Implementation of Human Resources Development Teachers of Madrasah Aliyah Negeri 3 Medan

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Abstract
The purpose of this study was to determine the implementation of teacher human resource development in Madrasah Aliyah Negeri 3 Medan. This research method uses qualitative research methods. Data collection in this study used in-depth interview techniques, observation and document review. The research data were analyzed by data reduction steps, data exposure and conclusion drawing. The reliability of the data was checked by using credibility, transperability, dependability, and confirmability techniques. Based on the results of the study it was found that (1) Human resource development human teachers at Madrasah Aliyah Negeri 3 Medan are carried out by means of deliberation involving staff, teachers, madrasa committees with the aim that madrasa teachers have teaching skills, commitment to duties and responsibilities, teacher development includes MGMP activities (workshops, training), periodic supervision activities , and mental development of teachers and employees, (2) Implementation of teacher development in Madrasah Aliyah Negeri 3 Medan through activities: workshops, seminars, out-of-school/madrasah visits, subject teacher deliberation groups through workshops and teacher training skills training (3) attaching The scheduled supervision component is carried out in helping teachers find and solve and find solutions. the supervision component is periodically carried out by the madrasa head with the support of supervisors from the Medan City Ministry of Religion, deputy madrasah heads and madrasa committees as well as supervision from the community, (4) Implementation of activities for developing teacher personality mental development is carried out by carrying out spiritual spiritual development activities by religious leaders on Islamic holidays and monthly studies of madrasas by establishing collaborative relationships with tertiary madrasah externals, quality assurance institutions, the North Sumatra provincial education office and the North Sumatran provincial ministry of religion to participate in implementing the development program for improving the quality of madrasah aliyah negeri 3 Medan

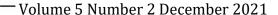**Keywords**: Development, HR, Madrasah Teachers

INTRODUCTION

Education is the spectrum of the formation of the progress of human civilization from time to time, education has a big role and contribution to human progress and knowledge, therefore education is the most important thing for humans all the time. Education gives birth to humans who have character, insight and knowledge that can be useful for themselves and their nation, therefore good human resources are needed in educating and forming good humans and are part of management to give birth to human resources or professional personnel in the field of education. an organization is very significant in the management process to run well.

Human resources have been recognized as very important and a universal element in organizational effectiveness and a key source of competitive advantage (Lawler III and Worley, 2006:5). It explained that the keys to these changes include: (1) rapid growth in the field of science and technology is the driving force that contributes to the important growth of human capital (human capital), (2) the explosive growth of information technology in the 1990s and the talent achieved by human capital, (3) growing recognition that the market value is getting bigger in terms of human capital. What human resources tools do and how to make organizational changes, are all related in responding to the environment and new competitors that arise in the global world.

As a form of effort in improving the quality of national education, it is determined by the availability of human resources for professional teachers in each education unit. However, future teachers are teachers who are continuously forged in quality teacher training centers. Therefore, the national education management needs to fix the teacher training center, because the existence of a teacher training center will determine the acceleration of the improvement of the teaching profession in line with the implementation of Law Number 14 of 2005 concerning teachers and lecturers.

So in this case, the head of the madrasa must work closely with the community and school residents. Besides having to have school management and leadership as the main responsibility in carrying out the main tasks and functions, it is also at the same time designing and directing school changes for the better. Reporting students is their responsibility, organizing administrative activities, educational leadership, and having the ability to relate to the community better. Meanwhile, the deputy head of the madrasa helps the head of the madrasa in terms of budget preparation, curriculum coordination and staff development. Furthermore, teachers are responsible for carrying out learning and teaching activities properly (Syafaruddin, 2002:110).

Cooperation of teachers and all stakeholders in improving the quality of education by carrying out education management functions in schools, both curriculum/teaching management, personnel/personnel, finance, facilities and

infrastructure, as well as student affairs designed by the head of the madrasa. Likewise, elements of foundations and madrasa heads must function as part of cooperation within institutions to ensure changes in the current era of education.

Management of teacher quality improvement must have professional education leaders, otherwise school management will not work well. To produce good quality, good management is needed. Excellent schools always provide opportunities for every effective teacher to develop their desire and creativity in order to improve the quality of the teaching and learning process (Moedjiarto, 2002:70).

