they are to reach their full potential, both for themselves and for the organization. As a manager/administrator, he is responsible for the performance of all his staff and he must be actively involved in the process of identifying and trying to meet their training needs (Josephat Stephen Itika: 2011).

In HR management activities, the essence of personnel administration is contained in Law Number 20 of 2003 concerning the National Education System, which deals with the following articles: "In articles 27 and 28 of the Law on the National Education System recognizes the existence of a teacher as a profession and while at the same time providing more definite protection and recognition of the teacher's position.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Educational change depends on what teachers do and think—it's as simple as it is complicated. It will all be very easy if there can be legislative changes in thinking. Classrooms and schools are effective when (1) quality people are recruited to teach, and (2) workplaces are organized to energize teachers and reward achievement. The two are closely related. Professional beneficial workplace conditions attract and retain good people (Michael Fullan: 2007).

It is important to develop the performance of teacher human resources in the form of in-service education or in-service education for teachers, because its existence is inseparable from pre-service education. In essence, in-service education is a continuation of pre-service education taken by teachers before they are appointed and function as teaching staff. In-service education for teachers needs to be carried out because in favor of the fact that pre-service education each has weaknesses, it still needs to be perfected in preparing teachers to teach. Mainly related to practical problems that arise in the teaching field. Because as is understandable, these problems still receive less attention which is problematic during pre-service education. Thus, the purpose of carrying out professional development in the form of pre-service education is to cover the weaknesses that exist during pre-service education.

On the other hand, it is important to carry out teacher professional development because of the fact that there are changes in world situations and conditions which continue to occur rapidly so that it is necessary to require adjustments or changes that occur so that the education and teaching services provided by teachers remain in accordance with the needs of the community.

The principal functions as controller of the course of efforts to improve teacher performance in schools. Although a manager is always faced with many problems to improve teacher performance such as teacher training. It is necessary to uphold the assumption of the importance of in-service education, namely (a) all school personnel require in-serve education throughout their careers (b) the development of educational field practice requires consideration of time and systematic results require staff development, (c) in-service education has an impact on improving quality school program and personnel professionalism; (d) the need for motivation to learn where they believe there is control in their learning; (e) school institutions as learning units are responsible for providing resources and training needs for school staff.

The goals (short-term goals or situational goals) of developing educators (teachers) in accordance with the SNP include (1) improving teacher performance in the field of curriculum development, (2) improving teacher performance in the field of learning management, (3) improving teacher performance in the field of strategy development learning (CTL), Mastery Learning, PAKEM), (4) improving teacher performance in the field of learning media development, (5) improving teacher performance in the use of ICT (computers, internet, and other ICT devices), (6) improving performance in PTK, (7) performance improvement in English and so on (Rohiat: 2008).

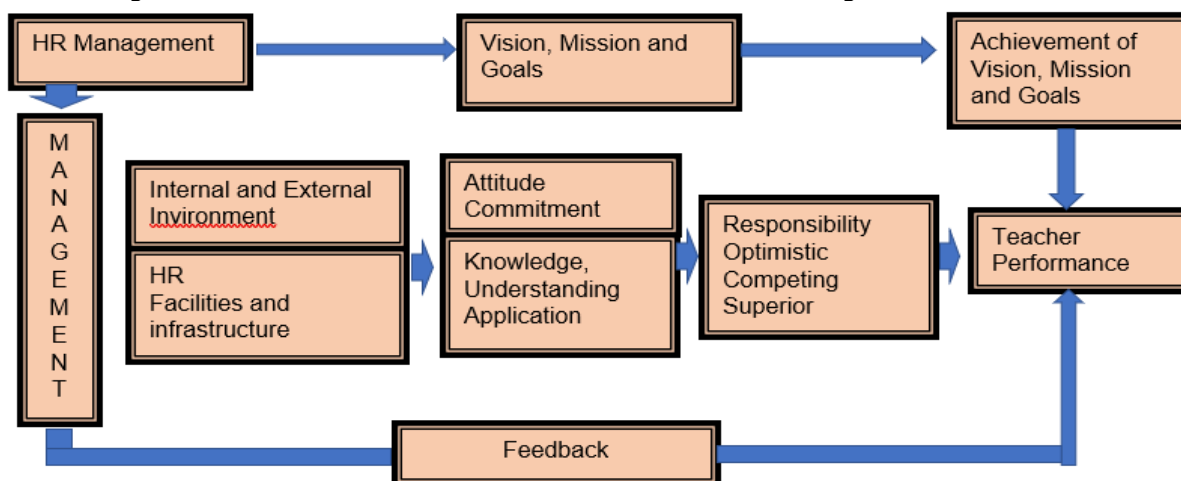
Teacher performance is the ability of a teacher to manage education such as ability in teaching and learning activities both directly related to activities as a teacher and indirectly. Teacher performance includes mastery of educational foundations, educational psychology, subject matter, methods, media and learning resources, learning processes, school administration, guidance and counseling, research and scientific thinking in improving performance.

