

Implementation of Human Resource Management at SMAIT Al-Fityan School Gowa, Gowa Regency

Idris Amiruddin¹, Misykat Malik Ibrahim², Mardhiah³

Manajemen Pendidikan Islam, Pascasarjana UIN Alauddin Makassar, Indonesia ⁽¹⁾

Pascasarjana UIN Alauddin Makassar, Indonesia ^{(2), (3)}

DOI: <https://doi.org/10.62872/4nsc1315>

Abstrak

This study aims to analyze the planning, implementation, and supervision of Human Resource Management (HRM) at SMAIT Al-Fityan School Gowa, Gowa Regency. A qualitative approach with phenomenological methods is used to collect data through interviews, observations, and documentation from related parties. The results of the study show that MSDM planning involves several stages, such as recruitment through meetings, distribution of pamphlets, file collection, interviews, probationary periods, and announcements. The selection is carried out in two stages: administration and interview. Orientation lasts from a probationary period to basic and advanced training for six months. The placement of educators is adjusted to their expertise in teaching, communicating, mastering technology, and management. Training and development are divided into general and religious training. The implementation of MSDM in this school runs systematically and structured, especially in recruitment, selection, orientation, placement, as well as training and development of educators. Supervision is carried out by school principals, directors, education offices, and international supervisors (intertek). The implication of this study is the importance of more attention from the foundation, especially on continuous professional training and development, to improve competence and innovation in teaching methods. Thus, educators can increase competence, job satisfaction, and better career development opportunities.

Keywords: Implementation And Supervision; Implementation Of Human Resource Management; Planning

Copyright (c) 2024 Idris Amiruddin¹, Misykat Malik Ibrahim², Mardhiah³.

□ Corresponding author : Idris Amiruddin

Email Address : idrisamiruddin20@gmail.com

Received October 6, 2024, Accepted October 22, 2024 Published October 27, 2024

Introduction

SMAIT Al-Fityan School Gowa, Gowa Regency is one of the Islamic educational institutions with private status and holds A accreditation, so it is one of the proofs that the educational institution is of quality. In addition, this educational institution is able to produce outstanding students and is able to compete with other educational institutions. In addition, SMAIT Al-Fityan School Gowa, Gowa Regency is able to produce quality graduates so that they can be accepted into quality universities. In addition, this educational institution is able to develop human resources so that the performance of educators continues to increase, which also affects the learning process and student achievement. So it is not surprising that the achievements and quality of the school continue to increase and are able to attract students.

Education is a universal activity that takes place in human life, in essence education is a human effort to preserve and improve the quality of life obtained through a long learning process (Abidin & Maizah, 2023). Education is not only providing academic knowledge, but also forming characters and skills that are essential for economic growth and through education humans can know what is not yet known and through education humans can form their identity (Kardina & Magriasti, 2023).



Creative Commons Attribution-ShareAlike 4.0 International License:

<https://creativecommons.org/licenses/by-sa/4.0/>

The high and low quality of education will be influenced by the quality of the learning process provided by the teacher, because it is directly guided and fostered by the teacher. For this reason, teacher human resource management must be improved or improved in quality so that they become professional and quality teachers. Human beings are a very important resource in the efforts of an organization, institution, or government or private agency to achieve goals and success. Human resources are defined as all the people in an institution who contribute to the running of the organization, so they need full attention in order to be able to carry out their respective duties well. According to Eri Susan, Human Resources are essentially human beings employed in an organization as a driver, thinker and planner to achieve the organization's goals (Susan, 2019)

Human resources play a very important role because they are the main driving factor in determining the success of an agency. Management is a process to organize something done by a group of people or organizations to achieve the organization's goals by working together to utilize the resources they have (Burhanudin & Rahmat, 2019).

HR management is a matter that includes the coaching, use and protection of human resources both in working relationships and those who are self-employed (Susan, 2019). From the definition above, it can be understood that human resource management can be interpreted as the source of power that comes from humans that can be used by an organization to achieve a goal. Therefore, human resources must be improved in quality and competence. Human resource management is an inseparable part of the management of an organization. Its use is to increase people's contribution to the organization in strategic, ethical and social ways and can be accounted for to achieve goals. The quality of human resources has an important role in improving services. In realizing quality service, employees must have a strategy, namely preparing themselves to be servants for the entire community. However, these services are still faced with the problem of low quality and quantity of employee performance in carrying out their duties and responsibilities (Pata, 2017).

Every organization in the field of human resource management certainly wants to have quality human resources at all times in the sense of meeting the competency requirements to be utilized in an effort to realize the vision and mission to achieve the short-, medium-, and long-term goals of the organization. Therefore, every employee in an organization must have characteristics as stated by Edy Sutrisno as follows: 1). Have full knowledge of their duties, responsibilities, and authorities; 2). Have the necessary knowledges, related to the full implementation of their duties; 3). Able to carry out the tasks carried out by the student because they have the required expertise and skills; 4). Be productive, innovative, creative, willing to cooperate with others, trustworthy, and loyal (Sutrisno, 2014).

