

Management of Educators and Education Personnel from an Islamic Perspective

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Abstract: This article discusses the concept of management of teaching staff and educational staff from an Islamic perspective. The type of research used in searching for data is a library research study. This article explores Islamic principles that can be applied in managing human resources in educational institutions. The results of the study show that Islamic values such as trust, fairness, shura, and *ihsan* have strong relevance to modern management practices, and can provide a solid ethical foundation for the management of teaching and education personnel. Several important things discussed in the implementation of Islamic teaching and education management in educational institutions include: (1) planning, (2) recruitment and selection, (3) development and training, (4) performance assessment, (5) compensation and rewards. Thus, teaching and educational staff in an Islamic perspective not only aim to achieve organizational effectiveness, but also to form individuals who are professionally and spiritually qualified.

Keywords: Education Personnel, Educators, Islamic Perspective, Management

A. Introduction

Educators and educational staff in the educational process play a very important role in shaping the character of the nation through developing personality and aspirational values (Santoso et al., 2020). The role of educators in Indonesian society takes a dominant place, although technological developments can be utilized as an alternative source of knowledge in the learning process. This is because the role of educators in the learning process cannot be replaced by technology. Likewise with educational staff (school principals, laboratory assistants, library staff, administrative staff, supervisors, etc.), they are tasked with carrying out administration, management, development, supervision and technical services to support the educational process in educational units. In connection with demands for professionalism, teaching and education staff are expected to be able to meet professionalism criteria (Rusilowati & Wahyudi, 2020).

The success of an educational institution can be seen from the level of public interest in entrusting their children to be educated at that educational institution (Jones et al.,

2020). This shows that parents believe that educators are able to provide good teaching and education to their children, because teachers are professional educators, implicitly willing to accept and shoulder some of the educational responsibilities that fall on the shoulders of parents. When you send your child to school, it also means delegating some of your child's educational responsibilities to the teacher. This also shows that parents cannot possibly hand over their children to just any educator/school because not just anyone can serve as a teacher.

The high expectations of society must be answered by educators and education personnel by carrying out their educational duties and responsibilities professionally (MacPhail et al., 2019). Moreover, with the government's attention to education actors, especially teachers, by providing increased welfare, it is hoped that there will also be an overall increase in the quality and quality of educators so that the quality and quality of education in Indonesia will also increase. In the context of Islamic education, the management of teaching and educational staff is not only required to be effective and efficient, but must also be in line with Islamic values and principles. This article aims to explore how Islamic teachings can provide guidance in HR management practices in educational institutions. Thus, in this paper we will describe what is meant by the management. The problem formulation in this paper is what is the concept of management of teaching staff and educational staff from an Islamic perspective?

B. Methods

The type of research used in searching for data is a library research study. Library research is a type of research carried out by reading books or magazines and other data sources to collect data from various literature, both libraries and other places (Mahmud, 2011). Meanwhile, according to Zed (2008), library research is a series of related activities using library data collection methods, such as reading and taking notes and processing research materials. From the explanation above, it can be understood that library research is not only the activity of reading and recording the data that has been collected. But more than that, we must be able to process the data that has been collected through the stages of library research. We chose a library research study because the data collection in this article is qualitative in nature and this research does not intend to test hypotheses, in the sense of only describing and critically analyzing a problem studied by the author, namely regarding the Management of Teachers and Education Personnel in Perspective Islam.

The data collection method used in this research is the documentation method, namely looking for data about the concept of management of teaching staff and educational staff from an Islamic perspective using primary data sources and secondary data. Study of literature in the form of verbal data in the form of words, not numbers, and others related to this discussion and writing. Therefore, this research is a type of literature review, so the discussion involves editing, reducing,

presenting and then analyzing. In accordance with the type of research used in this research, the appropriate data collection technique in research is to use books, magazines, articles, journals, papers and so on. This step is usually called the documentation method.

In the research procedures book, Arikunto (2019) says that the documentation method is looking for data regarding things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, ledgers, agendas and so on. This documentation technique is used by the author in order to collect data that is relevant to the object of study. In this research, the documentation method used is in the form of data collection about education. Data analysis is carried out continuously during data collection and after the data is collected. The analytical method used to reveal ideas and thoughts is the analytical descriptive method.