**CONCLUSION**

Based on the research findings and answering the existing grand quistion, it can be concluded that the analysis of human resource management in improving the performance of state madrasah aliyah teachers in Riau Province. Furthermore, the authors can specifically conclude as follows:

1. The cause of teacher performance at MAN in Riau Province tends to decline because work standards are not applied consistently, so that their implementation faces many problems and challenges according to the internal and external conditions of the madrasa.
2. The performance of MAN teachers in Riau Province has not prioritized work values according to the vision and mission of the existing madrasas. In practice, teachers have been working normatively for a long time according to customs and rules, but minimal innovation. So that in practice they do not yet have achievements that are in accordance with madrasah work standards according to the expectations of the public or users.
3. Madrasah head management in improving the performance of MAN teachers in Riau Province in accordance with their abilities and educational qualifications, in working and getting their subordinates to work in a clear and planned work pattern with due regard to discipline, cooperation and obedience to government regulations and having adequate teaching performance . The madrasa head also supervises and evaluates the work of teachers to ensure the implementation of a positive culture in working in the madrasa environment.
4. The human resource management model in order to improve teacher performance at the State Aliyah Madrasah in Riau Province is a centralized model, in which HR management has been determined by the center.

This research has proven that teacher performance is formed by the productive management of madrasa heads according to the vision and mission of MAN in Riau Province. following:



Teacher Performance Improvement Theory Model



The existence of a teacher work culture that gives high values will awaken and foster teacher work commitment which will have a positive impact on the work or duties of a teacher, wherever/in whatever field the person works. Teachers who have a high commitment will have implications for the quality as well as the professionalism of teachers; the activities of a teacher who is committed and who is not committed will look different. Teachers who have low commitment usually pay less attention to stakeholders, as well as very little time and effort spent on improving the quality of learning. Meanwhile, highly committed employees usually have a high level of attention to stakeholders, as well as a lot of time devoted to improving the quality of administration. Teachers who have a high commitment will work professionally and try to be an ideal employee figure. Aspects that are considered in teacher performance are.

**HR Management Vision and Mission.** The lack of understanding of the teachers regarding the vision and mission of the madrasah is mostly due to the lack of effort by the leaders to explain them in a clear and straightforward manner. In routine meetings that are held more focused on the problem of the learning process which is the teacher's main task for the teacher. In addition to understanding the vision and mission of the madrasah, the madrasah component also has very little understanding of the organization of the school.

**HR Management Approach.** A manager of formal and non-formal education should be able to lead teaching staff and other staff members. The success of a manager will depend heavily on the quality of his management in terms of influencing and collaborating with other roles/subordinates to achieve goals. This shows that in formulating goals and efforts to achieve them, all group members who join this madrasah community need to be carried out. The madrasa head as a leader must be able to provide guidance and supervision, improve the ability of educational staff, open two-way communication, and delegate tasks. From a charismatic point of view, the headmaster of the madrasa might be said to be a charismatic headmaster/leader. The approach used was a charismatic approach, he gave a spirit of awareness and togetherness for the achievement of educational goals which he socialized to the ranks of the staff in the madrasa and then immediately coordinated plans to be realized for the sake of education staff.

**Conflict Management and Decision Making.** The visionary leadership style does not provide a narrow scope for the freedom, creativity and initiative of the subordinates, the average subordinates receive policy advice from the leadership in carrying out their responsibilities as a servant. The influence of the leadership is very strong so that the suggestions and initiatives of the lower parties can be expressed. Compared to the wisdom of the madrasa head, this suggestion is meaningless, and if the lower party has high potential, it is only to carry out the madrasa head's fatwa. In other words, what the subordinates did did not dare to go beyond the authority of the principal, let alone violate it. Likewise with authoritarian leadership, which never gives room for initiative and creativity to its subordinates. In carrying out HR management everything is regulated by the manager without involving the participation of subordinates.

**Communication System Design.** Communication as one of the HR management techniques in written and oral forms. In writing, it means that the manager is implied by his ability to communicate through writing, whether in the form of a report, working paper, instructions, various drawings, descriptions and so on. This is where the ability of a manager is required to be able to think and express his thoughts in a systematic, organized and clear manner. Whereas verbal communication can be in the form of meetings, discussions or individual communication, with subordinates, fellow colleagues and superiors, so that more human skills are needed here which is a manifestation of the ability to communicate, meaning not only conveying information but also convincing the parties others, so that steady cooperation can be established within the framework of achieving broader organizational goals in broader interests as well.