Educational institutions have many resources involved in them, including: people, facilities and infrastructure, costs, technology and information, but the most important thing in education is human resources, both educators such as teachers and education personnel such as administrative personnel. As the first and main factor in education, human resources have always been the object of development. Even the administrative process is greatly influenced by human resource management (Ainin Nugrah, 2022). The importance of professional human resource management (HR) in educational institutions emphasizes the main role of educators and education personnel as the spearhead in driving all activities in schools. The effectiveness and quality of education is highly dependent on their performance, so HR management must be improved on an ongoing basis. This includes improving skills, understanding, and support to ensure that educators and education staff can function optimally in guiding and supporting learners (Hasibuan & Malayu, 2020).

Based on the description above, the researcher will conduct a study to describe the research findings on Human Resource management by looking at the results of improving the performance of educators and education personnel. Through the above presentation, this study aims to (1) analyze the planning of Human Resource Management at SMAIT Al Fityan School Gowa, Gowa Regency. (2) analyze the Implementation of Human Resource Management at SMAIT Al Fityan School Gowa, Gowa Regency. (3) analyze the Supervision of Human Resource Management at SMAIT Al Fityan School Gowa, Gowa Regency.

Methodology

This research uses a qualitative approach. According to Bodgan and Taylor, qualitative research produces descriptive data in the form of written and spoken words from the behavior of the observed people. Moleong added that qualitative research aims to understand the phenomena experienced by the research subjects, such as behavior, perception, and motivation. The data produced is in the form of

descriptions in words and language in natural contexts. Qualitative research is used to understand the phenomenon in depth with descriptive data that is analyzed inductively, such as in the research at SMAIT Al Fityan School Gowa. This research was conducted at SMAIT Al Fityan School Gowa, South Sulawesi, because this school is part of the Al Fityan Foundation and has professional educators. SMAIT Al Fityan School is also a driving school in South Sulawesi Province, making it ideal for studying the application of human resource management. This location was also chosen because of the easy accessibility for researchers to obtain data and information.

The research approach used is a phenomenological approach to understand the meaning of the subject's experience consciously to the observed phenomena, such as the implementation of independent curriculum management at SMAIT Al Fityan School Gowa. This approach allows researchers to explore the clarity of phenomena in natural situations. Furthermore, the source of this research data uses primary and secondary data. Primary data was obtained through observation and direct interviews with the principal, Vice President of Public Relations, Head of Administration, and educators at SMAIT Al Fityan School Gowa. Secondary data comes from related documents, such as school profiles, student data, teacher data, and records of the implementation of human resource management.

The data collection method is carried out through observation, interviews, and documentation. Observations are carried out in a structured manner to observe the implementation of student management and extracurricular activities. In-depth interviews were conducted with related parties to explore information about the implementation of human resource management. Documentation in the form of photos, reports, and relevant notes is also collected to complete the data. Furthermore, the research instruments used include observation guidelines, interview guides, and recording tools such as tape recorders and cameras. This instrument is used to document data from interviews and observations conducted in the field.

The data was analyzed qualitatively descriptively through three stages: data reduction, data presentation, and conclusion drawn. Data reduction is carried out by compiling relevant data in certain categories, while data presentation is systematically arranged so that it is easy to understand. Conclusions are drawn based on data that has been processed to provide solutions to research problems. And the validity test of data is carried out through triangulation, which uses various sources, techniques, and time to ensure the credibility of the data. Source triangulation involves interviews with different informants, triangulation techniques check data with observation and documentation, while time triangulation involves retesting data at different times.

Result and Discussion

A. Human Resource Management Planning at SMAIT Al-Fityan Gowa School, Gowa Regency

SMAIT Al-Fityan School Gowa is one of the Islamic-based formal schools that serves students from TKIT to SMAIT levels. The school has a commitment to providing quality Education that not only equips students with science and skills, but also shapes students' character and spirituality. Therefore, careful planning is needed in terms of human resources and school programs.

Planning is the earliest function of the entire management function. Planning is an activity process that systematically prepares the activities that will be carried out to achieve the goals (Machali & Hidayat, 2016). HR planning is carried out through the identification of human resource needs in educational institutions. With good planning, recruitment, selection, orientation, placement, training and development, as well as other activities related to human resources are more directed. Among the benefits of this planning is that the organization can make better use of the existing human resources in the organization, the work productivity of the existing workforce can be increased and this HR planning is related to determining the need for labor in the future, both in terms of number and qualifications. Thus, the needs of human resources in an institution are really well planned so that they support all programs in the institution (Werdiningsih, 2021).

