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IMPLEMENTATION OF HUMAN RESOURCE MANAGEMENT FOR TEACHERS ON COMMUNITY SERVICE ASSIGNMENTS AT THE ARRUSYDA ISLAMIC BOARDING SCHOOL IN CILEUNGSI

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Abstrak

Penelitian ini bertujuan menganalisis implementasi manajemen sumber daya manusia (MSDM) bagi guru pengabdian di Pondok Pesantren Arrusyda, Cileungsi, dengan perhatian pada pembinaan kompetensi pedagogik. Penelitian menggunakan pendekatan kualitatif deskriptif melalui wawancara, observasi, dan dokumentasi terhadap pihak yang terlibat dalam pengelolaan guru. Informan dipilih secara purposif berdasarkan keterlibatan mereka dalam kegiatan manajemen dan pembelajaran. Analisis dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan, dengan triangulasi sumber dan metode. Temuan penelitian memperlihatkan empat fungsi pengelolaan yang saling berkaitan: perencanaan kebutuhan dan rekrutmen guru pengabdian; pengorganisasian tugas sesuai bidang keahlian; pengarahan melalui pendampingan pimpinan dan guru senior serta pelatihan internal; dan pengawasan melalui observasi pelaksanaan tugas serta evaluasi berkala. Dalam naskah sumber, pelatihan dilaporkan berlangsung tiga hingga empat kali setahun disertai pembinaan bulanan. Evaluasi digunakan sebagai dasar refleksi, pelatihan lanjutan, dan penyesuaian penugasan. Penelitian ini menunjukkan bahwa praktik MSDM menyediakan kerangka pengelolaan dan pengembangan guru pengabdian, tetapi bukti yang tersedia belum cukup untuk menyimpulkan besarnya peningkatan kompetensi pedagogik secara terukur. Implikasi penelitian menekankan pentingnya dokumentasi evaluasi, pembinaan yang terencana, dan penguatan sistem pengembangan profesional secara berkelanjutan.

Kata Kunci: *Manajemen Sumber Daya Manusia; Kompetensi Pedagogik; Guru Pengabdian; Pondok Pesantren.*

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Abstract

This study looks at how human resource management (HRM)'s put into practice for community-service teachers at Arrusyda Islamic Boarding School in Cileungsi with a focus on their pedagogical growth. A descriptive qualitative approach was used, relying on interviews, observations and reviews of school documents. The participants were chosen intentionally because of their roles in managing teachers and carrying out activities. Data were analyzed by reducing the information organizing it visually and then drawing conclusions. This process was supported by using sources and methods to check the findings, a technique known as triangulation. The results show four management functions that are closely connected. First planning was about figuring out how many teachers were needed and hiring them according to the school's goals. Second organizing meant assigning tasks based on each teacher's skills and background. Third directing included guidance from school leaders and senior teachers with training sessions held three to four times each year and mentoring sessions. Fourth monitoring and evaluation were done through observing teaching checking discipline and watching how teachers took part in school events. After these observations reflections were. Changes were made to training or assignments as needed. These findings show that HRM practices help guide and support community-service teachers in their work. However the study does not prove that these HRM efforts led to an improvement in teaching skills. Still the study emphasizes how important it is to have mentoring, proper documentation of evaluations and ongoing professional development, in pesantren environments.

Keywords: *human resource management; pedagogical competence; community-service teachers; Islamic boarding school*

Introduction

Education is a conscious and planned process aimed at developing students' potential so that they possess religious and spiritual strength, self-control, intelligence, noble character, and the skills necessary for life in society, as citizens of a nation, and as members of the state. Education is not merely understood as a process of knowledge transfer but also as an effort to shape the character and personality of human beings in their entirety (Abd Rahman BP, 2022). In the context of Islamic education, the educational process is directed toward shaping individuals who are faithful, God-fearing, and possess noble character in accordance with the values of the Qur'an and Sunnah.