The teacher development process is a series of teacher recruitment, selection, and placement activities. Management like this is the management of teacher personnel managed by the government and educational institutions that prioritize quality. To ensure that only teacher candidates who have the appropriate academic qualifications and educational qualifications are recruited as teachers, the recruitment of a teacher must be based on the results of a selection that prioritizes the quality of candidates as evidenced by the selection test scores using standardized and tested instruments. performance index. The instrument set includes mastery of the field of study/subject and education

Teacher coaching is a series of efforts to assist teachers, especially professional services carried out by madrasah principals, school inspectors/supervisors to improve teaching abilities which lead to improving the quality of graduates.

Another opinion is explained by Beach and Reinhartz (2000) staff development (teachers) is the process of nurturing and training to improve the quality of personnel. So it is necessary to have a teacher professional development program so that teachers get new information, both in the form of knowledge, skills, attitude development and teaching commitment as a noble professional task.

According to Gueskey and Huberman (Syafaruddin, 2005:257) the process of teacher development can be done through teacher training. Because teacher training / upgrading has implications as a form of external support provided for professional development, it will only be effective if it is related to the experience of working in the field and the knowledge and professional needs of teachers.

The results of Wiyono's research (2000:71) show that there are differences in the work spirit of teachers in carrying out teacher duties under different leadership styles of madrasah heads. The work spirit of teachers in carrying out the duties of a teacher in elementary schools tends to be higher under the leadership style of the madrasa principal which is highly task-oriented and human relations (integrated) than under the task-oriented leadership style of the madrasa principal .

As part of the constellation of national education, madrasas are also plagued with various problems of human resources, management and leadership. Madrasas need to rise from backwardness. Personnel empowerment is the key word to eliminate various weaknesses. Referring to Rahim's opinion (2001:63) the future of

Islamic education in Indonesia is determined by internal and external factors. Internally, the world of Islamic education is still facing the main problem of the low quality of human resources for managing education. This is related to the education and training program for educational staff which is still weak and the pattern of recruitment of employees is less selective. Externally, Islamic education is influenced by globalization, democratization and liberalization of Islam.

The results of Townsend's research (1994:94) show that the madrasah principal as the main leader of the school is responsible for implementing the development of appropriate school policies, using the best information and methods in school development and staff are responsible for ensuring policies are implemented in a way that facilitates the possibility of achieving school success.

The results of Reynold and Sullivan's research, suggested by Saran and Trafford, (1990:15) that schools are effective in the perspective of school organization, apply a balance of empowerment, low levels of physical punishment, principals share power, school relationships with parents are open, staff and teachers have expectations. positive attitude towards students, and forms of organization that involve students academically and socially, and avoid coercion.

This is in line with the results of research conducted by Suyatno (2003:88) that the integrity of madrasah principals is related to school quality. The higher the quality of the integrity of the madrasa principal, the higher the quality of the school. The integrity of the principal is the capacity of the principal to provide: (1) commitment to service to the school he leads, responsibility, innovation power, trustworthiness, (2) values-honesty, belief, fairness, keeping and keeping promises, (3) consistent in their actions and decisions are reflected in a consistent and firm attitude in carrying out the school's vision and mission.

Based on the above study, the context of Madrasah Aliyah Negeri 3 Medan as the organizer of an educational unit equivalent to a high school level managed by the Ministry of Religion of the Republic of Indonesia has a strategic role in the development of human human resources for teachers. Therefore, the system of developing human resources, especially teachers, is related to the role of teachers as professional educators needed to achieve national education goals, especially learning objectives in aliyah.

For this reason, it is necessary to develop and evaluate the development of human resources for teachers in dealing with effective and excellent learning programs in totality at this madrasa. In this way, there will be professional teachers (pedagogic competence, personality competence, professional competence and social competence) needed by this madrasa in improving the quality of learning and the quality of superior graduates. The phenomenon shows that the development of human resources for teachers of Madrasah Aliyah Negeri Tiga still tends to be carried out through MGMP activities, mental development activities, Class Action Research (CAR) training, and further education .

Some of the reasons why this research is important is because the existence of this madrasa is one of the best madrasas in both academic and non-academic fields. In this regard, it is interesting to examine how the process of implementing human resource development for madrasa teachers increases the productivity and effectiveness of Madrasah Aliyah Negeri 3 Medan as the birthplace of students and graduates who are expected to be able to bring the big name of the madrasah.