In this case, the purpose of planning in human resource management is to obtain quality human resources, utilize human resources effectively and maintain existing human resources (Zulkipli, 2022). Planning is the initial stage in carrying out an activity, so that all activities that have been planned can run effectively and efficiently as well as human resource management planning at SMAIT Al-Fityan School Gowa, Gowa Regency.

1. Human Research Recruitment

Recruitment is the process of finding, finding, inviting and appointing a number of individuals, both from inside and outside the organization, as prospective workers with certain conditions in accordance with human resource planning. This process is also an effort to obtain the necessary human resources to fill vacant positions. As stated by Mr. Hairil Takbir, S. Pd., Gr, Principal of SMAIT Al-Fityan School Gowa, he stated that:

"When there is news about educators or education staff who leave or terminate their employment relationship, the first thing to do is that the deputy director of the 2 academic and human resources sections will call and hold a meeting with the Idarah Assembly, this Idarah Council is all the heads of madrasas in the Foundation from the kindergarten, elementary, junior high and high school levels. So what needs to be discussed in the meeting is the preparation of HR Recruitment from preparing school criteria, making pamphlets, collecting files, interviews, micro teaching tests, trials, probationary periods to announcements" (Takbir, 2024).

In line with that, Mrs. Hasrianti, S.H.I., S.Pd Deputy Principal of Public Relations at SMAIT Al-Fityan School Gowa, Gowa Regency, revealed that:

"The recruitment of educators and education personnel is carried out when there are employees who leave, so the recruitment schedule is uncertain depending on needs. The recruitment process began with the distribution of pamphlets that had been agreed upon in a leadership meeting attended by the director, deputy directors of the 2 academic/HR sections and the Idarah Assembly, after the appearance of pamphlets, distribution of pamphlets, collection of files, interviews, trial period to announcement" (Hasrianti, 2024).

In line with that, Mr. Mulyadi Mustakim, S. Kom as the Head of Administration of Smaıt Al-Fityan School Gowa, explained that:

"The recruitment process for educators and education personnel is regulated by the Foundation, from the director and then the deputy director of the two academic and human resources sections along with the Idarah Council, as far as I know, after the discussion meeting, a pamphlet or registration brochure will appear where the registration schedule for file collection, announcements, positions needed, criteria needed and requirements needed" (Mustakim, 2024).

Based on the above statement, it can be known that in the Human Resource Management Planning at SMAIT Al-Fityan School Gowa, Gowa Regency, there are several things that need to be considered, namely: first, Recruitment carried out at SMAIT Al-Fityan School Gowa, Gowa Regency does not have a fixed time in its implementation, because recruitment will be carried out when there are teachers who will leave or be laid off. Second, before carrying out the principal recruitment process, first hold a meeting with the Idarah Council which brings together all principals from the TKIT to SMAIT levels, the director and deputy director II of the academic and human resources section. Third, one of the things discussed in the idarah assembly is related to the agreement on the pamphlet that will be distributed which contains information about the registration schedule, position, criteria and requirements needed. After that, the distribution of pamphlets, the stage of collecting files, interviews, probationary periods, trials and announcements were carried out.

Educators and Education personnel are the most important part and cannot be separated from formal educational institutions, educators are one of the factors that determine the success of students. Meanwhile, education personnel are the control holders who regulate school administration affairs. Therefore, in preparing professional educators and education personnel, every educational institution is required to have abilities and competencies in accordance with their fields and professions.

The purpose of the recruitment process for educators and education personnel is to find human resources who have abilities in accordance with the fields needed so that educators are able to teach optimally and education personnel can perform tasks according to their abilities. The implementation of the recruitment of educators and education personnel carried out by formal and non-formal educational institutions to sort out competent and experienced educators and education personnel, this is an important task for the management of educational institutions because it is very crucial and requires great responsibility. Because the quality of human resources is highly dependent on the recruitment procedures that are carried out.(Agia & Sudrajat, 2023).

2. Selection

The next step after the recruitment process is the selection process. Seleski is a series of activity steps used to decide whether an applicant is accepted or not in a job. The selection process carried out

at SMAIT Al-Fityan School Gowa, Gowa Regency, is divided into two, namely administrative selection and interview. As stated by Mr. Hairil Takbir, S. Pd., Gr, Principal of SMAIT Al-Fityan School Gowa, he stated that:

"The interview exists, and there are several processes and stages that are passed at the time of the interview, now if the prospective employee has been declared to have passed the file verification, he will be called to conduct an interview. This interview process starts from the director then to deputy director 1 deputy director 2, this is about the theme of academic insight after that there is a theme about religion that is interviewed by the Musyrif Tarbawi team. If everything has passed that, the last interviewer is at the head of the unit or head of the madrasah. The process here is not finished because there are still further stages, there is still a 2-week trial and a 6-month trial period" (Takbir, 2024).

In line with that, Mrs. Hasrianti, S.H.I., S.Pd Deputy Principal of Public Relations at SMAIT Al-Fityan School Gowa, Gowa Regency, revealed that:

"There is an interview test, this interview test follows many stages in the academic or insight interview conducted by the director, deputy director I, deputy director II after that there is a religious test carried out by the tarbawi musyrif and the last one by the principal" (Hasrianti, 2024).

