

ESTABLISHING A PROFOUND EDUCATOR RESOURCE MANAGEMENT: TEACHER'S PERFORMANCE DEVELOPMENT STANDPOINT

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Abstract

Education is one of the factors that affect the quality of a nation. Quality education is obtained from qualified educator resources. In other words, educator resources have a significant role in advancing the nation. This research focuses on how Educator Resource Planning, recruitment and selection, training and development, and performance appraisal improve teacher performance in SMP Islam An-Nur Rambipuji Jember. This study uses a descriptive qualitative approach to the type of case study research. Observation, interviews, and documentation did data collection. The Data were analyzed using an interactive model created by Miles, Huberman, and Saldana. The study produced four findings. First, the school analyzes the teaching load and the needs of teachers. Second, the school creates a recruitment and selection committee. The committee analyzes the position, the committee determines the recruitment source, job information is disseminated through several media, and the selection is carried out through administrative selection and interviews. Third, teachers participate in teacher forums, seminars and workshops, and training held by internal and external institutions. Fourth, principals and

staff assess teacher attendance, teacher teaching and learning processes, quality assurance achievements, and additional work given to teachers.

Pendidikan menjadi salah satu faktor yang mempengaruhi kualitas suatu bangsa. Pendidikan yang berkualitas diperoleh dari sumber daya pendidik yang berkualitas. Dengan kata lain, sumber daya pendidik memiliki peran yang signifikan dalam memajukan bangsa. Penelitian ini difokuskan untuk menemukan bagaimana perencanaan sumber daya pendidik, rekrutmen dan seleksi, pelatihan dan pengembangan, serta penilaian kinerja untuk meningkatkan kinerja guru di SMP Islam An-Nur Rambipuji Jember. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan jenis penelitian studi kasus. Pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi. Data dianalisis dengan menggunakan model interaktif yang dibuat oleh Miles, Huberman, dan Saldana. Penelitian ini menghasilkan empat temuan. Pertama, sekolah menganalisis beban mengajar dan kebutuhan guru. Kedua, sekolah membuat panitia rekrutmen dan seleksi, panitia melakukan analisis jabatan, panitia menentukan sumber rekrutmen, informasi lowongan kerja disebarakan melalui beberapa media, dan seleksi dilakukan dengan seleksi administrasi dan wawancara. Ketiga, guru mengikuti forum guru, seminar dan lokakarya, dan pelatihan yang diadakan oleh lembaga internal dan eksternal. Keempat, kepala sekolah dan jajarannya menilai kehadiran guru, proses belajar mengajar guru, pencapaian penjaminan mutu, dan pekerjaan tambahan yang diberikan kepada guru.

Keywords: educator resource management, teacher's performance development

Introduction

Quality education can be seen from the quality of its human resources, or in this case called, educators. Educators, as education implementers, have a crucial role in achieving the institution's goals because educators have unity of roles and functions that are inseparable, namely the ability to educate, guide, teach, and train. On the other hand, educators are also often imaged as having a dual role known as an educator, manager, administrator, supervisor,

leader, innovator, dynamist, evaluator, and facilitator.¹ This means that educators' task is not only to teach and educate students but also to carry out all activities that can support the achievement of national education goals.

Educator Resource Management is a management field under the scope of education management that specifically examines the relationship and role of educators in an educational institution. In practice, the resource management of educators and educational personnel differs from other educational management's scope. This is because educators as human beings with senses, feelings, and conscience, so the implementation is not only related to the physical and psychological aspects.

Educator Resource Management is also defined as all activities related to the recognition of the importance of educators in educational institutions as vital human resource that contributes to the institution's objectives. It utilizes functions and activities that ensure that human resources are utilized effectively and for the benefit of individuals, institutions, and society.² Thus, Educator Resource Management is an effort to utilize educators effectively and efficiently without forgetting the nature of educators as human beings with reason, feelings, and conscience.

Many factors influence the achievement of the educational goals and objectives of the institution. One of them is teacher performance. Performance is the result of teacher work that can be measured in quality and quantity. Teachers with good performance will bring out the maximum possible ability for the institution's advancement. Therefore, the principal, as a leader, must regularly conduct teacher performance assessments to determine whether the teachers employed are following the standards.