METHOD

In this study, which is examined holistically is the dimension of the message. The use of this research considers efforts to reveal a unique special phenomenon related to the implementation of teacher human resource development in Madrasah Aliyah Negeri 3 Medan.

What underlies the behavior of people, and organizations in the spectrum of behavioral meaning systems regarding unique phenomena, when data, facts, and information are disclosed from the perspective of the research subject, the questions are how (how), "what" (what), and "why" (why) (Gall, ed, 2003:435). Researchers have few opportunities to control the events that are observed, investigated and when the focus of their research lies on contemporary phenomena in real-life contexts.

The background of this research is Madrasah Aliyah Negeri 3 Medan. In this research, the research background is natural. In line with the opinion of Patton (1980:41), that qualitative design is naturalistic in that the researcher does not try to manipulate the research setting, but the research setting is a natural event, program, relationship or interaction that is not forced as a problem building by and for the researcher.

The sources of data in this study were informants, consisting of: the head of the madrasa (key informant), the head of administration, the deputy head of the madrasa, the teachers and the madrasa committee. The number of informants is always adjusted and directed to achieve data redundancy . In other words, the achievement of data will be stopped when there is no more variation in the data that comes to the surface.

If the data and information obtained from the informants do not vary anymore, then the research sample is not added anymore. The researcher conducted in-depth interviews with the head of the madrasa, deputy head and teachers, then asked for information on which research subjects were then interviewed so that they were related to the focus being studied.

Data collection techniques According to Lincoln & Guba (1985:17) using interviews, observations and documents (notes or archives). Referring to this opinion, in collecting data of human resource development of teachers used the techniques of observation, in-depth interviews (depth interview) and reviewing documents.

Analysis Techniques Data were analyzed using the techniques offered by Miles and Huberman (1992:16) which include: data reduction, data exposure, and drawing conclusions by 1. Data reduction, namely the selection process, focusing on simplification, abstraction and transformation of raw data that emerges from the findings in the field, 2. Presentation of data, namely providing a comprehensive set of information and has been prepared to be read easily to allow for drawing conclusions, 3. Drawing conclusions, namely providing a final statement as a summary of the findings by providing an assessment or opinion.

The technique of checking the validity of the data is guided by the opinion of Lincoln & Guba (1985), to achieve trustworthiness (truth), the techniques of credibility, transferability, dependability, and confirmability related to the process of collecting and analyzing data are used.

RESULTS AND DISCUSSIONS

The first finding shows that teacher human resource development at Madrasah Aliyah Negeri 3 Medan adheres to a participatory democratic and collaborative system. in preparing the program, the determination and determination of goals and the process of implementing teacher development activities is carried out by deliberation and collaboration to advance and improve the quality of the personality and professionalism of teachers.

However, the democratic leader is a good guide in the group. He realized that his job was to coordinate the work and duties of all its members, emphasizing a sense of responsibility and good cooperation to each member. He knows that the organization or institution is not a "personal or individual" matter, but the strength of the organization lies in the active participation of each member. He is willing to listen to the advice and suggestions of all parties and is able to take advantage of everyone's advantages as effectively as possible at the right time (Kartono, 2006: 186).

Democratic leadership is an active, dynamic and directed leadership that seeks to utilize everyone for the benefit of the progress and development of the organization. Suggestions, opinions and criticisms of each member are channeled as well as possible and an effort is made to use them for the growth and progress of the organization as a manifestation of shared responsibility" (Nawawi, 1999: 96). This type places humans as the main factor in the activities undertaken in collaboration. All of them are included, think about, implement, move and evaluate the activities carried out (Fachruddin, 2002: 93).

