Human Resource Management Model in Islamic Boarding School-Based Private Madrasah Tsanawiyah

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Article Info	Abstract
Keywords: Management, Human Resource, Madrasah Tsanawiyah, Islamic Boarding School.	The development of madrasahs cannot be separated from the productive human resources in them. Productive human resources cannot be separated from good management. This management is known as human resource management. In managing human resources, the madrasah must be able to create a management model that is planned, structured, and measurable in order to produce quality human resources. The human resource management model at Islamic boarding school-based Madrasah Tsanawiyah has its own uniqueness in achieving the vision of the institution. Starting with the main competencies that correspond to the institution's dominance and the continuity of human resources who always carry out service to the institution. The human resource management model in Islamic boarding schools begins with the stages of carrying out job analysis, implementing recruitment, implementing HR placement, implementing HR development, implementing compensation, implementing integration, implementing HR maintenance, implementing termination of employment, and last is the implementation of HR monitoring and assessment stages.
Keta Kunci: *Pengelolaan,* *Sumber daya manusia,* *Madrasah Tsanawiyah,* *Pondok Pesantren.*	**Abstrak** *Perkembangan madrasah tidak lepas dari sumber daya manusia yang produktif di dalamnya. Sumber daya manusia yang produktif tidak lepas dari manajemen yang baik. Manajemen ini dikenal sebagai manajemen sumber daya manusia. Dalam mengelola sumber daya manusia, madrasah harus mampu menciptakan model pengelolaan yang terencana, terstruktur, dan terukur guna menghasilkan sumber daya manusia yang berkualitas. Model pengelolaan sumber daya manusia di Madrasah Tsanawiyah berbasis pondok pesantren memiliki keunikan tersendiri dalam mencapai visi lembaga. Dimulai dari kompetensi utama yang sesuai dengan dominasi lembaga dan kesinambungan sumber daya manusia yang selalu melaksanakan pengabdian kepada lembaga. Model pengelolaan sumber daya manusia di pondok pesantren diawali dengan tahapan melakukan analisis jabatan, melaksanakan rekrutmen, melaksanakan penempatan SDM, melaksanakan pengembangan SDM, melaksanakan kompensasi, melaksanakan integrasi, melaksanakan pemeliharaan SDM, melaksanakan pemutusan hubungan kerja, dan terakhir adalah pelaksanaan tahapan pemantauan dan penilaian SDM.*

INTRODUCTION

The existence of the madrasah began with the issuance of a Joint Agreement Letter (SKB) by three ministers on March 24, 1975, consisting of the Minister of Education and Culture, the Minister of Home Affairs, and the Minister of Religion. At that time, the Minister of Education and Culture was led by lieutenant general TNI. Dr. Teuku Syarif Thayeb, the Minister of Home Affairs was led by retired general TNI, Amir Machmud, and the Minister of Religion was Prof. Dr. Mukti Ali. Madrasahs are formed by and for the community. According to (Ansori, 2020a; Hanafi et al., 2021), madrasahs are a form of formal educational institution in Indonesia.

The position of a madrasah as a formal educational institution is the same as other formal schools and can be sustainable. According to (Aziz et al., 2022; S. Hasibuan, 2022; Tilaar, 2003), the inclusion of madrasah as a sub-system of national education has various consequences, including the start of a pattern of teaching following one measure that refers to government schools. The development of madrasahs cannot be separated from productive human resources within them, especially charismatic figures who can dominate society (Annisa et al., 2020a; Bruinessen, 1995). Productive human resources cannot be separated from good management. This management is known as human resource management (Bruinessen, 1990).

Veithzal (Rivai, 2009, 2010) states that human resource management is one area of general management. The term "management" has the meaning of "a collection of knowledge about how to manage human resources." Human resource management is something that influences human resources in certain organizations. Quality human resources are the most decisive component in every institution and organization because human resources are a fundamental element in an organization. The organizational pattern depends on the human resources in it (Annisa et al., 2020b; Banmairuroy et al., 2022; Stofkova & Sukalova, 2020).

