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The Principal's Leadership in Improving Human Resource Management to Achieve Quality Islamic Educational Institutions

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Abstract

The purpose of this study was to analyze the leadership of school principals in improving human resource management in order to create quality Islamic educational institutions. The research method used is a qualitative method with a library research approach by collecting books, journals and previous research results that support the research theme, including literature on leadership which includes the leadership role of school principals, improvement of human resources, and quality Islamic educational institutions. The results of this study indicate that the principal's leadership is the most important and urgent variable in improving quality human resources and Islamic educational institutions. Improving the quality of good human resources needs to be carried out by school principals through existing activities in management functions, namely by carrying out planning, organizing, directing, and supervising all tasks that have been given to all school members, so that it will produce good performance. and will be able to realize the vision, mission, and goals of Islamic educational institutions. For this reason, for the sake of improving its quality, Islamic educational institutions need to be assisted, defended, fought for in order to be able to live and develop in this modern era.

Keywords : *principal leadership; human resources; Islamic educational institutions*

Introduction

A person's leadership acts as a driving force in the process of cooperation between people in organizations including schools. Leadership makes an organization can move in a targeted manner to achieve the goals that have been set. Leadership influences subordinates to be obedient, respectful, loyal, and easy to cooperate with. Addressing the role, functions and responsibilities, a principal leader should have a high commitment to his work in addition to being professional and dedicated. As a leader in schools, principals are individuals who are required to be able to transform their abilities through guidance, guidance and empowerment to all school residents to achieve optimal School goals.

Principals as leaders of educational institutions have a crucial role in improving the quality and empowering resources in their schools. Empowerment will moderate the relationship between empowering leadership and creativity. That leadership correlates positively and significantly with the organizational job attachment of employees. In that case, the principal is responsible for the macro management of Education, which is directly related to the learning process at school. In addition, the implementation of regional autonomy requires school principals to be able to adjust to the situation and conditions applicable to regulations in their respective regions. Based on these ideas, the principal must have skills in the field of leadership. Pradhani in his research also said that the role of the principal as an educator, manager, administrator, and supervisor is to determine the success of the principal in the professionalism of teachers who carry out continuous professional development.

Every educational institution needs human resources to meet all the activities and needs of the school, a series of activities in managing the institution needs to be done by implementing human resource management. So that the institution can meet all its needs and achieve the expected goals. According to Hasibuan, Human Resource Management is the science and art of regulating Labor Relations and roles to effectively and efficiently help realize the goals of the company, employees, and society.

James J. Jones and Donald L. Walters state that human resource management is a specialized function in the broader field of educational administration. It deals with the services that a group of individuals must perform within an institution that employs them and all activities related to them are aimed at facilitating the learning/teaching process. This gives greater emphasis to human resources, which are the most important element for operational success. Based on the opinions

mentioned above, it can be concluded that human resources in schools will be effective and successful if they can be managed properly by the principal.

An institution must have ideals that want to be achieved. This goal is achieved by utilizing existing resources, and among the most important resources is HR (human resources). Because to make quality education, especially in this case is an educational institution, then the human resources must be qualified as well. Human resources is a very vital element in every organization because the human resources factor is very dominant in the work process of the organization, then to achieve the goals of the organization needs to be held Human Resource Development is done to improve the performance, skills, behaviour and knowledge of employees.

In addition, changes that occur along with modernization both within the scope of institutions and outside institutions demand the development of human resources, so that as an investment in the organization, Human Resources play an important role in the growth of a nation. For this reason, as the main resource of an organization, full attention to human resources is a must, because dynamic environmental conditions, and employee placement, do not always lead to success, and environmental conditions that tend to change require that the organization continuously adjust and develop human resources according to organizational needs.

Islamic education institutions in Indonesia are often faced with various problems that are not light. It is known that as a system, Islamic educational institutions contain various components that are related to each other. The components of education include, Vision, Mission, Foundation, objectives, curriculum, competence and professionalism of teachers, teacher and student relationships, Learning Methodology, infrastructure, management (management), evaluation, financing and so on oldest in SNP. The various components contained in education often run as they are, naturally, and traditionally, and are carried out without careful planning and concept. As a result of this situation, the quality of Islamic education often shows a less favourable situation.