C. Results and Discussion

Understanding Management

Management is the science and art of managing the process of utilizing human resources effectively, which is supported by other sources in the organization to achieve certain goals (Rasool et al., 2019). The word management comes from Latin, namely from the origin of the words *manus*, which means hand, and *agere*, which means to do. It is combined into the verb *managere*, which means to manage. *Managere* is translated into English in the form of the verb to manage, with the noun management, and manager for people who carry out management activities. Finally, management was translated into Indonesian as management or administration (Husaini, 2010). Management in a broad sense is planning, organizing, directing and controlling organizational resources to achieve goals effectively and efficiently (Fuertes et al., 2020). Management in the narrow sense of school includes: planning school programs, implementing school programs, leadership of school principals, supervisors or evaluations, and school information systems (Peurach et al., 2019). Islam views management as an activity that cannot be separated from spiritual and moral values. The Qur'an mentions the importance of planning and organizing in various aspects of life. The Prophet Muhammad SAW has also provided an example in terms of leadership and effective management of human resources (Peurach et al., 2019).

Understanding Educators and Professional Education

According to Islam, an educator is anyone who is responsible for the development of students (Loughran & Menter, 2019). In general, the task of educators in the Islamic view is to educate, that is, to strive for the development of all students' potential, including psychomotor, cognitive, and affective potential. This potential must be

developed in a balanced manner to the highest possible level. In Law no. 20 of 2003, Article 39 (2) educators are professional staff who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service, especially for educators at universities. Furthermore, educational personnel are members of the community who dedicate themselves and are appointed to support the implementation of education (UU No. 20 of 2003 article 1, Chapter 1 general provisions). Educational personnel are personnel tasked with planning and implementing administration, management, development, supervision and technical services to support the educational process in educational units (UU No. 20 of 2003, article 39 (1)).

In a broader sense, an educator in the perspective of Islamic education is a person who is responsible for the physical growth and spiritual development of students (Khasawneh & Altakhaineh, 2020), so that they are able to fulfill their humanitarian duties (both as caliph *fi al-ardh* and *'abd*) in accordance with the values of Islamic teachings. Therefore, educators in this context are not only limited to people who work in schools but everyone who is involved in the child's education process from birth to adulthood, even until death (Doyle & Keane, 2019). The function of management for teaching and education staff is to create professional people in their fields (Ping et al., 2018), so that they can improve the quality of education in Indonesia. Professional educators are those who have professional abilities with various capacities as educators. Professional educators are people who master science and are able to transfer knowledge, internalization, and practice (implementation) (Lourenço, 2018); able to prepare students to be able to grow and develop their intelligence and creative abilities for the benefit of themselves and their community; able to become a model and center for self-identification and spiritual moral consultant and able to develop students' talents, interests and abilities; and able to prepare students to be responsible in building a civilization that is blessed by Allah SWT.

The ideal figure of professional educators and education in Islam is the Prophet Muhammad SAW, because the Prophet Muhammad SAW was a role model for his ummah, as well as an ideal figure of educators and leaders, because the Prophet had implemented management theory with its main characteristics, namely: *siddiq* (righteous), *amanah*, *tabligh* and *fatonah* (Sidiq & 'Uyun, 2019). In general, it can be understood that professional educators and education staff are those who master various knowledge and are able to carry out knowledge transfer, as well as practice (implementation), are able to prepare students to grow and develop their intelligence and creativity for the benefit of themselves and their community while also being able to become a model or role model in building a civilization that is approved by Allah SWT, based on the Koran and Hadith of the Prophet Muhammad saw.

Principles of Teaching and Education Personnel Management in Islam

There are at least four principles in the management of teaching and education personnel in Islam, namely:

a. Trust

The concept of trust is the main foundation in Islamic management. Allah SWT says: "Indeed, Allah orders you to convey the mandate to those who are entitled to receive it, and (orders you) when establishing laws between people, so that you determine them fairly." (Al-Qur'an, Surah An-Nisa: 58). In the context of teaching and education staff management, the principle of trust emphasizes the importance of integrity, honesty and responsibility in carrying out duties.

b. *Adl* (Justice)

Islam places great emphasis on the importance of justice in all aspects of life, including management. Fair HR management practices include transparent recruitment, objective performance appraisal, and a proportional compensation system. (Beekun, R. I., & Badawi, J. A. (2005).

c. *Shura* (Deliberation)

The principle of shura or consultation is an important aspect in Islamic management decision making. Allah SWT says: "And consult with them in that matter." (Al-Qur'an, Surah Ali 'Imran: 159). The application of this principle in HR management can take the form of involving educators and educational staff in making decisions that affect them.

d. *Ihsan* (Kindness)

Ihsan teaches to do the best in every action. In the context of HR management, this can be translated as efforts to create a positive work environment, provide adequate training and development, and pay attention to employee welfare. (Ahmad, K, 2009).