This refers to the fact that human resources are the main building in the organization because the existence, system, and implementation of the organization are very dependent on the human resources in the organization, including the impact that will be felt by the human resources themselves (Bastas & Altinay, 2019; Gu et al., 2023; Kaçmaz & Serinkan, 2014). Human resource management aims to develop human resources, where one of the impacts will be felt by the organization (Prasetyo & Ilham, 2022). Madrasah can also be organized by the government rather than by the community. The difference between educational institutions at the Madrasah Tsanawiyah level, which are managed by the government and the community is quite significant (Banmairuroy et al., 2022; Brooks & Ezzani, 2022). However, there are several madrasahs that have outstanding achievements among Madrasah Tsanawiyah, which are managed by the community. One of them is in terms of student achievement, both in terms of quality and quantity (Devi & Subiyantoro, 2021; Ilyas et al., 2021).

This achievement cannot be separated from the human resource factor at Madrasah Tsanawiyah, which is managed with good human resource management (Muazza, 2021; Sa'dullah & Hidayatullah, 2020). The implementation of human resource management at Madrasah Tsanawiyah, which has these achievements, is expected to become a reference for other Madrasah Tsanawiyah in implementing human resource management in order to become a prestigious Madrasah Tsanawiyah (Farrukh et al., 2022; Widiastuti et al., 2022).

HR management at Islamic boarding schools Madrasah Tsanawiyah has its own uniqueness in achieving the vision of the institution. Starting from the main competencies that are in accordance with the exellence of the institution to the continuity of human resources who always

carry out service to the institution (Azizi et al., 2021; Rachmawati et al., 2022). Based on the background of this problem, the researcher is interested in examining the problem of the human resource management model in private Islamic boarding schools-based Madrasah Tsanawiyah (a descriptive study of the implementation of human resource management in private Islamic Madrasah boarding schools). As support for the implementation of the research, the researchers carried out research at a private Islamic boarding school Madrasah Tsanawiyah in Bandung. The types of samples chosen were MTs that required all students to live in dormitories and MTs that determined that some of their students lived in dormitories.

RESEARCH METHODS

This research uses a qualitative approach with descriptive methods. In this study, the qualitative approach is used to observe and analyze how the actual description of the model of human resource management in private Islamic boarding schools is based. According to Bogdan and (Bogdan & Biklen, 2007), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The use of this method is adapted to the main objective of the research, which is to describe and analyze the model of human resource management in a private pesantren-based Madrasah Tsanawiyah.

The study was done at MTs Al Inayah, MTs Nurul Iman, and MTs Misbahunnur, which are all private Madrasah Tanawiyah. MTs Al-Inayah is located on Jl. Cijerokaso No. 63 in Bandung. MTs Nurul Iman is located on Jl. Cibaduyut, Bandung City. The MTs Misbahunnur are located on Jl. Kolones Masturi, North Cimahi District, Cimahi City District. The subjects in this study were people who were directly involved in the human resource management model at private Islamic boarding schools. As for the subject, it consists of the principal and the teacher.

Sugiyono, says that the quality of research instruments and the quality of data collection are the two main things that affect the quality of research data. Qualitative research instruments or tools are the researchers themselves (Sugiyono, 2008). Therefore, the researcher as an instrument must also be validated as to what extent the researcher is ready to carry out research that will then go into the field. Research validation as an instrument includes validation of changes in qualitative research methods, mastery of insight into the field studied, and the readiness of researchers to enter research objects, both academically and logistically.

Data collection techniques used in this study are observation, interviews, and documentation studies. The three data collection techniques are expected to complement each other so that the expected information is obtained. Data analysis is carried out before researchers enter the field on data from preliminary studies or secondary data that will be used to determine the research focus. Data analysis during the research was carried out at the time of data collection and after completing data collection within a certain period (Creswell, 2012). During the interview, the researcher conducted an analysis of the interviewee's answers. If the answers obtained after the analysis are not satisfactory, the researcher will ask the questions again, up to a certain point, until the expected data is obtained. The data analysis activities according to (Miles et al., 2018) include data reduction, data presentation, drawing conclusions, and verification.