In line with that, Mrs. Sitti Raehana, S.Pd., M.Pd, Gr as an educator of Al-Fityan School Gowa, explained that:

"Well, there is, the interview test is carried out after the participant is declared to have passed the data verification. This interview test is carried out in several stages in academic tests, administrative tests and microteaching tests carried out by the Foundation from the director, deputy director I, deputy director II, idarah council and tarbawi musyrif " (Raehana, 2024).

Based on some of the statements above, it can be seen that in the Human Resource Management Selection at SMAIT Al-Fityan School Gowa, Gowa Regency, it is carried out in two stages, namely administrative selection and interview selection. The administrative selection in question is in the form of a job application letter, curriculum vitae, 4x6 size photo pass, fc KTP, fc KK, fc Diploma, fc transcript, health certificate and other supporting files such as certificates and charters. The interview selection will be carried out when the participant is declared to have passed the administrative selection. The interview selection is divided into two types, namely the first academic interview or insight conducted by the Director, deputy director I of the facilities and infrastructure section, deputy director II of academic and human resources. Then the second was a spiritual interview by the Musyrif Tarbawi team. Included in the tarbawi musyrif team are teachers who are selected and have abilities in the field of religion.

Apart from the recruitment process, the next stage that is important to do and pay attention to is the selection stage. Selection is a process of seeking information about prospective educators and education personnel who then determine who is worthy or not to be accepted as an employee of an educational institution. From the selection process, educational institutions obtain human resources who meet the criteria to perform certain tasks (Dian Adelia et al., 2023).

3. Orientation

The next step after the selection process is the orientation process. Basically, orientation is the process of introducing the background of the school, the individuals in the school to create a more intimate harmony in order to achieve goals according to common expectations. As stated by Mr. Hairil Takbir, S. Pd., Gr, Principal of SMAIT Al-Fityan School Gowa, he stated that:

"Well, there is, the orientation of new educators and education personnel, namely following the trial period and trials, after passing it, there is still training that must be followed, which is divided into 2, there is a name called basic training (PD) which is carried out for 3 days and there is also training II, but at an uncertain time, sometimes it can be 1 or 2 months after the basic trainer is also carried out for 3 days. In the Basic Training (PD), the topic is about self-commitment, school discipline, employee obligations, and employee rights, for training II it discusses the development of self-efficacy and IT-based development" (Takbir, 2024).

In line with that, Mr. Mulyadi Mustakim, S. Kom as the Head of Administration of SmaIt Al-Fityan School Gowa, explained that:

"There is orientation, the orientation period starts from the trial and trial period after there is still advanced training for new employees, namely basic training (PD) and Training II, if the

new employee has been declared passed, then it is mandatory to take part in this training starting from basic training which is carried out for 3 days and also with training II which is carried out for 3 days but has a different period of time. The material in the basic and second training is different, for the basic training it only discusses the code of ethics and personnel regulations while the second training discusses the development of self-development and character" (Mustakim, 2024).

In line with that, Mrs. Sitti Raehana, S.Pd., M.Pd, Gr as an educator of Al-Fityan School Gowa, explained that:

"The orientation period for new educators and education staff has started from a trial for a week and a trial period of 6 months or one semester. After passing that and having passed the announcement, there is still advanced training for new participants, namely basic training which is carried out for 3 days and training II is also carried out for 3 days and is carried out at different times. The topics of discussion presented in the basic training discussed school rules and employee codes of ethics while training II discussed character building, insight development and IT" (Raehana, 2024).

Based on some of the statements above, it can be seen that the orientation stage of Human Resource Management at SMAIT Al-Fityan School Gowa, Gowa Regency, is carried out during a trial period of one week and a trial period of 6 months or semesters. After going through these two periods, there are still training stages that must be followed, which are divided into 2, namely basic training (PD) which is carried out for 3 days and training II which is also carried out for 3 days but in an uncertain time span.

Orientation is the introduction and adaptation to a new situation or environment. Orientation is an activity carried out to introduce new employees to the work environment, tasks and personalities in their environment. Educators and education staff who have just entered the school are greeted with introductions to colleagues. Introduction to the education system, school culture, habits that have become the madrasah code of ethics such as welcoming students at the school gate, greeting and shaking hands with colleagues when meeting, figuring each other between teachers (Hilwah, 2020).

4. Placement

The next step after the onboarding process is the Placement process. Placement is the activity of placing individuals who have passed the selection in certain positions in accordance with the job description and position classification that has been determined. As stated by Mr. Hairil Takbir, S. Pd., Gr, Principal of SMAIT Al-Fityan School Gowa, he stated that:

"At Alfityan Gowa School, position placement for new employees is highly prioritized on the match between the abilities and expertise possessed by employees and the positions we need. This process begins with an initial evaluation of the educational background, work experience, as well as the results of competency tests and interviews conducted during the selection. We identify specific skills that new hires have, such as teaching skills, communication skills, technology mastery, or managerial skills. Once these abilities and expertise are identified, we match them with the needs that exist in the school, both in the field of teaching and administration" (Takbir, 2024).