¹ Ahmad Sopian, Tugas, Peran, Dan Fungsi Guru Dalam Pendidikan (RAUDHAH: Jurnal Tarbiyah Islamiyah Volume 1 Nomor 1 Edisi Juni 2016 P-ISSN: 2541-3686)

² Candra Wijaya, Rahmat Hidayat, Tien Rafida, *Manajemen Sumber Daya Pendidik dan Tenaga Kependidikan*, (Medan: LPPPI, 2019), 41.

Teachers, the main actors in translating the contents and objectives of the curriculum to students, are required to perform well. Several factors can influence teacher performance. Buford and Bedeian in Winoto stated that three factors affect a person's performance: ability, motivation, and clarity of role in the organization. Abilities are related to the qualifications and competencies that teachers must have.³ Motivation is related to the amount of force/encouragement, both internal (from within) and external (from outside the self), which makes the individual perform a behavior. Meanwhile, the clarity of roles in the organization is related to the compatibility between the capabilities and the Job Description. The principal must always consider these three factors to ensure that teachers perform well.

However, a teacher with good competency skills does not necessarily have a good performance because teacher performance is not only obtained through competence skills but also related to the ability to motivate themselves to carry out tasks well and continue to grow.⁴ This means that teacher performance is a product of combining the various aspects above, where not having one of them can result in less than-optimal performance.

In addition to the three factors above, commitment also affects teacher performance. Commitment is a picture of the loyalty of teachers to the teaching profession and educational institutions where teachers work.⁵ Commitment is obtained from an agreement or agreement, both written and unwritten, between teachers and institutions. Commitment is strongly linked to job satisfaction, so that each teacher will have a different level of commitment. Teachers with high commitment will carry out their duties and functions well

³ Suhadi Winoto, *Dasar-Dasar Manajemen Pendidikan*, (Yogyakarta: Bildung, 2020), 108.

⁴ Abd. Majid, *Pengembangan Kinerja Guru Melalui Kompetensi, Komitmen dan Motivasi Kerja*, (Yogyakarta: Samudra Biru, 2016), 15.

⁵ Abd. Majid, *Pengembangan Kinerja Guru Melalui Kompetensi, Komitmen dan Motivasi Kerja*, 96.

to perform well. Vice versa, low-commitment teachers, will also tend to produce poor performance.

As for some of the studies that discuss the management of educational resources, such as research conducted by Rahmi Pita⁶ and Khoiron.⁷ Both studies have the same research focus as the researcher, which discusses human resource management (educators) in improving teacher performance. Other research conducted by Bambang Soepeno, et al.,⁸ Sonin⁹, Dindin¹⁰, Sunarso¹¹, dan Delliyanoor¹² These studies discuss the management of human resources (educators) from other perspectives, such as work motivation, education quality, teacher quality, and job satisfaction.

Methods

⁶ Rahmi Pita, Penerapan Manajemen Sumber Daya Manusia dalam Peningkatan Kinerja Guru di SD Unggulan Puri Taman Sari Kota Makassar, (Tesis, UIN Alauddin Makassar, 2017).

⁷ Khoiron, Implementasi Manajemen Sumber Daya Manusia Untuk Meningkatkan Kinerja Guru Pada SMP Islam Terpadu Di Kecamatan Marpoyan Damai Kota Pekanbaru, (Tesis, UIN Sultan Syarif Kasim Riau, 2021).

⁸ Bambang Soepeno, Sumarno dan Nanin Handayani, Penerapan Manajemen Sumber Daya Manusia Dalam Meningkatkan Profesionalisme Guru Sejarah Di MAN Pajarakan Kabupaten Probolinggo, (Jurnal Pendidikan dan Humaniora, Vol. 53, No.1 September 2016).

⁹ Sonin, Penerapan Manajemen Sumber Daya Manusia Dalam Manajemen Berbasis Madrasah Dan Implikasinya Terhadap Motivasi Kerja Guru Di MTs Negeri Sekayu, (Jurnal Istinbath/No.15/Th. XIV/Juni/2015/1-19).

¹⁰ Dindin, Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Motivasi, Disiplin Kerja Dan Kinerja Guru, (Eduka : Jurnal Pendidikan, Hukum, dan Bisnis, Vol. 5 No. 1 Tahun 2020).