RESULTS AND DISCUSSION

Results

In terms of the research methods and approach, this study uses descriptive methods and a qualitative research approach. As for how the researchers chose the people they wanted to study, they used a method called purposive sampling to get information, especially first-hand information from observation, interviews, documentation studies, and triangulation. The following are the findings of research conducted at three MTs schools, namely MTs Al Inayah, MTs Nurul Iman, and MTs Misbahunnur, with the subjects in this study being people who are directly related to the human resource management model at private Islamic boarding schools, namely the principal and teachers. The following are the findings of the research results at the three MTs.

The analysis of teacher needs began in the even semester in January. The analysis of teacher needs at three MTs refers to the results of the odd semester evaluation when discussing the continuity of teacher assignments. The head of the madrasah assigns the deputy head of the curriculum field to compile a teacher needs analysis document for consideration in recruitment in accordance with the needs of teachers.

Before the teacher needs analysis is done, the first step in Three MTs's teacher recruitment process is to look at the documents of the applicants. If there are applicant documents that have categories according to teacher needs, they will be confirmed in advance to take part in the teacher acceptance selection. If there are no categories needed to fill the composition of teacher needs, then the recruitment process will be published openly.

Prior to the teacher placement process, all teachers attended a lesson plan preparation workshop. After the learning plan is completed, the head of MTs Al-Inayah determines the distribution of the academic load to be carried by the old teacher and the new teacher. All teachers will be placed according to their proportions so that learning outcomes can be more effective.

The teacher HR development model at three MTs is carried out in various forms ranging from training, workshops, In House Training (IHT), technical guidance and other supporting activities for teachers. The development is carried out by education units, government programs, and programs from private parties that organize activities. Teacher career development at three MTs consists of honorary teachers and permanent teachers. Honorary teachers at three MTs were given assignments for a period of one year and their assignments were extended the following year. Permanent teachers in the three MTs will always be on duty until termination of employment occurs. Teachers who have just been accepted in three MTs have the status of honorary teachers. The honorary teacher will be appointed as a permanent teacher after fulfilling certain conditions and criteria determined by the said MTs.

There are two main sources of compensation for teachers in the three MTs, namely compensation from the government and compensation from the education unit. Compensation sourced from the government is in the form of teacher professional allowances for teachers who already have educator certificates and incentive allowances for teachers who do not yet have educator certificates. The provisions for teachers who receive these allowances refer to government regulations that apply to madrasah teachers. Teachers in the three MTs also receive compensation from the education unit. The teacher compensation system for the three MTs refers to the total academic and non-academic hours.

The model of integrating fellow teachers at the three MTs in a special discussion was channeled in the Subject Teacher Consultation Forum or MGMP. MGMP of the three MTs are

made up of all subjects. The madrasah head will play a full role in coordination across institutions under the auspices of one foundation in hhree MTs. For example, if there are things that need to be coordinated with Madrasah Ibtidaiyah Al-Inayah teachers, then the head of MTs Al-Inayah coordinates with the head of MI Al-Inayah. The same goes for MTs Nurul Iman and MTs Misbahunnur.

Madrasah heads at three MTs provide a very open discussion space for teachers. This is one of the efforts of the heads of madrasah at three MTs to care for teachers with their communication model. Another model for teacher retention is to provide incentives as a form of appreciation to teachers who have achieved certain goals. These achievements can refer to achievements from competitions or certain achievements given to teachers. The amount of incentives given is proportional to the educational unit's ability.

Teachers can stop working at the Three MTs when their term of office ends, when they resign, or when they are terminated by the education unit. Teachers who stop completing their term of duty typically are honorary teachers whose assignments are not continued. Permanent teachers still stop serving at Three MTs if they resign or are dismissed by the institution. Teachers who wish to resign for reasons acceptable to the institution must do so at least six months prior to the end of the academic year.Teachers who are dismissed are those who violate the law. Three MTs do not limit the teacher's age at retirement. As long as the teacher is still able to carry out the task, they will always be assigned.