Implementation of Management of Islamic Teaching and Education Personnel

There are several things discussed in the implementation of management of Islamic teaching and education staff in educational institutions, including: (1) planning, (2) recruitment and selection, (3) development and training, (4) performance assessment, (5) compensation and rewards .

Planning

The planning function is a determinant of the personnel department program which will help achieve the targets that have been prepared by the educational institution (Mensah, 2020). The aim is that the organization has a sufficient number and type of workforce, placed in the right place at the right time, with the ability to complete

tasks in an effort to achieve the goals and objectives that have been set. George et al. (2019) says that planning is an integrated activity, which aims to maximize the effectiveness of the entire business, as a system in accordance with the objectives of the organization concerned. The function of planning, among others, is to determine direction and strategy as well as starting points for activities in order to guide and obtain measurements used in supervision to prevent waste of time and other production factors (Oluyisola et al., 2022). The plans made by the school/madrasah principal relating to teaching and education staff are in the form of:

How much staff is needed by the organization

How many types of expertise is needed by the organization and how many people for each type of expertise, and what expertise is needed. Efforts to place them in the right jobs within a certain time with the aim of providing optimal benefits to both the organization and the member group. These three things can be handled in planning teaching and educational staff by education managers, in this case school principals. There are verses in the Qur'an relating to this planning, including in Surah Al-Hasyr Verse 18: *"O you who believe, fear Allah and let each person pay attention to what he has done for tomorrow (hereafter); and fear Allah, surely Allah is All-Knowing of what you do"*.

What is meant by tomorrow in this verse can mean the afterlife but it can also mean the actual days to come. However, if you prepare everything for the days to come, it can be called planning. Another verse we can see in Surah Al-Isra' verse 36: *"And do not follow what you have no knowledge of. Indeed, hearing, sight and heart, all of them will be asked to account for"*. This verse shows that planning must be based on knowledge, especially if it is promised to all members of the organization in carrying out administration. Hearing and sight are tools for gaining knowledge and values, based on observation, environmental research plus talents that come from the heart, but the heart studies feelings while logic is studied through science.

Recruitment and Selection

The recruitment and selection process must be based on the principles of justice and meritocracy (Egeberg et al., 2019). The selection criteria not only consider academic and professional competencies, but also the character and Islamic values of prospective teaching and educational staff (Khaidir & Suud, 2020). After planning, the next step is recruiting teaching and education staff according to needs. The word recruit comes from the English word "re'cruit" which means adding new things, mobilizing and strengthening. Abbasi et al. (2020) explain that recruitment is a process that produces a number of qualified applicants for jobs in a company or organization. Furthermore, the word selection is the various specific steps taken to decide which applicants will be accepted and which applicants will be rejected (Woods et al., 2020).

Recruitment of teaching and educational staff can be done through oral and written tests or by interviews. However, in its implementation, it can be held internally or utilizing existing staff from other institutions. This can be done through promotions or transfers that are carried out clearly and consistently. Recruitment of employees must be adjusted to educational qualifications, so that the field of work that will be carried out is in accordance with educational objectives and can be held accountable in accordance with the hadith of the Prophet Muhammad: *"If a matter is handed over to non-experts, then wait for its destruction"* (HR. Bukhari).

This hadith is in line with Q.S. Al-Maidah verse 08 which reads: *"O you who believe, let you be those who always uphold (the truth) for Allah, be witnesses fairly, and never let your hatred of a people encourage you to act unjustly. Be fair, because justice is closer to piety. And fear Allah, surely Allah is aware of what you do"*. This paragraph explains to be fair in the recruitment of teaching and educational staff, adjusted to employee needs and expected educational qualifications, not because of relationships that lead to unprofessional actions. It is feared that if an employee's educational qualifications do not match the position required, this will result in effective and efficient goals not being achieved.