In line with that, Mrs. Sitti Raehana, S.Pd., M.Pd, Gr as an educator at SMAIT Al-Fityan School Gowa, explained that:

"In the placement process, it is clear because the participant who registers himself is according to his ability and expertise with the position needed. After these needs are determined, we evaluate the needs and selection of prospective teachers through various stages, such as administrative selection, competency tests, and interviews" (Raehana, 2024).

Based on some of the questions above, it can be concluded that, the placement of educators and education staff at SMAIT Al-Fityan School Gowa must pay attention to the suitability between the abilities or expertise possessed and the position needed. The skills intended in this case are such as teaching skills, communication, mastery of technology or managerial skills.

Job placement is very important in improving the performance of educators and education personnel. Therefore, in supporting educational goals, job placement must be considered. It is impossible for educators and education personnel to have low performance if they have jobs that are in accordance with their expertise. The things that need to be considered in job placement are: (a) academic

achievement, (b) experience, (c) skills, (d) physical and mental health, (e) marital status, and (f) age (Harianto & Kharisma Rohmatulillah, 2022).

The placement of human resources must be in accordance with the employee's expertise, because with the right placement it will cause employees to work well, employee morale will increase, employee work performance will increase, and employees will be more satisfied with the position given according to their abilities and expertise. The effectiveness of placement must be able to minimize the possibility of chaos for employees and a business. To reduce chaos, promotion and transfer decisions must be made according to the selection steps when the placement is established, new employees must get an introduction to reduce anxiety and accelerate socialization and the learning process (Pratiwi et al., 2023).

5. Training and Development

The next step after the Placement process is the training and development process. Training and development, both have similarities, namely providing teaching in increasing knowledge, skills and changing attitudes so that organizational goals can be achieved effectively and efficiently. While the difference lies in the weight of the program material. This development training program has also been implemented at SMAIT Al-Fityan School Gowa, Gowa Regency, as stated by Mr. Hairil Takbir, S. Pd., Gr, Principal of SMAIT Al-Fityan School Gowa, he stated that:

"There are a lot of training programs at the school here, even every week they are held. First, general training/workshops and this is routinely carried out with various themes that are in accordance with the needs in the field, namely the competency section that discusses and relates to pedagogic, personality, social and professional competence. And there is also training on spirituality. which is carried out by Musyrif Tarbawi The existing training is Liqo' (Study) which is carried out 2 times a month and there is also called increasing Rukhiyah which is carried out once a month" (Takbir, 2024)

In line with that, Mrs. Sitti Raehana, S.Pd., M.Pd, Gr as an educator at SMAIT Al-Fityan School Gowa, explained that:

"Well, training and development at this school are often carried out almost every week. There are many kinds of training carried out and held by schools such as teacher competency training, curriculum, parenting and psychology with different speakers² and there is also a kind of training or association that is also held by the Musyrif Tarbawi team, namely LIQO', which is an association or assembly in the form of recitation and memorization activities. And there is also LIQO MAHTU which is carried out by all educators and education staff in schools from the TKIT to SMAIT levels."(Raehana, 2024)

In line with that, Mrs. Hasrianti, S.H.I., S. Pd Deputy Principal of Public Relations at SMAIT Al-Fityan School Gowa, Gowa Regency, revealed that:

"Training and development exist and are routinely carried out in this school, in this school there are two types of training, some focus on competence and spirituality. For competency training, it is carried out almost every week from different speakers, usually local speakers or teachers at competent schools. Furthermore, the spiritual part or religious part is carried out by the tarbawi musyrif with religious training, recitation and liqo'."(Hasrianti, 2024)

Based on some of the questions above, it can be concluded that training or development at SMAIT Al-Fityan School Gowa, Gowa Regency is carried out routinely every week. The training carried out is divided into two types, namely general training related to pedagogic competence, curriculum, parenting and psychology. And religious training called Liqo' which contains recitation activities or memorization deposits.

Training and development is one of the efforts to provide education for educators and education personnel. This means that education is all efforts to foster personality and develop human resource abilities both physically and spiritually, which lasts a lifetime, both inside and outside school. Training is a part of education that concerns the learning process to acquire and improve skills outside the prevailing education system, in a relatively short period of time and with methods that prioritize practice over theory. Educators and education without any training and development will experience saturation in thinking and innovating. On the contrary, if they always carry out training and development, they will be able to survive from time to time, both their minds and their ability to innovate in carrying out their profession (Sujanto et al., 2019).