### **AWARD**

We express our deepest gratitude to MAN 1 Indragiri Hilir, MAN 1 Rokan Hulu and MAN 1 Pekanbaru, State Islamic University Sultan Thaha Syaifuddin Jambi, Postgraduate and Islamic Education Management Study Program UIN STS Jambi who have provided support for us to carry out this extraordinary research, and thanks to friends at the Postgraduate Islamic Education Management UIN STS Jambi who helped us a lot in completing this research.

### **BIBLIOGRAPHY**

1. Abd. Kadim Masaong, *Supervisi Pembelajaran dan Pengembangan Kapasitas Guru: Memberdayakan Pengawas Sebagai Gurunya Guru* (Bandung: Alfabeta, 2012).
2. Arifin, *Ilmu Pendidikan Islam Tinjauan Teoritis dan Praktis Berdasarkan Pendidikan Interdisipliner* (Jakarta: Bumi Aksara, 2011).
3. Anonim, *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (Bandung: Fermana, 2009).
4. Anwar Hafid, dkk, *Konsep Dasar Ilmu Pendidikan* (Bandung: Alfabeta, 2013).
5. Ambar Teguh Sulistyani (Editor), *Memahami Good Governance dalam Perspektif Sumber Daya Manusia* (Yogyakarta: Gava Media, 2011).
6. Armstrong, Michael, *A Handbook of Human Resource Management Practice* (London and Philadelphia: Kogan Page, 2006).
7. Danim Sudarwan, *Menjadi Peneliti Kualitatif; Ancangan Metodologi, Presentase dan Publikasi Hasil Penelitian untuk Mahasiswa dan Peneliti Pemula bidang Ilmuilmu Sosial, Pendidikan dan Humaniora* (Bandung: Pustaka Setia, 2012).

8. \_\_\_\_\_, *Menjadi Peneliti Kualitatif* (Bandung: Pustaka Setia, 2012).
9. Eka Prihatin, *Teori Administrasi Pendidikan* (Bandung: Alfabeta, 2011).
10. Euis Karwati dan Donni Juni Priansa, *Kinerja Profesionalisme Kepala Sekolah Membangun Sekolah yang Bermutu* (Bandung: Alfabeta, 2013).
11. Eshun, Cynthia & Frank K. Duah, *Rewards as a Motivation Tool for Employee Performance* (Ghana: Blekinge Tekniska Högskola, 2011).
12. Husaini Usman, *Manajemen; Teori, Praktek dan Riset Pendidikan* (Jakarta: Bumi Aksara, 2013).
13. Irjus Indrawan, Muntholib, Armida, Reward System Management On The Organizational Culture Of State University In Riau Province, *European Journal of Humanities and Educational Advancements (EJHEA)*, Vol. 2 No. 7, July 2021.
14. Jasmani dan Syaiful Mustofa, *Supervisi Pendidikan* (Jogjakarta: Ar-Ruzz Media, 2013).
15. Josephat Stephen Itika, *Fundamentals of Human Resource Management Emerging Experiences From Africa* (RB Leiden: African Studies Centre, 2011).
16. Ken Blanchard dan Garry Ridge, *Helping People Win at Work* (Jakarta: Alex Media Komputindo, 2009).
17. Lall, Madhurima & Sakina Qasim Zaidi, *Human Resource Management* (New Delhi, Excel Books Private Limited, 2012).
18. Muhammad Nurdin, *Kiat Menjadi Guru Profesional* (Yogyakarta: Ar-Ruzz Media, 2008).
19. Michael Fullan, *The New Meaning of Educational Change: Fourth Edition* (New York and London: Teachers College, Columbia University, 2007).
20. Rohiat, *Manajemen Sekolah: Teori Dasar dan Praktik* (Bandung: Refika Aditama, 2008).
21. Randall Schuler, Susan Jackson, *Manajemen Sumber Daya Manusia*, Edisi ke-9, (Jakarta: Penerbit Erlangga, 2010).
22. Sudarwan Danim dan Khairil, *Profesi Kependidikan* (Bandung: Alfabeta, 2011).
23. Sofan Amri, *Peningkatan Mutu Pendidikan Sekolah Dasar dan Menengah: dalam Teori, Konsep dan Analisis* (Jakarta: Prestasi Pustakaraya, 2013).
24. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
25. Zainal Aqib dan Elham Rohmanto, *Membangun Profesionalisme Guru dan Pengawas Sekolah* (Bandung: Yrama Widia, 2007).
26. Zakiah Daradjat, *Ilmu Pendidikan Islam* (Jakarta: Bumi Aksara, 2008).