Implementing teacher monitoring is the task of the head of Madrasah at three MTs, assisted by the deputy head of the curriculum division. Several parties were also involved in the teacher monitoring process, including madrasah supervisors, elements of foundations, and parents of students. The many elements involved in implementing teacher monitoring at the three MTs meant that the implementation of learning could be effective. The teacher assessment of the three MTs was carried out using formative and summative assessments. These assessments are routinely carried out in an effort to guarantee the quality of education in the three MTs. The following is a table of the Human Resources management model

Table 1. Human Resources management model

Stages of the management model at Madrasah Tsanawiyah	What has been done by the Institute
Job analysis	The head of the madrasah assigns the deputy head of the curriculum field to compile a teacher needs analysis document for consideration in recruitment in accordance with the needs of teachers
Implementation of recruitment	Before the teacher needs analysis is done, the first step in Three MTs's teacher recruitment process is to look at the documents of the applicants. If there are applicant documents that have categories according to teacher needs, they will be confirmed in advance to take part in the teacher acceptance selection
HR placement	All teachers will be placed according to their proportions so that learning outcomes can be more effective
HR development	The development is carried out by education units, government programs, and programs from private parties that organize activities. Teacher career development at three MTs consists of honorary teachers and permanent teachers.
Implementation of compensation	Teachers in the three MTs also receive compensation from the education unit. The teacher compensation system for the three MTs refers to the total academic and non-academic hours.

Implementation of integration	The model of integrating fellow teachers at the three MT's in a special discussion was channeled in the Subject Teacher Consultation Forum or MGMP
HR maintenance	These achievements can refer to achievements from competitions or certain achievements given to teachers
Termination of Employment	Teachers can stop working at the Three MT's when their term of office ends, when they resign, or when they are terminated by the education unit. Teachers who stop completing their term of duty typically are honorary teachers whose assignments are not continued
HR monitoring and assessment	The many elements involved in implementing teacher monitoring at the three MT's meant that the implementation of learning could be effective. The teacher assessment of the three MT's was carried out using formative and summative assessments

DISCUSSION

According to (M. S. P. Hasibuan, 1989), human resource management is the science and art of managing the relationships and roles of the workforce in order to effectively and efficiently help achieve goals. Private Islamic boarding schools-based Madrasah Tsanawiyah certainly has a goal that is elaborated on with strategic steps to achieve this goal, one of which is by preparing superior and productive human resources. Human resource management has two functions, namely managerial functions and operational functions. According to (Hamzah et al., 2016), the operational functions of human resource management consist of planning, development, compensation, integration, maintenance, and termination of employment.

Implementation of the job analysis of private Islamic boarding school-based Madrasah Tsanawiyah

At private Islamic boarding schools, the first step in HR planning is to look at what teachers need. This stage must be carried out so that the required composition can be carried out by a competent person. Both public and private Madrasah Tsanawiyah must do an analysis of teacher needs to make sure that learning activities are put into place. The madrasah that were studied did not send the Ministry of Religion an analysis of their teachers' needs because they had already hired teachers before the implementation began. An analysis of the needs of private madrasah teachers was compiled at the beginning of the even semester, so that at the end of the even semester, they had started preparing the composition for the implementation of learning in the following school year.

Private Islamic boarding schools-based Madrasah Tsanawiyah often give teachers at Islamic boarding schools who are not yet undergraduates the chance to finish their undergraduate degrees so they can also teach in madrasah. The aim of the program is to ensure that all madrasah teachers can be productive in carrying out learning activity in Islamic boarding schools (Baticulon et al., 2021; Santosa & Devi, 2021).

Teacher observation includes the implementation of planning, the implementation of learning, and the assessment of learning outcomes carried out by the head of the madrasah or the teacher who is appointed as a supervisor. Interviews or questionnaires are addressed to non-permanent teachers as assignment considerations for the next school year. Daily work records are compiled in teacher performance assessments, which can be considered by policymakers. Various

general views were expressed by related parties during a meeting to discuss the analysis of teacher needs (Appleyard & Appleyard, 2014; Boyle et al., 2021).

The job analysis of Islamic boarding school-based private Madrasah Tsanawiyah considers two main factors, namely job analysis at Madrasah Tsanawiyah and Islamic boarding schools, so that they can become a combination (Bahri & Arafah, 2020). This combination can give birth to a job analysis that can be carried out by teachers who teach at Madrasah Tsanawiyah as well as be involved in program activities at Islamic boarding schools. The result will be Madrasah Tsanawiyah teachers who can be productive in the pesantren program.