In essence, the purpose of training and development is to improve the ability of human resources both affective (attitude), cognitive (knowledge) and psychomotor (behavior) and prepare employees to face the changes that occur so that they can overcome obstacles that arise in their work (Baliqi, 2018).

B. Implementation of Human Resource Management at SMAIT Al Fityan School Gowa, Gowa Regency

After the planning that has been determined in the implementation of human resource management at SMAIT Al-Fityan School Gowa, Gowa Regency. The next procedure is the implementation of human resource management, as stated by Mr. Mulyadi Mustakim, S. Kom as the Head of Administration of SmaIt Al-Fityan School Gowa, explaining that:

"In my opinion, the implementation of human resource management (HRMD) at SMAIT Al-Fityan School Gowa has gone well because it has followed the existing structure quite well, especially in terms of ensuring that the process of recruitment, selection, orientation, placement, as well as training and development of educators and education personnel runs systematically" (Takbir, 2024)

In accordance with the summary of the opinions of educators and education staff at SMAIT Al-Fityan School Gowa, Gowa Regency regarding the Implementation of MSDM at SMAIT Al-Fityan involves several important stages that need to be considered to ensure the effectiveness and efficiency of human resource management:

1. **Recruitment:** The implementation of recruitment is not scheduled on a fixed basis, but is carried out as needed, namely when there are educators who leave or are laid off. This process began with a meeting of the Foundation with the idarah assembly to agree on the criteria, positions needed, and recruitment procedures. After that, the recruitment pamphlet is disseminated, followed by file collection, interviews, probationary period, and admission announcements.
2. **Selection:** The implementation of the selection consists of two stages, namely administrative selection and interview selection. Administrative selection includes checking the completeness of files which include application letters, CVs, diplomas, and other supporting documents. The interview selection involves two aspects, namely an academic interview by the school leadership and a spiritual interview by the Musyrif Tarbawi team.
3. **Orientation:** After being accepted, educators or education staff undergo an orientation period consisting of a probationary period for a week and a trial period for six months (one semester). During this time, they are evaluated to ensure a fit with the needs of the school. Basic and advanced training is also held as part of the introduction to the school's work system.
4. **Placement:** In the implementation of placement, it is important to match the expertise of educators with appropriate positions, both in teaching skills, communication, technology mastery, and management. This is to ensure efficiency in the implementation of their duties and responsibilities in the school environment.
5. **Training and Development:** The implementation of training is carried out periodically every week. General training focuses on improving pedagogic, curriculum, parenting, and psychological competencies, while religious training (Liqo') contains recitation activities and memorization deposits. It aims to improve knowledge and skills in both academic and spiritual fields.

Based on some of the statements above, it can be concluded that the implementation of human resource management (HRM) at SMAIT Al-Fityan School Gowa, Gowa Regency has been running well, through systematic and structured stages, especially in the process of recruitment, selection, orientation, placement, as well as training and development of educators and education personnel. Overall, the implementation of MSDM at SMAIT Al-Fityan School Gowa has included important elements that ensure the effectiveness and efficiency of HR management, the implementation of MSDM involves several important procedures. The recruitment process is carried out as needed, while the selection consists of an administrative stage and an interview that assesses the academic and spiritual aspects. Orientation and placement of the workforce are also carried out by paying attention to the

suitability of competencies. In addition, training and development are carried out regularly to ensure the improvement of the quality and skills of the workforce.

C. Human Resource Management Supervision at SMAIT Al Fityan School Gowa, Gowa Regency

Supervision includes efforts to check whether all the work that occurs is in accordance with the plan that has been set, the orders issued, and the principles adopted are also intended to find out the weaknesses and mistakes so that mistakes can be avoided. The term supervision contains several activities, including inspection, control and evaluation. Based on this understanding, actually when discussing supervision, control activities are also automatically carried out.

The supervision process carried out at SMAIT Al Fityan School Gowa Gowa Regency is carried out by several parties, as explained by Mr. Hairil Takbir, S. Pd., Gr, Principal of SMAIT Al-Fityan School Gowa, he stated that:

"For the supervision carried out in this school, there are very many who supervise our performance, there are internal school supervisors carried out by the director, deputy director 2, kepek. The supervision carried out by internal supervisors includes pedagogic skills, professionalism, loyalty and attendance. The second supervisor is a district supervisor or assessor team and there is also an external supervisor called Intertek international supervisor because Al-Fityan school has achieved ISO 2100:18" (Takbir, 2024)

In line with that, Mr. Mulyadi Mustakim, S. Kom as the Head of Administration of SmaIt Al-Fityan School Gowa, explained that:

"For supervision in this school, there are very many supervisors, there are internal supervisors carried out by the principal, and deputy principals, as well as supervisors from the office, and there are also external supervisors of international supervisors known as Intertek supervisors or ISO auditor supervisors, these supervisors carry out supervision in terms of administration and learning process." (Mustakim, 2024)