The problem seems clear in the community around us and exacerbated by the lack of proper professional Islamic educators, IE educators who in addition to mastering the material science taught properly and correctly. Also must be able to teach efficiently and effectively to the students, and must also have idealism and noble character. Idealism itself is a view that refers to the effort to realize the need for the enforcement of noble values such as honesty, justice, truth and so on. Muslim educators in general cannot be said to be professional. This is due to the existence of the average educator resources under the category of superior seeds, and more based on religious motivation, rather than professional competence.

Many Muslim educators come from non-teaching institutions and institutions. They are recruited as educators for reasons of necessity or other reasons that are far from academic considerations and professional competence. Various efforts to improve the professional competence of educators through upgrading, training, seminars, and so on still have not shown the expected results, considering that these activities often deviate from the expected goals and objectives. Other efforts made to improve the quality of teachers through the diploma II(D-2) and Diploma III(D-3) programs organized by the Ministry of Religious Affairs in the last ten are also not expected to improve the quality of teachers. This happens because of the lack of motivation to improve knowledge and lack of support infrastructure as well as the quality and quantity of teachers D2 and D-3 programs have succeeded in making participants aware of the need for diplomas to increase class and status, but have not been balanced with the awareness of the need to improve the quality of human resources educators.

Quality problems always have implications for the selling value of an educational institution. The achievement and capacity of the institution become highly dependent on the quality of learning, facilities and infrastructure, supporting facilities, teachers and students, and learning outcomes. The more quality graduates produced, the sales value and interest to enter the educational institution are increasing. Conversely, if low quality results in low graduate quality, it also has an impact on low interest and absorption into educational institutions. This is what makes the quality of education very important for an educational institution.

Improving the quality of education is not only in one aspect, but includes all aspects related to the educational process ranging from input (input), to process and output (output). One of the benchmarks of such improvement is the improvement of good management aspects. If management has been applied properly, any institution including educational institutions will be able to produce quality performance and work.

Method

The method and type of data collection in this study is to study the library (library research) by collecting books, journals and previous research results that support the research theme, including literature on leadership that includes the leadership of the principal, improvement of Human Resource Management and the creation of quality Islamic educational institutions. Library research interprets the

data description analysis, and data analysis techniques of this study using a descriptive analysis approach.

Stages begin with reducing data from library sources, then organizing and presenting data, verifying then ending with concluding the data to answer the formulation of the problem. This study emphasizes more on meaning and value-bound. Qualitative research is carried out in natural conditions and is a discovery. Broadly speaking, the reading sources in the library can be divided into two groups, namely general reference sources and specialized reference sources.

Results and Discussion

The essence of Management and leadership

Before discussing Human Resource Development Management, it is better to explain in advance the general understanding of management. It is intended to know in advance what is called management, which will then be juxtaposed with the word human resources. Etymologically, the word management comes from the word to manage which means to organize. The term management has been interpreted by various parties with different perspectives, such as administration, management, governance, management, coaching, leadership, leaders, governance, and so on. In Webster's New Collegiate Dictionary, the word manage is described as "manus " or hand. The word manage in the dictionary means guiding and supervising, managing business or Affairs, or achieving a specific goal. According to Covey, Leadership is the core of management because leadership is the driving force of all the resources and tools available to an organization". These resources are classified into two parts: (1) human resources and (2) non-human resources.

As the highest leader in the school, the duties of the principal include 3 aspects, namely: 1) procurement of Personnel, 2) utilization of personnel already owned, and 3) coaching and development. In the procurement of personnel, the principal must conduct a job analysis so that the person will suit the needs of the school. Once that is done, then the new school held the necessary personnel. For state schools, they cannot recruit themselves, but propose the appointment of new staff to the immediate supervisor (Education, Youth, and Sports District/City). Principals in the coaching and development of personnel owned can be done by increasing professionalism, career coaching, and improving welfare. This step will certainly affect the contribution of educators and education or human resources owned by the school in achieving school goals.