Pesantren-based private Madrasah Tsanawiyah recruitment

(Gjefsen, 2020; Jiarakorn et al., 2015) states that recruitment is a process or activity of seeking and gathering prospective professional applicants to fill vacancies in an institution in accordance with the specified requirements. Recruitment of pesantren-based private Madrasah Tsanawiyah teachers is a process of finding teachers with predetermined criteria who can support the pesantren program either with direct or indirect involvement (Hasanah, 2020).

Implementation of madrasah recruitment refers to KMA No. 1006 of 2021. Madrasah carry out teacher recruitment when they need teachers to fill the vacant teacher slots. The need for teachers can arise when there are teachers who are no longer on duty or when there are additional study groups that cannot be met by the available teachers. The need for teachers can arise when an education unit wants to carry out a development program that cannot be carried out by the available teachers. (Maynard et al., 2017; Rice et al., 2019)suggests that recruitment objectives include recruitment as a means of social coordination, recruitment as a technique for maximizing efficiency, and recruitment as a political responsiveness strategy.

According to (Gornitzka & Stensaker, 2014), there are two methods in the recruitment process that have a very large influence on the number of applications that enter the institution, namely the open method and the closed method. According to (Amzat, 2022), the open method is recruitment that is widely informed by placing advertisements in the mass media, both print and electronic, or by word of mouth (news of other people) so that it spreads to the wider community. The closed method involves only informing employees or specific individuals about recruitment.

According to (Ma'arif et al., 2022) the recruitment process consists of developing a recruiting strategy, searching for job applicants, eliminating unsuitable applicants, and creating a pool of applicants. In order to recruit socialization, private Islamic boarding school-based Madrasah Tsanawiyah frequently asks for recommendations from certain institutions whose graduates are thought to fit the madrasah's criteria (Vrontis et al., 2022; Yong et al., 2020).

Implementing the recruitment of new teachers at private Islamic boarding schools based Madrasah Tsanawiyah is done by the selection team assigned to recruit new teachers. This is in accordance with KMA No. 1006 of 2021 that institution must form a selection committee for the teacher recruitment process. The selection team according to KMA No. 1006 of 2021 consists of various elements, namely elements of the Regency/City Ministry of Religion Office. Islamic boarding school-based private Madrasah Tsanawiyah involves elements of the foundation, the head of the madrasah, the deputy head of curriculum, and several teachers who are considered competent to select new teachers (Tambe et al., 2019).

The requirements for madrasah teachers are clear in KMA No. 1006 of 2021, which consists of general requirements, administrative requirements, and academic qualification requirements. The foundation as an educational institution for private Madrasah Tsanawiyah based on KMA No.

1006 of 2021 can add several conditions so that prospective teachers can be appointed as teachers in education units. Private pesantren-based Madrasah Tsanawiyah prioritizes teachers who have competence in the field of Islamic boarding schools to support the quality of education provided.

Selection provisions based on KMA No. 1006 of 2021 consist of two types, namely administrative selection and substance selection. Administrative selection is carried out to verify and validate files or documents. After being declared to have passed the administrative selection, applicants can take the substance test.

There are tests for academic potential, religious knowledge, being able to read and write Al-Quran, and basic learning skills. Verbal, quantitative, and logical reasoning are examples of academic potential test materials. Religious insight material includes national insight, religious insight, social competence, and personality competence. Al-Quran reading and writing materials include the ability to read the Koran and the ability to write Arabic. The basic ability test material in learning includes the ability to prepare learning implementation plans (RPP), practice RPP in learning, develop learning instruments, and use information technology (IT) in learning (Ajjawi et al., 2020; Colthorpe et al., 2021) .

If a Madrasah teacher wants to teach in a pesantren, they have to meet more requirements to be chosen. These requirements include Islamic boarding school competence and a willingness to live in a dormitory. Applicants who want to teach in madrasah and pesantren must go through two rounds of selection. The first is the selection of madrasa teachers, and the second is the selection of pesantren teachers (Aliyyah et al., 2020).

The selection results from the recruitment process become a reference and consideration for hiring new teachers. Applicants who pass the selection will be accepted as teachers, with a decision being made on the appointment of new teachers who are appointed by the education provider foundation based on the results of the selection to be placed in accordance with the required position. This decision becomes a reference for the head or leadership of the pesantren as well as a way to provide details of the work that the teacher will carry out at the pesantren (Rozaq et al., 2022).