Pesantren, as the oldest Islamic educational institutions in Indonesia, play a strategic role in fostering and developing religious education. Pesantren not only serve as

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centers for the study of religious knowledge but also as institutions that shape students' character through a distinctive educational system, such as the study of classical Islamic texts (kitab kuning), the practice of religious rituals, and a boarding-school lifestyle steeped in the values of discipline and independence (Adib, 2021). The pesantren educational model emphasizes a balance between cognitive, affective, and psychomotor aspects, thereby fostering students who are religious and possess strong character.

The cognitive, affective, and psychomotor aspects of these students are developed with the help of teachers (ustadz and ustadzah). Teachers who serve at the pesantren also play a role in shaping the students' character. Therefore, these teachers must possess strong competencies to be effective. To achieve this, optimal management through Human Resource Management (HRM) is required, as HRM plays a crucial role in determining the quality of human resources.

As G. Terry noted, human resource management can be measured through the following functions: planning, organizing, actuating, and controlling (Komalasari et al., 2023). Planning is the initial step in determining the direction by establishing the organization's goals and objectives. Organizing focuses on how work is structured and the allocation of human resources to those tasks. Actuating involves providing direction to employees or subordinates—in this case, teachers (asatidz and asatidzah)—from leadership. Meanwhile, controlling involves evaluation to assess whether implementation aligns with the plan.

This HRM concept needs to be implemented in an organization, including educational institutions such as Islamic boarding schools, because the achievement of organizational goals is largely determined by the role of HRM (Silaen et al., 2022). Existing human resources must be managed as effectively as possible because they represent an investment that enables the organization to achieve its goals. As stated by Schuler, Dawling, Smart, and Huber, as cited by Silaen (2022), organizational functions, goals, and activities result from the effective and fair utilization of human resources; therefore, human

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resources must be treated as a vital investment for the benefit of the organization, its members, and society.

Similarly, Islamic boarding schools—which play a central role in religious instruction, instilling values, and shaping students' character—need to manage their teachers effectively, as teachers are a significant factor who interact directly with students. Therefore, it is essential to ensure that their management adheres to the principles of human resource management (HRM) as a guide for implementation, since teachers are a crucial human resource asset that significantly influences educational outcomes in general—and, specifically, the objectives of the Islamic boarding school itself.

Arrusyda Islamic Boarding School, as an Islamic educational institution, plays a vital role in providing religious education to its students. At this boarding school, there are teachers who dedicate themselves to supporting the school, particularly in improving the quality of the students. Therefore, these teachers must possess strong professional competencies. For this reason, the boarding school has implemented a human resource management (HRM) framework for these dedicated teachers to ensure optimal outcomes for both the teachers themselves and the students. However, the effectiveness of this HRM implementation requires in-depth analysis to determine the extent to which current management practices support the achievement of the boarding school's educational goals.

Existing literature cited in this manuscript discusses general management functions, educational administration, and teacher competence, but the cited works have not yet been synthesized to demonstrate how these functions operate together for community-service teachers in this particular institutional context. The empirical gap addressed here is therefore the limited contextual description of the linked processes of recruitment, task allocation, mentoring, and evaluation at Arrusyda. This is a case-specific contribution; a broader claim of international originality requires an additional systematic comparison with verified international studies.

Accordingly, this study examines how planning, organizing, directing, and monitoring/evaluation are implemented in the management of community-service

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teachers at Arrusyda Islamic Boarding School. Its research question is: How do these management functions organize teacher assignments and pedagogical support within this pesantren? The intended contribution is a context-specific account of the interaction between service-based teacher appointments and routine professional development, rather than a causal estimate of training effectiveness.

Methods

This study employs a descriptive qualitative approach, which is a research approach aimed at understanding phenomena in depth and holistically based on the natural conditions of the research subjects. This study was conducted at the Arrusyda Islamic Boarding School as the research site, with research subjects including the boarding school leadership, educational administrators, and educators directly involved in the learning process. Informants were selected through purposive sampling, based on specific considerations related to their competencies and involvement in human resource management.