Furthermore, in Islam, because leadership is closely related to the achievement of ideals, leadership must be in the hands of a believing leader. Leadership is defined

as the ability of a person so that he gained respect (respect), recognition (recognition), and loyalty (loyalty) to lead his group in life together towards the ideals. To be able to produce a leader who can bear the mandate entrusted to him, according to Imam Al-Mawardi in his book, *Al-Ahkam As-Sulthaniyah*, it takes someone firm in faith and *taqwwa*, Noble in character, able to be fair and honest, knowledgeable (*fathonah*), competent, consequently bear responsibility (*amana*), physically and spiritually healthy, dare to uphold the ma'ruf and prevent the *Munkar*. The last requirement is courage because without courage all the previous qualities will not be able to run effectively.

It can be understood that the perception of leadership in Islam is the attitude of a leader who can bear the trust that is trusted to him, sturdy faith and *Taqwa*, noble morals, able to be fair and honest, knowledgeable and intelligent (*fathonah*), competent, consequently bear responsibility (mandate), physically and spiritually healthy, dare to uphold the good and prevent the bad and have the courage, all the previous qualities will not be able to be run effectively.

Objectives and scope of Human Resource Management

Discussion of Human Resource Management is that humans are the most important element in all organizations, the success of the organization in achieving its goals and objectives, as well as to achieve optimal meaningfulness of human resources, it is necessary to manage with clear objectives. Management objectives can be seen from the lowest level, namely, the personal level (personal objective), up to a higher level, namely functional objectives (function objective), continued to organizational objectives (organizational objective), and the peak for community service nationally and internationally (society objective).

Every organization sets certain goals that they want to achieve in organizing their resources including human resources. The exact purpose of Human Resource Management is very difficult to formulate because it is varied and depends on the stages of development that occur in each organization. here is an explanation of each level of human resource management objectives including;

- a. Personal objective: the personal objective is to help human resources to achieve their individual goals. These individuals range from highly technical to aspirational, and from short-term to long-term goals. The objectives are technical, each individual is reflected in the real activities and contributions themselves to the organization, while the aspirational goals are reflected in the motivation and satisfaction in the organization. The individual's short-term goals are generally to

achieve the fulfilment of basic needs such as eating, drinking, and clothing, up to the higher-level needs of self-actualization (see Maslow's theory).

While long-term needs are spiritual needs to achieve goals in the afterlife, these long-term needs are reflected in his belief that the attainment of worldly goals (especially work) is only a temporary lasting goal later in the afterlife.

The self-educator's personal goals can be shown that he works for a living to meet the needs of the family. However, in the long term, he worked in the field of education because it is based on the motivation to increase productivity owned by the encouragement of a belief that as an educator is a call to live solely to practice knowledge to deliver better generations, and thus this will get a reward that will not be broken until the hereafter.

- b. Functional objectives the functional objectives of Human Resource Management are those that maintain the contribution of the parts of the organization so that human resources in this part can perform their duties optimally. Each human resource will have its functional meaning if its management can meet the objectives of the organization's demand. Thus, management is in charge of optimizing so that each human resource can contribute to the part of the tasks and functions that are carried out well and on target. The functional purpose of Human Resource Management is to ensure that teachers are not late in class and that teachers are well prepared. In other words, the functional objective is to maintain and facilitate so that the teacher can carry out their duties optimally according to their tasks and functions.
- c. Organizational objectives the organizational objectives of Human Resource Management are the goals related to the effectiveness of the organization. This organizational goal is reflected in the achievement of organizational performance and productivity. If the organization is a school, the organizational goal is the level and quality of school graduates. The level and quality of school graduates are highly dependent on the performance and productivity of educators and education personnel in schools, in addition to also depending on other sources. Improving the quality of education is not only in one aspect, but includes all aspects related to the educational process ranging from input (input), to process and output (output). One of the benchmarks of such improvement is the improvement of good management aspects. If management has been applied properly, any institution including educational institutions will be able to produce quality performance and work. For example, the organizational goals of educators and educational personnel are to serve and optimize parts of the organization (such as student management) to achieve School goals.

d. The purpose of the society is to meet the needs and challenges that arise in the community so that the organization is expected to provide benefits or benefits to the community. The achievement of community goals is the impact (outcomes) arising from the achievement of previous goals, namely organizational goals. The achievement of the goals of the educational community is reflected in the success of the generation produced by the school as citizens who are much more qualified than the community in the previous generation.