¹¹ Sunarso, A. Manajemen Sumber Daya Manusia Dalam Upaya Peningkatan Mutu Guru di SMK Ma'arif Nu 1 Kembaran Banyumas. (Ar-Rihlah: Jurnal Inovasi Pengembangan Pendidikan Islam, Tahun 2020), 5(1), 105-154. <https://doi.org/10.33507/ar-rihlah.v5i1.204>

¹² Delliyanoor, Manajemen Sumber Daya Manusia Dalam Meningkatkan Profesionalitas Guru Bukan Pegawai Negeri Sipil Di MTSN 2 Kota Palangka Raya, (Tesis, IAIN Palangka Raya, 2020).

In this study, researchers used a qualitative descriptive approach. This research is a form of research that aims to describe natural and artificial phenomena. Phenomena can be activities, characteristics, changes, similarities, and differences between one phenomenon and another. The type of research in this study is a case study. Thus, researchers focused on certain symptoms related to Educator Resource Management in improving teacher performance in An-Nur Rambipuji Islamic Junior High School.

Data collection techniques used in this study are observation, interviews, and documentation. Researchers used passive participation observation techniques for two weeks. The interview techniques that researchers use are semi-structured interviews. Informants were determined purposively, where informants consisted of the principal, vice principal of curriculum, vice principal for Student Affairs, three teachers, and an administrative staff.

The collected Data were then analyzed using the interactive model of Miles, Huberman, and Saldana. Furthermore, the data were tested for validity using engineering triangulation, source triangulation, and member check.

Result and Discussion

Educator Resource Planning in Improving Teacher Performance in Islamic Junior High School

Based on the findings of the study on Focus 1, namely planning semester power educators in improving teacher performance in An-Nur Islamic Junior High School, it is known that there are two activities, namely teaching load analysis and Teacher Needs Analysis. Teaching load analysis is an in-depth study of the teacher's teaching load which aims to adjust the number of teaching hours and additional duties of teachers to the standards determined and stipulated by legislation.

This is in line with the contents of Permendikbud No. 15 of 2018 Article 2 Paragraph 1, which reads, "teachers, principals, and school supervisors carry out workloads for 40 (forty) hours in 1 (one) week at the base administrative unit."Continued by Article 4,

paragraph 3, which reads," the implementation of learning as referred to in Paragraph (2) is fulfilled at least 24 (twenty-four) face-to-face hours per week and at most 40 (forty) face-to-face hours per week."¹³

Both verses explain that the effective workload of teachers is 40 hours per week, and face-to-face hours that must be met are 24 hours a week. Teachers can carry out their duties effectively and efficiently by fulfilling these conditions. That way, the workload and teacher teaching load analysis needs to be done to determine the availability of teachers to carry out the workload and teaching load that has been determined.

The next activity in Educator Resource Planning at An-Nur Rambipuji Islamic Junior High School is Teacher Needs Analysis. The teacher needs analysis is an in-depth study to find the difference between the desired number of teachers, with the current number of teachers. The teacher needs analysis is closely related to teaching load analysis. If the teaching load analysis results show the institution is experiencing a shortage of teachers, then the next is to analyze the needs of teachers. In other words, a teacher needs analysis is only carried out if the institution experiences a shortage of teachers.

Both of these align with Mondy and Martocchio's statement that human resource planning is a systematic process of matching internal and external supply to job openings in a given period. Human Resource Planning has evolved from spontaneous planning to a fundamental strategic function. This includes business plans, HR data, and statistical analysis of that data.¹⁴ The opinion is that analysis is the core of Human Resource Planning in particular and institutional planning in general.

¹³ Sekretariat Negara RI, Peraturan Menteri Pendidikan dan Kebudayaan Nomor 15 Tahun 2018, Tentang Pemenuhan Beban Kerja Guru, Kepala Sekolah, dan Pengawas Sekolah.

¹⁴ R. Wayne Mondy, Joseph J. Martocchio, *Human Resource Management: Fourteenth Edition (Global Edition)*, (Edinburgh: Pearson, 2016), 25.

Another opinion expressed by Jackson and Schuler in Sutrisno is that one of the steps in human resource planning is the collection and analysis of data to forecast the demand and supply of human resources are expected for the planning of the institution in the future.¹⁵ This opinion can be understood that data analysis is the primary step in forecasting the availability and needs of human resources.