The data collection methods used in this study include observation, interviews and documentation. This research used observations to watch how HRM processes work inside the pesantren. Beside that, teh researcher also used interviews to collect information by recording the answers from informants about planning, organizing, directing, and evaluation/supervision. Documentation is used to gather supporting data from pesantren documents, such, as organizational structures, activity schedules and archives that relate to the research focus.

Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions. Data reduction was carried out by sorting and focusing on data relevant to the research objectives. The reduced data was then presented in the form of a narrative description to make it easier to understand. The final stage is drawing conclusions, which involves formulating research findings based on patterns and relationships among the data obtained during the research process. To ensure the validity

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of the data, this study employed triangulation—both source and methodological triangulation—to ensure that the data obtained are truly valid and reliable.

The source manuscript reports that participants were informed of the study and consented, with identifying details protected. The following findings are retained from the source manuscript. They describe institutional practices reported by the study; the available draft does not include verbatim interview excerpts, an informant matrix, or an audit trail linking each assertion to specific observation notes or documents.

Results and Discussion

1. Results

Human Resource Planning for Teacher Engaged in Community Service

The research findings indicate that human resource planning for community service teachers at the Arrusyda Islamic Boarding School is carried out in a planned and systematic manner. The boarding school determines its need for community service teachers based on the number of students, subject areas, and the school's vision and mission. This planning aims to ensure the availability of educators capable of optimally supporting the learning process.

Planning for community service teachers focuses not only on meeting the required number of educators but also on ensuring that prospective community service teachers possess the necessary core competencies. With careful planning, Islamic boarding schools can assign community service teachers in accordance with learning needs and the characteristics of the students.

Organization of Community Service Teachers

The organization of volunteer teachers at the Arrusyda Islamic Boarding School is carried out through a clear division of tasks and responsibilities. Each volunteer teacher is assigned duties in accordance with their field of expertise and the role established by the boarding school's administration. The organizational

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structure in place helps foster effective coordination among educators in carrying out instructional activities.

This organizational structure also includes the scheduling of classes, participation in pesantren activities, and reporting mechanisms to the pesantren leadership. With a well-organized system in place, the learning process can proceed effectively and in a focused manner.

Capacity Building for Service-Oriented Teacher

Capacity building here focuses on the professional development and pedagogical growth of service-oriented teachers at the Arrusyda Islamic Boarding School, carried out through various internal training activities. Service-oriented teachers receive guidance and mentoring from the school's leadership and senior teachers regarding teaching methods, classroom management, and approaches to student guidance.

These pedagogical development efforts aim to enhance the volunteer teachers' ability to conduct the learning process effectively. Ongoing training helps volunteer teachers understand their role as educators—not only as instructors but also as mentors and role models for the students.

Monitoring/Evaluation of Teachers' Performance in community Service

Performance evaluations of service teachers at the Arrusyda Islamic Boarding School are conducted periodically to assess their fulfillment of assigned duties and responsibilities. The evaluations are based on direct observation of the learning process, discipline, and the service teachers' involvement in boarding school activities.

The evaluation results are used as a basis for reflection and performance improvement for the volunteer teachers. These evaluations also serve as the basis for the pesantren to determine follow-up actions, such as further training or adjustments to duties, to ensure that the volunteer teachers' performance continues to improve.

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2. Discussion

Human Resource Planning for Teacher Engaged in Community Service

Human resource planning for teachers at Pesantren Arrusyda reflects the application of management functions aimed at ensuring the achievement of the pesantren's educational goals. This planning is not only oriented toward the quantity of teachers but also toward their quality and the alignment of their competencies with learning needs. This is evident in the determination of the need for teachers based on the number of students, subject areas, and competencies, as well as the boarding school's vision and mission. This implementation aligns with the view of Mondy, Noe, and Premeaux that a review and assessment of human resource needs are necessary in terms of quantity, expertise, and position availability (Silaen et al., 2022).

