

Implementation of HR management functions: A quality-analysis

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ABSTRACT

This study aims to analyze the practice of Human Resource (HR) management functions in Madrasah Aliyah Negeri (MAN) Yogyakarta III from a quality perspective. The research method used is descriptive qualitative through in-depth interviews, observation, and documentation. Data analysis uses the stages of reduction, presentation, and inference. The results showed that, at MAN Yogyakarta III, the institution's quality is quite influenced by implementing the Human Resource Management (HRM) function, which can be seen in the form of internal and external customer satisfaction. For internal customers, customer satisfaction can be seen from the increase in psychological development, such as opportunities for personnel to continue to learn and develop abilities, assist personnel in developing their talents and creativity as well as efforts to create an atmosphere and culture that can make personnel feel satisfied and comfortable. As for external customers, satisfaction increases physical and psychological development, such as achievement scholarship programs, coaching, parallel achievements, a conducive learning atmosphere, family relationships between teachers and students, good learning services, capacity building, and creativity.

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1. INTRODUCTION

The fact that Islamic education (*Madrasah*) is part of national education, the situation is not as good as the conditions of national education (Meria, 2012). *Madrasah* is a formal education unit under the guidance of the Minister of Religion (Kemenag, 2013). The assumption about *Madrasah*, which is identified as "2nd class" (Fadhli, 2019), is relatively lagging when viewed from various sides, such as managerial, funding, and community recognition. Even though the management of *Madrasahs* organized by the government is carried out by the government and the management of *Madrasahs* organized by the community is carried out by educational institutions that are legal entities (Kemenag, 2013). Moreover, as a result of rapid modernization accompanied by the outbreak of global culture and various variants of its annexation, it is almost at odds with Islamic values inherited and raised through

the concepts and applications of Islamic learning. Meanwhile, it is hard for us to be optimistic – maybe even pessimistic. Globally, some Islamic educational institutions have low accreditation scores (Aisyah et al., 2020). In addition, not a few of the institutional management is managed unprofessionally (Jannah, 2013); for example, they are only used as a gathering place for a family or a specific group to earn a living; a place to stop for undergraduates who have not worked; and become a place for some of the *Nyambi* workers to look for *Seseran* land (Siroji, 2004). As a result, the average Islamic educational institutions tend to limp, between life and death, as if there are no more distinctions between these institutions.

Other cases that are often encountered in Islamic educational institutions, for example, are recruitment activities that merely transfer the roles and positions of people who were previously "deserving" (Furchan, 2004). Ironically, several Islamic educational institutions with non-state status are often in the selection phase of prospective applicants to offer work. As a result, applicants seem only to get offers because they do not feel like they are being interviewed; the job seekers are invited to chat and then asked to work. How can the Islamic educational institution meet the specifications of the required human resources if the conditions are as described (Cahayani, 2005). This fact is exacerbated by the apologetic behavior of the managers of these Islamic educational institutions. Not a few of the managers of Islamic educational institutions think that the delay of the institution is a common thing because the condition has been a relic since the colonial era. Lack of funds, infrastructure, and assistance, becomes an apology from the managers when receiving criticism from the community. Not many of the managers of Islamic educational institutions admit that the delay is a result of the quality of management and low organizational performance (Siroji, 2004). Is it not through reliable management activities that all institutional needs are easily met (Azhar, 2017), funds can be sought, facilities can be obtained, and all forms of assistance can be obtained.

Madrasah, as representatives of Islamic educational institutions, is expected to be able to transmit the impact of change and make a valuable contribution to improving conditions and the position of Muslims in terms of Muslim resources that are capable of being efficient (Priyatna, 2017; Noor, 2017; Royhatudin et al., 2020; OKTAR, 2022), intellectually, spiritually, morally to provide various practical solutions in tackling the problems of the people (Shofan, 2004; Sabki & Hardaker, 2013; Bakar, 2017). When *Madrasah* are managed reliably, *Madrasah* will naturally grow and grow solidly, able to improvise, and can develop various programs that are marketable and credible. Furthermore, vice versa, when the *Madrasah* is not appropriately managed, it is slow, and the community will abandon the *Madrasah*. On that basis, the solution to the case experienced by *Madrasahs* is to build quality by integrating the functions of Human Resource (HR) management in *Madrasahs* effectively. It is essential because many *Madrasahs* only focus on producing good outputs but ignore how to manage *Madrasahs* well, including in the field of HR management in *Madrasahs*.