In line with that, Mrs. Hasrianti, S.H.I., S.Pd Deputy Principal of Public Relations at SMAIT Al-Fityan School Gowa, Gowa Regency, revealed that:

"There are a lot of supervision in this school, the first thing to supervise is the internal supervisor, namely the principal, deputy principal of the student affairs, curriculum and administration. The two district supervisors are the official supervisory team. The three supervisors of the Indonesian central foundation and the foremost external supervisor or international supervisor known as Intertek". (Hasrianti, 2024)

The supervision process carried out both internally and externally does not only stop as a form of supervision but there is follow-up carried out to achieve goals or even solve problems found. As explained by Mr. Hairil Takbir, S. Pd., Gr, Principal of SMAIT Al-Fityan School Gowa, he stated that:

"The results of the performance assessment of all grades from the assessment will be consolidated and recapped into the teacher's report book. The results are proven by the report book" (Takbir, 2024).

In line with that, Mr. Mulyadi Mustakim, S. Kom as the Head of Administration of SmaIt Al-Fityan School Gowa, explained that:

"The results of the employee performance assessment are seen from the report book given, and in the report book there are also achievements and rankings given, besides that employees who get exemplary ratings will be given awards in the form of name charters and pictures displayed on the wall. With the aim of being able to motivate other employees" (Mustakim, 2024).

Based on some of the questions above, it can be concluded that the supervision at SMAIT Al-Fityan School Gowa, Gowa Regency involves various important aspects, namely internal supervision carried out by the principal, director and deputy director II who supervise pedagogic skills, professionalism, loyalty and attendance. As well as external supervisors such as a team of assessors from the Education Office and international supervisors called Intertek who supervise in the field of administration and learning processes. Furthermore, the results of the supervision carried out are summarized and recapped in an Education report card which describes the results of the performance assessment of educators and education personnel. The Education report card contains awards in the form of rankings according to the results of the assessment of their abilities.

In the educational process, supervision is an integral part of efforts to improve learning achievement and school quality. Educational supervision is nothing but an effort to provide services to

education stakeholders, especially to educators and education personnel, both individually and in groups in an effort to improve the quality of learning processes and outcomes. The substance of the essence of supervision refers to all efforts to assist supervisors to education stakeholders, especially teachers, which are aimed at improving and fostering aspects of learning (Badani et al., 2020). Supervision is an effort to stimulate, coordinate and guide the continuous growth of educators and education personnel in schools both individually and collectively, so that they better understand and be more effective in realizing all their respective functions and duties. Thus, they can also stimulate and guide the growth of each student continuously and are able and more capable of participating in modern democratic society (Hazrullah, 2021).

Conclusion

The implementation of Human Resource Management (HRM) at SMAIT Al-Fityan School Gowa is running well and structured through several important stages. MSDM planning includes recruitment that is carried out as needed, without a fixed schedule, through Foundation meetings and the distribution of pamphlets. The selection is carried out in two stages: administration and interview, which include both academic and spiritual aspects. Orientation includes a one-week trial period and a six-month trial, followed by basic and advanced training. The placement of educators is adjusted to their competencies in teaching, communicating, mastering technology, and management. Training and development are carried out regularly every week, including general and religious training (Liqo'). Supervision of MSDM is carried out by internal supervisors (principals, directors, and deputy directors) who evaluate pedagogical, professional, and loyalty aspects, as well as external supervisors such as teams from the Education and Intertek Office, who oversee the administration and learning process. The results of the supervision are summarized in an education report card that assesses the performance of educators and education personnel, and provides a ranking based on the results of the assessment. Overall, HR management at SMAIT Al-Fityan School Gowa ensures effectiveness and efficiency through the stages of recruitment, selection, orientation, placement, as well as training and development.