The reasons for the management of teacher human resource development at Madrasah Aliyah Negeri 3 Medan are in line with the opinion of the figures above because: 1. the results in the field with existing theories both explain a democratic management system, meaning that in preparing programs, determining implementation the teaching and learning process, in making decisions, all are

carried out by the head of the madrasa with good cooperation between superiors and subordinates. 2. The head of the madrasa equally accepts criticism, suggestions from each member. 3. Equally emphasize the activeness of the members, so that members become good teachers among the good. 4. Together to achieve educational goals. These reasons are the cause of the alignment of the teacher quality improvement management system in the field with the theory above.
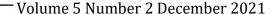
The second finding regarding the development of teacher human resources through the Subject Teacher Consultation (MGMP) activities at MAN 3 Medan focuses on increasing pedagogic competence in teaching abilities. In line with that, the overall teacher human resource development program that was produced through program planning discussions included: (1) subject teacher deliberation activities to improve teacher teaching skills, (2) holding Bintal (mental guidance) on the 1st of each month, (3) Conducting supervision to identify problems and find learning solutions, (4) Seminars, (5). Workshop, (6) workshop, (7) study outside madrasah/school (8) Teacher achievement competition, (9) ESQ, (10) education and training.

These findings are relevant to the opinion of Bech and Reanhartz in (Syafaruddin, 2005:255). explained that in the context of teacher professional development, all learning experiences, formal or informal, are followed by teachers to support teaching effectiveness on an ongoing basis as a process of their adjustment to the natural dynamics of the school environment. So according to this understanding, teacher professional development can take the form of further education, training, upgrading, and personality development

According to Alfonso, et al, (1981:400) staff development is the responsibility for the continuity of learning systematically in order to achieve an increase in teacher professionalism. Teaching supervision is responsible for the daily monitoring and improvement of teaching and learning". Therefore, the role of madrasah principals and supervisors in teacher professional development must be increased from the previous situation according to their responsibilities in encouraging teacher learning through various means and activities for teacher professional development.

The teacher development process can be carried out through teacher training. Because teacher upgrading training has implications as a form of external support provided as professional development, it will only be effective if it is closely related to field experience and knowledge based on teacher needs.

It can be said that strategies and activities are needed by every school as a staff/teacher development policy. According to Duke and Canady (1991: 120) staff development policy strategies and activities cover various levels of financial commitment on the part of the school system. Thus, there is not only one strategy that can be carried out with staff and teacher development such as discussions on curriculum development, learning methodologies, workshops, but can also conduct

comparative studies, bring in experts, continue education, or tiered training in teacher competence. In fact another important thing is to include the format of the upgrade is the policy in rewards and incentives.

Based on the findings and opinions of the figures above, the writer can conclude that the teacher human resource development program or improving the quality of teachers at Madrasah Aliyah Negeri 3 Medan is in line with the opinion of the figures above.

The reason is due to the fact that with existing theories, both determine teacher quality improvement programs by participating in trainings, upgrading, personality development/mental guidance, further education, MGMP, professional teacher competitions and others. All of the above programs are an attempt to build qualified, professional, and skilled education personnel in their respective fields and to achieve effective and efficient educational goals.

The third finding is that the implementation of classroom supervision has been going well - in order to help teachers find and solve learning problems in class. In this case, class supervision is carried out by the head of the madrasa with the support of the supervisor, deputy head of the madrasa and the madrasa committee.

According to E. Mulyasa, the problems faced in improving the quality of teachers are: (1) there are still many teachers who do not fully pursue their profession, (2) the absence of professional standards for teachers, as demanded by developed countries, (3) possibly caused by the existence of universities private higher education institutions that produce pre-made teachers, without taking into account the output later in the field, so that many teachers do not comply with their professional ethics, (4) the lack of professional motivation for teachers to improve their quality because teachers are not required to research as is applied to lecturers in universities high (Mulyasa, 2007:10)

Furthermore, it can be explained by Beach and Reinhartz (2000:265) that staff development (teachers) is the process of maintaining and training to improve the quality of personnel. So it is necessary to have a teacher professional development program so that teachers get new information, both in the form of knowledge, skills, attitude development and teaching commitment as a noble professional task.

Based on the findings and the results of the opinion of the figures above, the writer can conclude that the problems faced by Madrasah Aliyah Negeri 3 Medan are in line with the problems described by the figures above. The reason, according to the author, is that the problems faced both explain the lack of attention from the government to improve the quality and performance of the teaching profession, which results in teachers being less fully engaged in their profession. And coupled with the lack of motivation given by related parties in improving the quality of teachers.
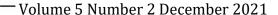
According to Nurtain (1989:63) the role of staff development activities is the main method in improving teaching for supervisors. And according to Imron (1995:23) the functions of teacher professional development are: (1) maintaining the best teaching program, (2) assessing and improving factors that influence learning, (3) improving children's learning situation. So teacher coaching serves to foster a climate for learning processes and outcomes through a series of coaching efforts for teachers in realizing professional services.