In addition to the above opinion, there is another opinion from Beardwell and Calydon that the human resource planning process starts from the analysis and investigation of four things, namely the internal human resources market, external human resources market, institutional capabilities, and institutional strategies. The results of the analysis and investigation then become a benchmark in forecasting the availability and needs of human resources.¹⁶ Forecasting the needs and availability of human resources is highly dependent on the results of analysis and investigation of these four things.

Furthermore, the opinion of Nawawi states that human resource planning consists of two parts: analyzing the volume and workload and analyzing the strengths and weaknesses of human resources owned by the organization.¹⁷ This statement means that human resource planning must pay attention to the volume and workload and the strengths and weaknesses of human resources owned by the institution. That way, the institution can plan human resources following the needs of the institution.

Both have suitability based on several expert opinions above and the results obtained in SMP Islam An-Nur on Educator Resource Planning. Thus, it can improve teacher performance because of the

¹⁵ Edy Sutrisno, *Manajemen Sumber Daya Manusia*, (Jakarta: Kencana Prenada Media Group, 2016), 7.

¹⁶ Julie Beardwell, Tim Calydon, *Human Resource Management: A Contemporary Approach (Fifth Edition)*, (Edinburgh: Pearson, 2007), 160.

¹⁷ Hadari Nawawi, *Manajemen Sumber Daya Manusia*, (Yogyakarta: Universitas Gadjah Mada Press, 2005), 145-146.

process of Educator Resource Planning through an in-depth analysis process.

Recruitment and selection of Educator Resources in Improving Teacher Performance in Islamic Junior High School

Based on the research findings on Focus 2, namely recruitment and selection of educator resources in improving teacher performance in An-Nur Islamic Junior High School, it is known that there are five activities, namely the formation of recruitment and selection committees, job analysis, determination of recruitment sources, dissemination of job vacancy information, and selection.

In the recruitment and selection process at An-Nur Islamic junior high school, the initial stage is forming a recruitment and selection committee. This is in line with Bafadal's statement that the recruitment process includes five stages: recruitment preparation, dissemination of announcements, acceptance of applications, recapitulation of applicants, and selection of applicants. One of the activities in the preparation stage of recruitment is the formation of the recruitment committee.¹⁸ The formation of the committee is quite essential in the implementation of recruitment. The formation of this committee aims to give a clear role to teachers who deserve to be on the recruitment and selection committee so that these activities can run well. In addition, the recruitment and selection committee was formed as an extension of the principal to facilitate the principal's task in the teacher procurement process.

The next step is Job Analysis. Job analysis is aimed at determining the requirements of potential applicants. This is in line with Hasibuan's statement that job analysis, in addition to producing job descriptions, job specifications, and job evaluations, is also helpful in the recruitment and selection process. Job analysis

¹⁸ Ibrahim Bafadal, *Manajemen Peningkatan Mutu Sekolah Dasar: Dari Sentralisasi Menuju Desentralisasi*, (Jakarta: Bumi Aksara, 2012), Cet IV, 30.

provides information about the job description and the requisites of the employee necessary to carry out the work.¹⁹

Another statement by Armstrong is that the initial stage in the recruitment and selection process is determining requirements. The requirements in question contain a description of the role or job, such as terms and conditions (salary and Working Hours), special requirements (job demands), and individual career development, as well as personnel specifications (academic qualifications, skills, experience, and competencies) required by the organization.²⁰

Both statements can be understood that the initial stage in the recruitment and selection process is establishing candidates' requirements. These requirements give potential applicants an idea of the job profile and the specifics of the required employees. In addition, setting very detailed requirements can make it easier for institutions or organizations to filter applicants.

After job analysis, the next stage in the recruitment and selection process at SMP Islam An-Nur is the determination of recruitment sources. This stage aims to determine the type of recruitment used and the source or origin of prospective applicants, whether from internal or external institutions. This is related to the dissemination of job information. If the recruitment is internal, the vacancy information will only be disseminated to prospective applicants internally. Instead, institutions choose to conduct external recruitment to disseminate information through available platforms.

This is in line with Armstrong's opinion that, in attracting applicants (both internal and External), the following three steps must be considered: analyzing the strengths and weaknesses of recruitment to develop employee values and brands, analyzing

¹⁹ Malayu S.P. Hasibuan, *Manajemen Sumberdaya Manusia*, (Jakarta: PT. Bumi Aksara, 2016), 14.