HR placement implementation

According to Rivai (2015), placement is the assignment or reassignment of an employee to a new job. There are three categories of teacher placement in private Islamic boarding schools: the first are madrasah teachers who do not teach at Islamic boarding schools; the second are Islamic boarding school teachers who do not teach at madrasah; and the third are madrasah teachers who are given assignments at Islamic boarding schools.

Based on KMA No. 1006 of 2021, prospective teachers who are declared to have passed the selection must take part in the Beginner Madrasah Teacher Induction Program (PIGPM). This program is held by private madrasah only for all new teachers who serve in madrasah, whether they are also assigned to Islamic boarding schools or those who are not. The new teacher started on July 1 in preparation for learning. This preparation starts with preparing lesson plans and compiling several other learning tools before teaching and learning activities begin.

The head of the madrasah and the deputy head of the curriculum section work together to figure out how to divide the work of new teachers between academic and non-academic tasks. After the education provider foundation made a decision about appointment of the new teachers, this plan was put into action (Gott et al., 2022; Heyler & Martin, 2018).Through a management information system used by madrasah in the Ministry of Religion, the results of this compilation

are sent to the Ministry of Religion. New teachers who have been appointed by educational institutions and given assignments by the head of the madrasah will be registered with SIMPATIKA (Educator Information System and Education Personnel) based on Ministry of Religion Circular Letter Number 2940/SJ/DJ.I/DT.I/HM.00/4/2016.

The teacher's workload is at least 24 hours face-to-face and a maximum of 40 hours face-to-face in one week based on Government Regulation Number 19 of 2017. Teachers who teach at Islamic boarding schools based at the private Madrasah Tsanawiyah have a formal load of 24 hours per week. This burden includes the main duties as a teacher as well as additional duties that refer to the Decree of the Minister of Religion number 890 of 2019, which consists of deputy heads of madrasah, heads of libraries, heads of laboratories, and supervisors of dormitories at madrasah that carry out boarding education. Other additional duties for madrasah teachers consist of homeroom teachers, OSIM Supervisors (Intra Madrasah Student Organizations), extracurricular coaches, teacher performance evaluation program coordinators, picket teachers, teacher performance assessors, administrators of professional teacher organizations, and co-curricular coaches.

Implementation of Islamic Boarding School-based Private MTs HR development

Human resource development, according to (Mousa & Othman, 2020), is a systematic learning and training process to improve competency and performance in current work and prepare oneself for future roles and responsibilities. Global development is a challenge for an Islamic boarding school-based private Madrasah Tsanawiyah to carry out human resource development that is relevant and effective to achieve the goals of the institution.

Islamic boarding schools in private Madrasah Tsanawiyah provide teacher development through a variety of activities. According to Sulastri (Swanson, 2022), these are activities that include training, coaching, career development, and guidance. The regulation of teacher professional development training aid stated by the Minister of Education and Culture number 62 of 2013 concerning teacher certification in position in the context of teacher arrangement and equity. Private Madrasah Tsanawiyah teachers have the right to have the opportunity to develop their profession based on KMA No. 1006 for the year 2021.

In addition to developing the teaching profession, the government also conducts various trainings to improve teachers' competence. Madrasah heads play an active role in the development of the teaching profession by recommending teachers take part in professional development activities carried out by the government. Education units and foundations can also carry out teacher development (Shaturaev, 2021). The development of pesantren-based private Madrasah Tsanawiyah teachers is carried out routinely by education units to improve the competence of the teachers. The implementation of this development is carried out in various forms, such as seminars, workshops, in-house training, training, coaching, and other activities (Dirani et al., 2020).

Pesantren-based private Madrasah Tsanawiyah teachers have the opportunity to receive greater development. This great opportunity occurred because they were able to take part in various trainings for madrasah teachers and could take part in various trainings for Islamic boarding school teachers (Mulang, 2021). Career development for Islamic boarding school-based private Madrasah teachers carried out by educational institutions or foundations. Career development carried out by the foundation is one of them, establishing foundation employment status for madrasah teachers. The employment status consists of permanent teachers and non-permanent teachers.