Furthermore, the planning carried out by the Arrusyda Islamic Boarding School demonstrates a cautious, forward-looking approach, as evidenced by the consideration of the school's vision and mission in determining the recruitment of volunteer teachers. This is done to reduce or minimize the risk of future mistakes. This perspective aligns with Wijaya's view in his book *Fundamentals of Management*, which states that planning must be carefully thought out with a long-term perspective to minimize the risk of failure (Candra Wijaya & Rifa'i, 2016), including the definition of activities and objectives to be achieved (Usman in I Nyoman Arjana Arta et al., 2022). Ideally, planning should be developed by considering three aspects (Anisa, 2021), namely: 1) dynamic—planning must look ahead and provide a rational outlook; 2) continuous—planning is carried out consistently toward achieving objectives; and 3) flexible—planning can be modified or refined according to circumstances. Thus, with thorough planning, Islamic boarding schools can assign teachers based on needs—particularly learning needs and the characteristics of the students.

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Organization of Teacher Engaged in Community Service

The clear and systematic organization of volunteer teachers helps make teaching. Learning more effective at the pesantren. When tasks and responsibilities are divided in a way it makes coordination easier and improves the work discipline of the volunteer teachers. This observation matches the idea of pesantren management, which says that a strong organizational structure is important for education programs (Hasbi et al. 2020). Pesantren Arrusyda shows that its organizational structure is well-organized and fits its goals, resources and surroundings. This is done through a division of tasks based on each person's expertise and set roles (Anisa, 2021). The organizational structure includes things like division of labor, delegation of authority coordination, between teams, integration of activities and how people work together (Silaen et al., 2022).

With the establishment of an organizational structure, coordination becomes easier because everyone has their own specific tasks and responsibilities. This means that each person has their own authority within their respective scope and must continue to coordinate with other departments to ensure they do not deviate from established plans or remain aligned with the institution's vision and mission. Thus, the people within the organization are connected to one another and maintain coordination, resulting in integrated working relationships that are synergistic, cooperative, harmonious, and in sync in achieving the agreed-upon goals (Saefullah in Maujud, 2018).

Orientation for Community Service Teacher

Direction, or mobilization, is an activity that encourages all members of an organization to cooperate and work wholeheartedly and with motivation to achieve goals in accordance with planning and organizational efforts (Purwanto in Anisa, 2021; Batlajery, 2004). In other words, leadership is the implementation of all activities that have been established through planning and organization (Batlajery, 2004).

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The orientation at the Arrusyda Islamic Boarding School focused on pedagogical training and development, which are key factors in improving the quality of learning. Teachers participating in the service program who receive ongoing training tend to have a better understanding of the pedagogical role in educating students. This supports the view that the teacher's role is not merely that of a conveyor of material, but also that of a guide in the learning process (Zein, 2016). Furthermore, it also demonstrates that volunteer teachers are motivated and work hard and diligently in guiding students. This finding aligns with the concept of leadership that emphasizes the process of fostering enthusiasm and motivation (Candra Wijaya & Rifa'i, 2016) among employees—in this case, teachers—so that they can work hard and diligently and provide guidance in implementing plans to achieve goals effectively and efficiently (Batlajery, 2004). In other words, development is carried out to ensure that the organization has qualified personnel in order to achieve its goals through improved staff performance (Silaen, et al., 2022).

Monitoring and Evaluation of Community Service Teachers Performance

Supervision involves monitoring the implementation of activities to ensure that all work being carried out proceeds according to the established plan (Batlajery, 2004; Candra Wijaya & Rifa'i, 2016). The same source further explains that supervision serves to evaluate every established program and activity. Supervision also serves as a means of controlling the overall performance of all personnel to boost morale and motivation for cooperation (Maujud, 2018). Thus, monitoring and evaluation are two essential steps in ensuring that implementation aligns with the plan.