The purpose of human resource management education as stated above shows that purpose is different from the purpose of Human Resource Management in other fields such as in companies or factories. The purpose of Human Resource Management in a company or factory is more to achieve organizational goals, namely the production of high production to get financial benefits (profit). The difference in the orientation of human resource management goals will have an impact on activities carried out in various fields, especially in the field of Education.

The purpose of Human Resource Management in the field of education as stated by Astuti in the Ministry of National Education states that human resource management aims to meet the needs of educators and education, develop and empower educators and education to obtain optimal *maslahat* value for individual educators and education concerned, schools and communities it serves.

Human Resource Management is implemented to realize a healthy school, which is a school that has the number and qualifications of educators and education in accordance with the load and school tasks in it. Human resource management should support the school's level of resilience, growth, productivity and competition. Based on some of these descriptions, it can be seen that the purpose of educational Human Resource Management is the achievement of the performance of educators and Educational Personnel, creating harmonious working conditions without compromising the human elements involved in educational activities. Human Resource Management is carried out so that educators and education personnel can carry out their duties well so that they can achieve individual goals, functional goals, organizational goals, and community goals.

Development Improve Human Resource Management

In educational institutions such as schools, the resources owned are quite numerous and complex. According to Ruswandi Hermawan, that educational resources in schools can be grouped into the following: 1) non-human resources that include school programs, curriculum, and others; 2). Human Resources (HR) which

includes principals, teachers, staff, other education personnel, students, parents of students, and people who have concern for the school; 3) Physical Resources (SDF) which includes buildings, rooms, equipment, educational aids, learning time, and physical appearance of the school; 4) financial resources (SDK) which includes the overall school management funds received from the government and the community. All resources owned by the school must be able to be managed properly by the principal as its manager.

Human resource management considers that employees are the main wealth that an organization has that must be well managed. Therefore, Human Resource Management is more strategic for the organization in achieving the goals that have been set. An organization in realizing its existence in order to achieve its goals requires effective human resource planning. An organization according to Rivai that without the support of appropriate employees, both in terms of quantitative, qualitative, strategy and operations, the organization/company will not be able to maintain its existence, develop and advance the organization in the future. As the first and main factor in the development process, human resources have always been the subject and object of development. The administrative process is also greatly influenced by Human Resource Management. According to Ermayana in Fathoni put forward the classification of human resources, namely:

1. Human beings or people who have the authority to set, Control, and direct the achievement of goals are called administrators.
2. Human beings or people who control and lead the effort so that the process of achieving the objectives implemented can be achieved in accordance with the plan, called managers.
3. Human beings or people who meet certain requirements, appointed directly to work in accordance with their respective fields of Duty or position held. The increasing role of Human Resource Management is due to the organization's belief in its strategic role for the competitive success of the organization.

Competitive advantage is highly dependent on innovation, innovation itself is influenced by the motivation and morale of employees or employees, the attitude of employees or employees is the result of forming the human resources it has. Because of the important role of human resources in the implementation and achievement of organizational goals, human resource management must pay attention to several aspects, such as aspects of staffing, training and development, motivation and maintenance, which in more detail stated.

A human resource in an educational institution must have a lot of material, because it is not easy to be a qualified human resource in an educational institution.

A human resource person must be smart in electronics so as not to be out of date. A human resource person must also be able to regulate the effectiveness of learning. The lack of human resources in an educational institution, also greatly affects the effectiveness of learning. Because with the lack of human resources many teachers have double duty, and it greatly interferes with the effectiveness of learning.

Creating quality Islamic Educational Institutions

For any educational institution quality is a central issue that needs to be considered. According to Ismail, the implementation of Quality Management in education requires good and professional management, good organizational management and the provision of adequate personnel in carrying out good processes so as to produce quality and high-quality output.