²⁰ Michael Armstrong, Stephen Taylor, *Amstrong's Handbook of Human Resource Management Practice: 13th Edition* (Philadelphia: Kogan Page, 2014), 226.

requirements to determine what employees are needed, and identifying potential sources.²¹

The next stage in the Educator resources' recruitment and selection process at SMP Islam An-Nur is disseminating job vacancy information. This activity aims to disseminate vacancy information to attract applicants from varied backgrounds—disseminate information on job vacancies at SMP Islam An-Nur based on the internet and social media.

The data is in line with what Dessler said: internet-based recruitment is the frequent recruitment method of choice for most employers and for most jobs.²² Beardwell and Claydon argue that the internet's rapid growth has affected how organizations attract and select applicants.²³ Both opinions can be understood that the recruitment process in today's era utilizes the internet and social media. This process can make it easier for organizations to attract and select applicants according to their needs.

The last stage in the recruitment and selection process for Educator resources at SMP Islam An-Nur is selection. The steps at this stage consist of two activities: administrative selection and interview. The procedure could be more manageable and short compared to experts' statements. Sedarmayanti stated that there are four steps in the selection process: administrative requirements selection, general knowledge selection, psychology selection, and interview selection.²⁴

Other opinions expressed by Mondy and Martocchio are that there are six processes in the selection process, namely, initial examination, review of applications and resumes, completion tests,

²¹ Michael Armstrong, Stephen Taylor, *Armstrong's Handbook of Human Resource Management Practice: 13th Edition* (Philadelphia: Kogan Page, 2014), 228.

²² Gary Dessler, *Human Resource Management: 13th Edition*, (Florida: Pearson, 2013), Hal. 149.

²³ Julie Beardwell, Tim Calydon, *Human Resource Management: A Contemporary Approach (Fifth Edition)*, (Edinburgh: Pearson, 2007), 191.

²⁴ Sedarmayanti, *Manajemen Sumber Daya Manusia: Reformasi Birokrasi dan Manajemen Pegawai Negeri Sipil*, (Bandung: Refika Aditama, 2019), 137.

interviews, background checks, and references, and announcement of decisions. Furthermore, Beardwell and Claydon stated that several techniques in the selection process are most often used, namely, interviews, tests, assessment centers, job simulations, and references.²⁵ These statements show various techniques or procedures in the process of selection. In its implementation, the institution has the discretion to develop selection procedures following the capabilities and needs of the institution.

Based on some expert opinions above and the results obtained in SMP Islam An-Nur on recruitment and selection of educator resources, there is a compatibility between the two. This makes the resources of educators or teachers recruited decent teachers following the institution's needs. So, in the end, the teacher's performance is under the institution's wishes and goals.

Training and Development of Educator Resources in Improving Teacher Performance in Islamic Junior High School

Based on the researchers' findings, focus 3 is the process of training and development of educator resources in improving teacher performance in SMP Islam An-Nur, which includes several activities, namely, subject teacher consultation (MGMP), seminars, and workshops, as well as training (training). The training and development of educator resources at SMP Islam An-Nur aims to develop and improve teachers' skills and competencies to suit the institution's needs. This is in line with Armstrong's statement; namely, training and development are defined as a process to ensure that the organization has a knowledgeable, skilled workforce, and involved in the management of the organization.²⁶

Another opinion comes from Mondy and Martocchio that HR development contains learning that has a long-term focus. The goal of development is to prepare employees to follow the organization as

²⁵ Julie Beardwell, Tim Calydon, *Human Resource Management: A Contemporary Approach* (Fifth Edition), (Edinburgh: Pearson, 2007), 211-214.

²⁶ Michael Amstrong, Stephen Taylor, *Amstrong's Handbook of Human Resource Management Practice: 13th Edition* (Philadelphia: Kogan Page, 2014), 284.

it changes and grows.²⁷ In other words, the training and development of educator resources is an ongoing process to adapt teachers to the institution's needs.