Development and Training

Development and training programs must include spiritual and moral aspects in addition to increasing professional competence. This may include training on Islamic ethics in education and the integration of Islamic values in the learning process (Aldulaimi, 2020). Development and training is a program to develop human resources, both administrative and educational, within educational institutions. Coaching is more oriented towards achieving minimum standards, namely being directed at being able to carry out their work/tasks as best as possible and avoiding violations (Dodoo et al., 2023). Meanwhile, development is more oriented towards employee career development, including managers' efforts to facilitate them so they can achieve a higher position or status (Dachner et al., 2021).

One form of educational and educational staff development program is through training and education programs. The purpose of training and education is to increase the knowledge and skills of personnel to increase insight and skills in carrying out work and open up opportunities for career paths. *"Once upon a time, Rasulullah SAW. came out of his room then entered the mosque and he saw two assemblies. One of them was reading the Qur'an and praying to Allah, and the other was studying and teaching, then he said to them, "both are equally in goodness, those who read the Qur'an and pray to Allah, if Allah if you want it, it will be granted. And those who were studying, in fact I was sent as an educator, then the Prophet sat with them"* (HR. Ibnu Majjah No.225)

Performance Assessment

The performance appraisal system must be transparent, fair and comprehensive. Apart from measuring achievement of academic targets, assessments must also consider moral aspects and contributions to the development of students' character (Dachner et al., 2021). Job performance assessment is a tool in leader decision making that is useful for employees, useful for knowing employee deficiencies, potential, goals, plans and career development. Meanwhile, for companies it is useful in making decisions, identifying educational and training program needs, recruitment, selection, employee placement, promotion (career development), and various other aspects of the overall management process effectively.

In line with the assessment of work performance related to the achievements of teaching staff, Al-Ghazali outlined the criteria for a good teacher. According to him, teachers who can be entrusted with the task of teaching are teachers who, apart from being intelligent and perfect in their intellect, are also teachers who have good morals and are physically strong. With the perfection of his mind he can possess various knowledge in depth, and with his good morals he can be an example and model for his students, and with his physical strength he can carry out the task of teaching, educating and directing his students.

Apart from the general characteristics that a teacher must have as mentioned, a teacher must also have the following special characteristics:

- a. A teacher must have the nature of compassion;
- b. A teacher must have sincerity in teaching his knowledge;
- c. A teacher must function as a director and instructor;
- d. A teacher must have a polite attitude;
- e. A teacher must be an example for his students;
- f. A teacher must treat students according to their different potential;
- g. A teacher must be able to distinguish the psychology, character and talents of his students; and
- h. A teacher must uphold his principles in life.

Of the eight characteristics of a good teacher as stated above, it appears that there are still some that are in line with the demands of modern society. It is hoped that teachers will be able to answer the demands that occur in modern society.

Compensation and Rewards

The compensation system must be fair and adequate, in accordance with Islamic principles of decent wages. Rewards are not only in the form of material, but also recognition of contributions and achievements. Islamic educational institutions usually pay special attention to the welfare of teaching and educational staff through a competitive compensation system. This compensation system aims to increase the

motivation and loyalty of teaching and education staff towards the educational institution. The compensation and reward system implemented at the school includes: salary consisting of: basic salary, family allowance, functional and structural position allowance, additional trust allowance, income improvement allowance, special function allowance, and attendance allowance.

Welfare benefits consisting of: health benefits, old age, pension and income tax. Other income consisting of: incentives for excess teaching hours, overtime pay, operational allowances, consumption, basic necessities, uniforms, holiday allowances, thirteenth salary, wedding gifts, children's educational scholarships, out-of-town business trips, rights to income special. There are appreciation rewards for employees who meet certain achievements.

Conclusions

Management of teaching and education personnel from an Islamic perspective offers a holistic approach that combines modern management efficiency with Islamic spiritual and moral values. The application of Islamic principles such as amanah, adl, syura, and ihsan can create a productive, ethical, and meaningful work environment in educational institutions. Several important things discussed in the implementation of Islamic teaching and education management in educational institutions include: (1) planning, (2) recruitment and selection, (3) development and training, (4) performance assessment, (5) compensation and rewards. Thus, teaching and educational staff in an Islamic perspective not only aim to achieve organizational effectiveness, but also to form individuals who are professionally and spiritually qualified.

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