Foundation permanent teachers are teachers who are given assignments for a fairly long period of time. Teachers still do not need appointments every year. Every time a new school year approaches, the teacher remains to receive the details of the assignments given (Chams & García-Blandón, 2019). The education provider foundation appoints foundation non-permanent teachers on an annual basis. The teacher assignment period does not remain valid for one year. The assignment of non-permanent teachers ends at the end of the school year. Non-permanent teachers will be reappointed the following year if they are reassigned. If not reassigned, non-permanent teachers will terminate their employment at the end of the school year according to a decree determined by the foundation.

Implementation of Islamic Boarding School-based private MTs compensation

According to Rivai (2015), compensation is something that employees receive in exchange for their service to the company. Giving compensation given by educational institutions to their teachers is a form of professional protection for teachers in accordance with Law No. 14 of 2005 of the Republic of Indonesia concerning Teachers and Lecturers.

Teachers are entitled to receive income from education providers or foundations based on KMA No. 1006 of 2021, which states that teachers have the right to earn income from foundations or other legitimate sources. The amount and form of compensation are, of course, highly adjusted to the conditions of the education provider or foundation.

Pesantren-based private Madrasah Tsanawiyah teachers receive compensation from educational institutions or foundations. The amount of compensation given adjusts to the conditions of each educational institution(Ansori, 2020b; Baharun, 2017). Compensation methods according to Herman Sofyandi (2013) include the ranking method, job grading method, factor-comparison method, and point system method. These four methods can be used by a company to provide compensation to its employees (Rahmatika et al., 2022; Sudarman, 2021).

The compensation method given to pesantren-based private Madrasah Tsanawiyah teachers refers to the workload given. Madrasah teachers are compensated based on the number of hours of lessons they teach per week.

Madrasah teachers who serve in Islamic boarding schools receive compensation from their workload in Islamic boarding schools. Compensation for teachers serving in Islamic boarding schools refers to the type of duties carried out. Compensation for assignments in Islamic boarding schools is paid out once a month, just like compensation for madrasah teachers.

Integration, according to Hasibuan (2008), is the activity of integrating the wishes of employees and the interests of the company in order to create cooperation that gives satisfaction. According to Rivai (2015), planning and organizational goals need to be communicated at all levels, including units, teams, and individuals. According to Rivai (2015), there are four communication flows within a company, including downward vertical communication, upward vertical communication, horizontal communication, and diagonal communication. The four streams of communication are carried out in an Islamic boarding school-based private Madrasah Tsanawiyah.

Private Madrasah Tsanawiyah based on Islamic boarding schools do vertical downward communication by giving instructions in the meeting forum or outside the meeting forum, either orally or in writing. The administration of the madrasah documents is the implementation of written instructions. Written and unwritten instructions must always be carried out by all teachers who still have work ties.

The flow of upward communication is carried out in deliberation forums or formal meetings by pesantren-based private Madrasah Tsanawiyah. Teachers can convey their ideas and suggestions in the forum. These ideas or proposals can become one of the chief considerations in determining certain policies. Apart from formal forums, teachers can convey their ideas directly to the principal in a persuasive manner.

At the education unit level, the subject teacher deliberation forum (MGPM) makes it official and clear that teachers can talk to each other. The MGMP Forum is a way for teachers to talk to each other and share ideas about how to make learning better. The diagonal communication flow of Islamic boarding school-based private Madrasah Tsanawiyah is under the auspices of the education provider, which has several educational units. The communication model involves the role of the head or leader of an educational unit or foundation. Even though they are in the same environment, the head of a particular education unit does not have authority over teachers in other education units.

The head of each private education unit that is part of the same educational institution is in charge of hiring the teachers in that unit. When something beyond the teacher's authority needs to be communicated to them, the head of the education unit coordinates with the head of the teacher's education unit or the foundation as the authority on the teacher.

Pesantren-based private MTs human resources maintenance

According to (Kim et al., 2021), maintenance means maintaining the workforce so that they feel comfortable in the institution. (Sinambela, 2021) Employees at this stage have years of work experience, a lot of work knowledge, and a deep understanding of the institution. Teachers who are well cared for will be willing to always devote themselves to the educational unit.