Subject teacher consultation (MGMP) is one of the activities in developing educator resources at SMP Islam An-Nur Rambipuji. MGMP is a tool for teachers to learn and share experiences with other teachers from different institutions. This is explained by Hidayati et al. that the main task of MGMP is to help fellow teachers who are members of the MGMP members improve their ability to learn by exchanging opinions on issues members face in carrying out learning activities in the classroom. In addition, MGMPs also develops and improves the competence of Teacher members through training related to learning.²⁸ In other words, MGMP activities focus on improving the ability of teachers and problem-solving in learning.²⁹

Seminars and workshops are other activities in developing educator resources at SMP Islam An-Nur. Seminars and workshops are often followed by teachers of SMP Islam An-Nur, which aim to increase teacher knowledge about issues or information being discussed. Thus, the institution can quickly adapt to all changes. This is directly proportional to Mondy and Martocchio's statement that some organizations hold workshops that last two or three days to help workers develop careers within the company. Employees define and match their specific career goals to the company's needs. At other times, the company can send workers to workshops available in the community or start their own visits.

However, the covid-19 pandemic has reduced opportunities for seminars and workshops to be held in person (face-to-face). Thus, the role of technology and the internet has become very significant. In the last 2-3 years, teachers of SMP Islam An-Nur attended

²⁷ R. Wayne Mondy, Joseph J. Martocchio, *Human Resource Management ...* 213.

²⁸ S. Hidayati, I. H.M. Noor, S. S. Sabon, B. S. Joko, K. Wijayanti, *Peran Musyawarah Guru Mata Pelajaran (MGMP) Dalam Meningkatkan Mutu pelajaran Di SMA* (Jakarta: Pusat Penelitian Kebijakan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan dan Kebudayaan, 2020), 9.

²⁹ R. Wayne Mondy, Joseph J. Martocchio, *Human Resource Management, ...* 235.

seminars and workshops virtually. This fact is very beneficial because teachers have the flexibility to attend seminars or workshops from anywhere. This is in line with Dessler's statement that a virtual classroom takes online learning to a new level. A virtual classroom uses special software that allows multiple remote learners, using their PCs or laptops, to participate in live audio and visual discussions, communicate through written text and learn through content such as PowerPoint slides.³⁰

Furthermore, another activity in the process of training and resource development of Educators of SMP Islam An-Nur is the training itself. The implementation of Educator Resource training for SMP Islam An-Nur is divided into two methods: on-the-job and off-the-job training. Training on the job is carried out within the institution, with the instructor being part of the institution. This is in line with Priyono's statement that on the job, or training in positions, is a training technique in which participants are trained directly where he works. The goal is to improve the ability of training participants to do their current tasks. Generally, an acting as coach is a formal coach, direct supervisor, or more senior and experienced colleague.³¹

In addition, SMP Islam An-Nur also carries out training methods off the job where the training method is carried out outside the institution for a specific time that aims to help trainees can focus more on training activities. Beardwell and Clydon explain that off-the-job training is a training method where training takes place away from the workplace so that it can give employees time and space to learn new knowledge. Suppose participants from other institutions attend the training. In that case, it will allow cross-ideas and innovations among fellow participants, provide an opportunity to consider ideas free from interference, and provide an opportunity to network with like-minded individuals.³²

³⁰ Gary Dessler, *Human Resource Management*, ... 261.

³¹ Priyono, *Manajemen Sumber Daya Manusia*, (Sidoarjo: Zifatama, 2010), 54.

³² Julie Beardwell, Tim Calydon, *Human Resource Management...322*.

Based on the results of research obtained at SMP Islam An-Nur and some expert opinions above about the training and development of educator resources, there is a match between the two. Implementing training and development of educator resources following the theory gives teachers in SMP Islam An-Nur the ability and expertise needed by the school. This ability and expertise will then lead teachers to have good performance.