In terms of quality and quality of education there is a standard specified in the national standard of Education. The national standard set is a standard that has been reviewed and can be achieved by every educational institution in Indonesia. The concept of National Education standardization has implications for improving the quality of education, so it is hoped that the existence of national standards can motivate schools to provide the best service for students in their educational environment. Therefore, quality assurance must continue to be carried out to achieve national educational standards. The essence of quality assurance is a systematic plan and action in providing confidence in quality. In this activity, the main goal is the improvement and efforts to achieve national standards of Education and make improvements. Based on the quality assurance model, the quality assurance process contains 4 functional characteristics, namely, standard setting, standard fulfillment, evaluation, and quality improvement.

In this regard, Islamic education institutions need to conduct a self-evaluation to find out where the quality assurance process is carried out in each Islamic education unit. How many Islamic educational institutions that have been accredited and meet the standards and how many Islamic educational institutions that have stepped up the stages of improving the quality of Education. This evaluation is important to know the position of Islamic educational institutions in the national standard of education that has been established. Problems that often appear in the management of Islamic educational institutions are aspects of management, leadership, human resources, financial, and institutional aspects. Therefore, there are several efforts that can be made in improving the quality of Islamic education.

In management, there are still many Islamic educational institutions that have not adopted modern management in the management of Education. However, it has begun to appear that *pesantren* and madrasah began to use modern words and the use of foreign words in the name of the institution and its program of activities. In fact, the point lies in the managerial process not in the name and program. In terms of leadership and human resources is also a problem in itself, there are still many who do not meet the minimum academic qualifications required. This requires educators and education personnel to follow education, but the reality is still far from expectations of quality improvement because the new goal is just to meet the demands of the law. Similarly, the financial aspects that still need support from various parties and the development of Islamic educational institutions to be more professional.

Referring to the Juran trilogy, the quality of Islamic educational institutions can be improved by revamping the aspects of quality planning/quality, quality control/quality, and quality improvement/quality. The main content of quality planning is to identify the needs of the community towards Islamic educational institutions such as boarding schools and madrasahs. What is expected of its graduates as well as what urgent needs are faced by Muslims. Furthermore, Islamic educational institutions must translate that need into a program of activities, and develop steps in the process of implementing the program to produce quality learners.

The stages of quality control in Islamic education can be interpreted as a process to ensure that the implementation of the program has been carried out properly. Operational aspects run in accordance with established planning. Students are able to demonstrate the expectations set forth in the graduate competency standards. Then as a follow-up, the need for evaluation for quality improvement becomes a process for institutions to maintain quality and improve by making new breakthroughs that are in accordance with the demands of the Times. The Islamic education curriculum must be able to answer the challenges of the times, so it is necessary to develop the Islamic education curriculum continuously.

Revamping aspects of the subject matter up to date, revision of models and learning methods carried out simultaneously with improving the quality of teachers in madrasahs and boarding schools. Learning more leads to solving actual problems in society based on the foundation of the Qur'an and Hadith. So that Islamic education becomes the answer to the problems faced. This will increase the attractiveness of Islamic educational institutions. Fullfilment of facilities and infrastructure is also not less important. The development of religious material in the

review of modern scientific theory needs to be put forward as a reinforcement for students and produce marketable graduates.

Conclusion

Leadership is a requirement of social life, so it becomes an urgent need of society at all times. Educational institutions are entering a period of very strong competition, visible and invisible. Thus, the presence of a leader who can understand the spirit of the Times is needed, namely a figure who has ideas and can apply them in managerial activities, as well as the sharpness of vision and sensitivity to changes in the organizational environment very quickly. The presence of such leadership will improve the overall performance of the educational institution.

Furthermore, in overcoming the empowerment of human resource management, namely improving the competence and conventionalism of educators and education through training and certification, procurement of books and teaching aids, procurement and improvement of educational facilities and infrastructure, and improving the quality of school management. Especially in the management of Islamic educational institutions which is one of the important aspects of life support to build civilization and make people better and characterful and full of “pleasure” of Allah SWT.

Quality improvement must be done thoroughly by using and empowering all aspects of existing resources. The basic strategy to improve quality on an ongoing basis is through the improvement of all objects worked on in Islamic Education Management, ranging from improving education personnel, students, curriculum, learning process, educational infrastructure, finance and including its relationship with the community. All educational management programs and activities must also be directed to the main goal, namely customer satisfaction, and what management does is useless if it does not give birth to customer satisfaction, both external and intern

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