With the growing demands of today's teacher professionalism, teacher development must be designed in such a way that is directly related to the effectiveness of learning. So both personality strengthening, addition of knowledge, and teaching skills must be integral in a series of sustainable teacher development programs and are constantly updated according to the dynamics of the times.

The teaching profession must continue to be fostered and upgraded as a full-fledged profession that is valued based on special skills that are different from other professions. Moreover, the teaching profession is related to a noble position or job to foster and prepare the future generation of a nation with good mastery of science, technology, culture, art and personality.

The fourth finding is that the implementation of religious mental development activities as an effort to develop the teacher's personality is carried out by presenting religious leaders, education, and scholars, especially efforts to improve the quality of teachers at Madrasah Aliyah Negeri 3 Medan. The religious mental development activities referred to are as follows: (1) By maximizing the achievement programs for improving the quality of teachers obtained in schools by participating in Bintal (Mental Development), the material covers various fields, both in the field of education, religion, psychology and others. -other. Then the MGMP program, class supervision. And with these programs, teachers will gain broader insight and with these programs it is hoped that teachers can play an active role in the progress of this madrasa, (2) the head of the madrasa has collaborated with teachers, school committees, and the Ministry of Religion of SU to compile and implementing education programs, and improving the quality of teachers so that teachers can understand the true meaning of management, (3) By cooperating with school committees which are the third pillar in advancing education, namely the state, community and schools. Then the head of the madrasa discusses in terms of handling funds to the third pillar in education. This has been done, where the community has been willing to donate funds to schools, this is done for the common good and for the realization of educational goals.

In line with the results of the research above, Imron explained, in today's development there are many vehicles that can be used as a teacher empowerment process, namely: class supervision, teacher working groups (KKG), MGMP, Advanced education, (Inservice education), upgrading and training (Syafaruddin, 2005:249).

UNESCO explains that education (Human Resources) in each school is a key factor in the functioning of other educational human resources in achieving educational goals. Improving the world of education depends on first improving the recruitment and recruitment, training, social position and working conditions of teachers, they require appropriate knowledge and skills, personality traits, professional prospects and teacher motivation and expectations (Syafaruddin, 2005). :248).

In this context, teacher professional development is all learning experiences, formal or informal, that are followed by teachers to support teaching effectiveness on an ongoing basis as a process of their adjustment to the natural dynamics of the school environment. So according to this understanding, teacher professional development or teacher coaching may take the form of further education, training, upgrading and personality development (Imron, 1995:12).

Based on the findings from observations, interviews, documents and supported by the opinions of the figures above, it can be concluded that efforts to improve the quality of teachers through mental development of teachers at Madrasah Aliyah Negeri 3 Medan are in line with the opinions of the figures above.

Based on this analysis, it can be concluded that the discussion of research results with existing theories is relevant, this is because the findings in the field are the same as existing theories.

CONCLUSION

As for the conclusions from the data that the authors obtained in this study, it can be concluded that:

Human resource development for teachers at Madrasah Aliyah Negeri 3 Medan is carried out by means of deliberation involving staff, teachers, madrasa committees with the aim that madrasa teachers have teaching skills, commitment to duties and responsibilities. Teacher development includes MGMP activities (workshops, training) , periodic supervision activities, and mental development of teachers and employees.

Implementation of teacher development at Madrasah Aliyah Negeri 3 Medan through activities: workshops, seminars, out-of-school/madrasah visits, subject teacher discussion groups through workshops and teacher teaching skills training.

Embedding a scheduled supervision component is carried out in helping teachers find and solve and find solutions. the supervision component is periodically carried out by the madrasah principal with the support of supervisors from the Medan city ministry, deputy madrasah heads and madrasa committees as well as supervision from the community.

The implementation of teacher personality mental development activities is carried out by carrying out spiritual spiritual development activities by religious leaders on Islamic holidays and monthly madrasa studies studies by conducting external collaborative relationships with higher education madrasas, quality assurance institutions, the North Sumatra provincial education office and the

ministry of religion. North Sumatra Province to participate in implementing the development program for improving the quality of teachers at Madrasah Aliyah Negeri 3 Medan.

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