The purpose of the evaluation is to determine whether there are any deviations in performance from the established plan (I Nyoman Arjana Arta et al., 2022). The evaluation of community service teachers' performance serves as a crucial tool for maintaining the quality of learning at the Arrusyda Islamic Boarding School. Regular

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evaluations enable the boarding school to identify strengths and weaknesses in the community service teachers' performance of their duties. This evaluation process aligns with the principles of evaluation in qualitative research, which emphasize a comprehensive understanding of both processes and outcomes (Sugiyono, 2013). Evaluations at the pesantren are conducted through direct observation of the learning process, discipline, and the involvement of volunteer teachers in pesantren activities. This aligns with Wijaya's assertion that supervision (evaluation) can be conducted both directly and indirectly (Candra Wijaya & Rifa'i, 2016). The results of this evaluation are used as material for reflection and to improve the performance of volunteer teachers. This evaluation also serves as the basis for the pesantren to determine follow-up actions, such as further training or adjustments to assignments, so that the performance of volunteer teachers becomes increasingly optimal.

Across the four functions staffing decisions seem to set the stage for how teachers are assigned. Mentoring and evaluation then offer chances for support. As a result any improvement should be seen as a goal and a perspective reported by participants not as a proven cause-and-effect outcome. This study, based on a site provides a qualitative account that cannot easily be applied elsewhere. The lack of information, about the people involved and the absence of strong examples limit how others can assess the findings. A practical takeaway is to create mentoring plans clearly define evaluation standards and connect feedback to future training efforts. Future research could look at pesantren and measure teacher competence using clear indicators and long-term data.

The study shows four HRM functions when managing community-service teachers at Arrusyda Islamic Boarding School: staffing planning organization of responsibilities, pedagogical guidance and monitoring/evaluation. The mentoring and training arrangements that are described show a way to support teachers. The evaluation helps in making decisions about guidance and assignments. The main

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point is a description that's specific, to the context of how these functions work together in a pesantren environment. More research is needed to include detailed stories and when possible long-term signs of how teachers grow and develop.

Conclusion

Based on the research findings, it can be concluded that human resource management at the Arrusyda Islamic Boarding School in Cileungsi plays a significant role in improving the pedagogical quality of volunteer teachers. The implementation of the functions of planning, organizing, directing, and monitoring/evaluation has helped volunteer teachers improve their teaching skills and learning management.

The success of human resource management is supported by the commitment of the boarding school's leadership, a system of continuous professional development, and a strong culture of service. Nevertheless, a more systematic pedagogical development program is needed to ensure that the quality of learning can continue to improve sustainably.

Transparency Statements

Author Contributions

Hanif Nabil Azmy and Setia Budi: Conceptualization, Methodology, Formal Analysis, Investigation, Writing – Original Draft, Writing – Review and Editing.
Rena Fadilah Malik: Conceptualization, Resources, Data Curation, Formal Analysis, Writing – Original Draft, Writing – Review and Editing.
All authors reviewed and approved the final manuscript and accept responsibility for their respective contributions.

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Declaration of Competing Interests

Formal ethical approval was obtained according to the source manuscript. The authors report that participants were informed of the study, consented before data collection, and that confidentiality safeguards were applied.

Data Availability

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The qualitative data that support the findings of this study, such as interview transcripts and observation notes are not available to the public. This is to protect the confidentiality and privacy of the participants. De-identified data may be shared by the author when a reasonable request is made. Such sharing is conditional on approval, participant consent and compliance, with confidentiality rules. All data shared will be carefully checked to make sure that participants cannot be identified in any way directly or indirectly

Ethics Approval

Formal ethical approval was received for this study. The research was carried out with attention to ethical standards that apply to research, with human participants. People who took part in the study did so on a basis. They were told about the purpose of the study and what their role would be. Consent was given by each participant before any data was collected. The privacy and confidentiality of the participants were protected during the research process. Any information that could identify the participants was removed from the data whenever possible.

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Generative AI Disclosure

During the development of this manuscript, we utilized generative artificial intelligence (AI), specifically ChatGPT (OpenAI), as a resource for assistance in refining our English language skills, enhancing the academic tone and structure of our writing, and ensuring adherence to the manuscript guidelines of the journal. While we used the AI as a resource for improving the quality of our manuscript, we did not use the AI as a means of generating or creating new research data, conducting any substantial analysis, or determining the outcomes and conclusions of our study. We have reviewed, verified, and revised all of the AI-generated output ourselves. We assume complete accountability for the validity, originality, references, interpretations, and overall integrity of the completed manuscript.

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