Performance Assessment of Educator Resources in Improving Teacher Performance in Islamic Junior High School

Based on the findings of the study on focus 4, namely the process of assessing the performance of educator resources at An-Nur Rambipuji Islamic Junior High School, four things are assessed: attendance, learning, Quality Assurance, and additional tasks. This is consistent with the statement of Robbins et al. that there are several indicators to measure the performance of employees, or in this case, the resources of educators are; quality of work, quantity, punctuality, effectiveness, and independence.³³

Bernardin and Russell said that six primary criteria can be used in measuring employee performance, namely; Quality (quality), Quantity (quantity), Timeliness (timeliness), Cost Effectiveness (effectiveness of financing), Need for Supervision (supervision needs), and Interpersonal Impact (Interpersonal impact).³⁴

The above opinion is also reinforced by the opinion derived from Mondy and Martocchio: "The most common appraisal criteria are traits, behaviors, competencies, goal achievement, and improvement potential."³⁵

This means that the criteria most often and commonly used as a standard of performance appraisal is the nature (personality),

³³ Robbins, Stephen P., Timothy A. Judge. *Organizational Behavior* 16th Edition. (New Jersey: Pearson, 2016). 260

³⁴ Tun Huseno, *Kinerja Pegawai : Tinjauan dari Dimensi Kepemimpinan, Misi Organisasi, Budaya Organisasi, dan Kepuasan Kerja*, 96.

³⁵ R. Wayne Mondy, Joseph J. Martocchio, *Human Resource Management*, ... 192.

behavior, competence, achievement of goals, and potential improvement.

The above criteria are arranged based on things that can be measured on the performance of educator resources. The preparation of these criteria is in line with the statement of Werther and Davis in Thauri that four things need to be considered in preparing performance appraisal standards: validity, approval, realism, and objectivity.³⁶ This means that principals and staff should not necessarily include criteria in preparing performance assessment criteria without considering the four points.

Performance appraisal of educator resources at SMP Islam An-Nur Rambipuji has been carried out by the principal and several parties, such as vice principals and other educator resources authorized to conduct performance appraisals. This is in line with Dessler's statement that:

"Appraisals by the immediate supervisor are still the heart of most appraisal processes. Getting a supervisor's appraisal is straightforward and makes sense. The supervisor is usually in the best position to observe and evaluate his or her subordinate performance. The supervisor is also responsible for that person's performance."³⁷

The statement means that the performance appraisal carried out by the supervisor, or the leader is the core of the performance appraisal itself. This is because the supervisor or leader is the person who best understands his subordinates.

Based on the research results obtained in SMP Islam An-Nur and some expert opinions on the assessment of the performance of educators found harmony between the two. Assessment of the performance of educator resources in the institution is carried out based on the criteria that have been prepared. These criteria have met the aspects described by the experts, both in their preparation

³⁶ Sofyan Tsauri, *Manajemen Kinerja*, (Jember, STAIN Jember Press, 2014), 249-250.

³⁷ Gary Dessler, *Human Resource Management*, 288.

and content. Thus, this performance assessment can help improve teacher performance.

Conclusion

First, Educator Resource Planning in improving teacher performance in An-Nur Rambipuji Jember Islamic Junior High School includes several activities, namely: a) the principal held a meeting with the teachers' council to analyze the teaching load of Teachers, b) the principal held a meeting with the teachers' council to analyze the needs of teachers.

Second, the recruitment and selection of educator resources in improving teacher performance at the An-Nur Rambipuji Jember Islamic Junior High School include several activities, namely: a) the principal forms a teacher recruitment and selection committee, b) the recruitment and selection committee conducts a Job Analysis meeting to compile criteria for teacher candidates under the needs of the institution, c) the Instagram and Facebook, e) the selection was carried out using administrative selection and interview methods. D) the dissemination of information on teacher vacancies was carried out in various ways, namely; 1) Word of mouth, 2) Using Whatsapp Messenger media, and 3) Using social media such as Instagram and Facebook, e) the selection was carried out using administrative selection and interview methods.

Third, the training and development of educator resources in improving teacher performance in An-Nur Rambipuji Jember Islamic Junior High School include several activities, namely: a) Teachers get the opportunity to attend training (training) both organized by the school and the foundation, as well as those from outside parties, b) teachers are encouraged and facilitated to follow the subject teacher consultation (MGMP), c) teachers are given the freedom to attend seminars and workshops that can support their performance.

Fourth, the performance assessment of educator resources in improving teacher performance at the An-Nur Rambipuji Jember Islamic Junior High School includes several activities, namely: a) teachers are assessed for their performance by looking at the

percentage of attendance or activity at school, b) teachers are assessed for their performance by assessing the quality of teacher learning in the classroom, c) teachers are assessed for their performance by measuring the achievement of quality assurance by students, d) teachers are assessed for their performance by looking at their ability to carry out additional tasks assigned to them.

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