Employee maintenance methods, according to Herman Sofyandi (2013), are communication methods, methods of providing incentives, and methods of employee welfare. Communication is important in an organization, be it from superiors to subordinates, from subordinates to superiors, or between fellow employees. Herman Sofyandi (2013) added that giving incentives can increase morale and employee loyalty because employees get attention and recognition for their achievements. According to Herman Sofyandi (2013), welfare can be provided either financially or non-financially so that employees feel safe and secure in their daily lives.

Islamic boarding school-based private Madrasah Tsanawiyah always maintains communicative relations with all teachers and staff. The pesantren-based private Madrasah Tsanawiyah communication pattern is carried out with four communication streams. Intensive giving as a method of teacher maintenance is carried out by private Islamic boarding schools. This form of incentive-giving is based on assignments outside of the main tasks and certain achievements obtained by the teacher. The intensive amount given adjusts to the conditions of each educational unit (Sedarmayanti, 2007).

Teachers who teach in madrasah and Islamic boarding schools are given more welfare by educational institutions. This form of welfare includes providing housing for teachers. provision of the residence along with the electricity facilities, so that the teacher does not need to fill out electricity payment tokens. In addition, teachers who teach at Islamic boarding schools are allowed to take meals according to the students' meal schedule.

Termination of employment at Islamic boarding school-based private MTs

Termination of employment or dismissal, according to Herman Sofyandi (2013), is the termination of a person's employment relationship with an organization or company. A teacher

will not be bound by the rights and obligations of an employee after the employment relationship ends.

Termination of employment can occur due to several factors. Herman Sofyandi (2013) revealed several reasons for dismissal, including: dismissal due to the will of the company, dismissal because of their own will, dismissal because the work contract is up, dismissal due to retirement, dismissal due to employee health, dismissal due to company liquidation, dismissal due to accident or death, and dismissal due to applicable laws.

According to (S. Hasibuan, 2022; Li et al., 2021) performance is the level of achievement of results from the implementation of certain tasks. Pesantren-based private Madrasah Tsanawiyah teachers who have workloads in madrasah and Islamic boarding schools have two assessment records, namely, assessment as a madrasah teacher with PKG (teacher performance assessment) and assessment as a pesantren teacher.

The assessment of teacher performance, or PKG, is the teacher's assessment of each item of the teacher's main task activities in the context of developing a career rank and position based on Permeneg PAN and RB Number 16 of 2009. PKG is based on Permendiknas Number 35 of 2010. It is an assessment system that measures the mastery of competencies demonstrated in its performance to identify teacher abilities in carrying out their main tasks.

PKG is carried out by the head of the madrasah to measure the achievement of teacher performance. The head of the madrasah follows up on the results of teacher performance assessments for the development of education quality. The results of the teacher's assessment serve as a basis for making plans for the teacher's Continuing Professional Development (PKB) as a learning teacher. Another duty is to complete teacher credit scores for promotions and positions. These two functions are stated in the Decree of the Director General of Islamic Education, number 1843 of 2021.

In Islamic boarding schools, pesantren leaders or caretakers are in charge of judging how well teachers do their jobs. The form of performance appraisal for Islamic boarding school teachers adapts to the conditions of each school. The assessment of pesantren teachers is carried out every year.

Islamic boarding school teachers who have good performance ratings and sufficient competence will always be involved in social and religious activities in the community. This is a follow-up to the results of Islamic boarding school teacher performance assessments. Teachers whose performance scores are not good will receive special coaching as a follow-up.

CONCLUSION

Islamic boarding school-based private Madrasah Tsanawiyah is a formal educational institution managed by the community through educational institutions that are legalized in accordance with applicable laws. The purpose of the pesantren-based private Madrasah Tsanawiyah is one of the efforts of educational institutions to realize their goals. Efforts to realize Islamic boarding school-based private Madrasah Tsanawiyah are supported by excellent teachers. The realization of superior teachers is supported by good human resource management. Teacher management is a challenge for heads of education units in realizing their vision. Human resource management has been done well at private MTs that are based in Islamic boarding schools. The indicator of the implementation of HR management is the completion of several stages in teacher management. Having superior and productive teachers is one of the efforts to achieve the vision

and goals of madrasah or educational units. The existence of well-managed teachers has an impact on the optimal process of education in educational units.

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