References

- Abidin, Z., & Maizah, S. (2023). Analisis Pendidikan Bermutu Melalui Tugas dan Kompetensi Supervisor. *Pedagogika: Jurnal Ilmu-Ilmu Kependidikan*, 3(1), 50–57. <https://doi.org/10.57251/ped.v3i1.958>
- Agia, N. R., & Sudrajat, I. (2023). Sistem Rekrutmen Tenaga Pendidik (Guru). *Sanskara Pendidikan Dan Pengajaran*, 1(02), 40–44. <https://doi.org/10.58812/spp.v1i02.111>
- Ainin Nugrah, D. (2022). *Manajemen Sumber Daya Manusia Di Man 3 Solok*. 4(2), 90–101. <https://doi.org/https://doi.org/10.15548/p-prokurasi.v4i2.5320>
- Badani, Mustafa, M. N., & Faizah AR, H. (2020). Peranan Pengawas Sekolah Dalam Meningkatkan Mutu Pendidikan Sdn Di Kecamatan Rumbio Jaya. *Jurnal Manajemen Pendidikan Penelitian Kualitatif*, 4(1), 19. <https://doi.org/10.31258/jmppk.4.1.p.19-26>
- Baliqi, M. D. (2018). Pelatihan Dan Pengembangan Sumber Daya Manusia. *Studi Manajemen Dan Bisnis*, 5(2). <https://doi.org/https://doi.org/10.21107/jsmb.v5i2.6654>
- Burhanudin Gesi, Rahmat Laan, F. L. (2019). Manajemen Dan Eksekutif. *Jurnal Manajemen*, 8(5), 55. <https://doi.org/https://e-journal.unmuhkupang.ac.id/index.php/jm/article/view/62>
- Dian Adelia, S., Nuzul Arijannah, Dewi Saraswati, E., & Aulia Rachman, F. (2023). Strategi Rekrutmen Pendidik dan Tenaga Kependidikan dalam Penempatan Kerja di SMK Al-Islam Surakarta. *Al-Fahim : Jurnal Manajemen Pendidikan Islam*, 5(1), 207–221. <https://doi.org/10.54396/alfahim.v5i1.443>
- Hariato, Kharisma Rohmatulillah, W. K. (2022). Jenis dan Faktor Penempatan Kerja. *Jurnal Ilmu-Ilmu Sosial*, 1(1), 2809–6398. <https://jurnal.stiedarulalahmojokerto.ac.id/index.php/>
- Hasibuan, & Malayu. (2020). *Manajemen Sumber Daya Manusia*. Bumi Aksara.
- Hasianti. (2024). *Wawancara Wakil Kepala Sekolah Bagian Humas SMAIT Al-Fityan School Gowa*.
- Hazrullah. (2021). Konsep Pengawasan Dalam Pendidikan Islam. *Intelektualita Prodi MPI FTK UIN Ar-Raniry*, 10(1), 39–52. <https://doi.org/http://dx.doi.org/10.22373/ji.v10i01.10636>
- Hilwah, B. A. (2020). Orientasi , Penempatan dan Pemberdayaan Pendidik di Madrasah Ibtidaiyah Riyaduth Tholibin Jember Bintana Alin Hilwah UPTD SPF SMP Negeri 1 Tamanan Bondowoso Pendahuluan. *Indonesian Journal of Islamic Teaching*, 3(1), 34–39. <https://doi.org/https://doi.org/10.35719/ijit.v3i1.1414>

- Kardina, M., & Magriasti, L. (2023). Peran Pendidikan Yang Berkualitas Terhadap Pertumbuhan Ekonomi Suatu Negara. *Jurnal Pendidikan Tambusai*, 7(3), 28271–28277. <https://doi.org/https://doi.org/10.31004/jptam.v7i3.11385>
- Machali, I., & Hidayat, A. (2016). *The Handbook Of Education Management*. Prenadamedia Group.
- Mustakim, M. (2024). Wawancara Kepala Tata Usaha SMAIT Al-Fityan School Gowa.
- Pata, R. (2017). *Penerapan Manajemen Sumber Daya Manusia dalam Peningkatan Kinerja Guru di SD Unggulan Puri Taman Sari Kota Makassar*. UIN Alauddin Makassar.
- Pratiwi, N., Octaviana, A., Yulia, L., Rahmadani, P., Arna, S. nofiti, & Putri, T. (2023). Strategi Penempatan Sumber Daya Manusia dalam Upaya Meningkatkan Kinerja Karyawan pada Ayam Tonk Cabang Andalas Padang. *Inovasi Jurnal Pengabdian Masyarakat*, 1(2), 101–108. <https://doi.org/10.54082/ijpm.123>
- Raehana, S. (2024). *Wawancara Tenaga Pendidik SMAIT Al-Fityan School Gowa*.
- Sujanto, B., Hanafi, I., & Sukirdi. (2019). Pelatihan dan Pengembangan Guru Sekolah Islam Terpadu. *Prosiding Seminar Nasional ...*, 2011, 1–9. <http://jurnal.stkipkusumanegara.ac.id/index.php/semnara2019/article/view/146>
- Susan, E. (2019). Manajemen Sumber Daya Manusia. *ADAARA : Jurnal Manajemen Pendidikan*, 9(2), 952–962. <https://doi.org/https://doi.org/10.35673/ajmpi.v9i2.429>
- Sutisno, E. (2014). *Manajemen Sumber Daya Manusia* (Kencana Pr).
- Takbir, H. (2024). *Wawancara Kepala Sekolah SMAIT Al-Fityan School Gowa*.
- Werdiningsih, W. (2021). Manajemen Sumber Daya Manusia dalam Meningkatkan Kompetensi Guru Melaksanakan Pembelajaran Daring. *Southeast Asian Journal of Islamic Education Management*, 2(1), 113–124. <https://doi.org/10.21154/sajiem.v2i1.48>
- Zulkipli. (2022). *Perencanaan Manajemen Sumber Daya Manusia*. 10(1). <https://doi.org/https://e-journal.undikma.ac.id/index.php/visionary>