Based on field observations at MAN Yogyakarta II, information was obtained that there are complex problems related to the independence of *Madrasahs* to develop their institutional vision, especially regarding human resources. As a result, *Madrasahs'* competitiveness has not been able to speak much in the context of improving the quality of education. However, the human resources of MAN Yogyakarta III have prepared themselves and their students for global competition by increasing their competence to provide knowledge and skill capital and a moral basis for their students (Sholihah, 2018). This problem needs to be found as a solution to reconstruct managerial weaknesses at MAN Yogyakarta II in the hope of becoming a professionally managed centre of excellence. The interviews show that integrated and comprehensive planning is needed as the foundation for institutional development.

In addition, MAN Yogyakarta III, like Islamic educational institutions in general, is facing increasingly severe challenges along with changes in society and the role of human resources in their working lives, which are problematic (Amalia, 2019). In order to be able to participate and be actively involved in these changes without having to give up the mandate to continue to provide awareness of the values of Islamic teachings in a society that is always dynamic, MAN Yogyakarta III must also be

able to provide quality education. In its efforts to produce and improve quality education, quality management is also required, including managing human resources at MAN Yogyakarta III to improve their quality continuously. Therefore, researchers are interested in researching the implementation of the HR management function.

Many researchers have carried out previous studies on HR management (Jiang et al., 2012; Kramar, 2014; Stone et al., 2015; Bratton et al., 2021). The findings of Aiman and Laeliyah (2021) state that 99.5 per cent of HR management has an impact on the quality of educators. That is, the creation of good quality educators is influenced by good human resource management. This finding provides a basis for the importance of HR management in an educational institution. The same thing was conveyed by Maghfiroh and Santosa (2020) that improving the quality of a good university cannot be separated from implementing good human resources. Therefore, good HR management affects improving quality. Not much different, Sukma and Sutarni (2018) also find that teacher performance is influenced by HR management. These findings reinforce previous findings. Other researchers have also revealed that HR management influences performance (Widodo, 2015; Paillé et al., 2014; Panjaitan, 2017; Hee & Jing, 2018; Kim et al., 2019). Based on the research findings gives a signal that HR management is essential in managing an institution. However, the research findings have not discussed how the implementation of HR is carried out and whether it has fulfilled its functions. Therefore, this research is essential to know the HR management process in educational institutions, especially in *Madrasahs*.

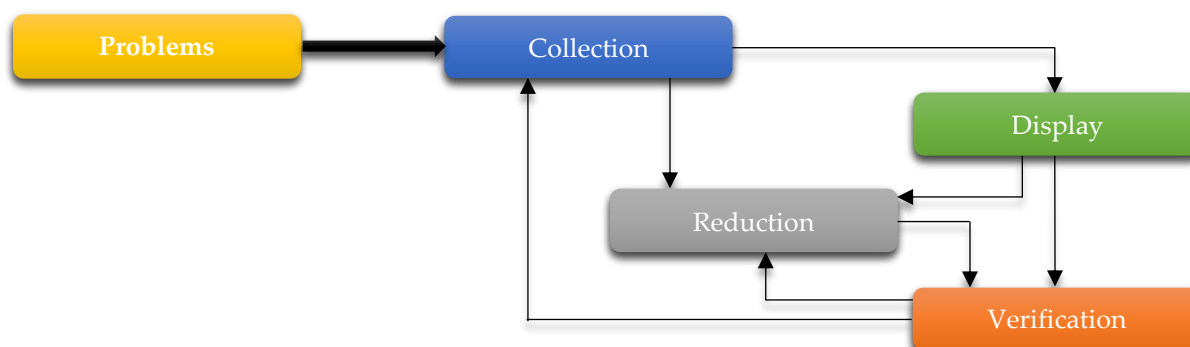
This research is fundamental because it has not found any research results that discuss how the implementation of HR management is carried out, especially in *Madrasah* educational institutions. Therefore, the purpose of this study was to analyze the practice of the management function of HR in MAN Yogyakarta III from a qualitative perspective.

2. METHODS

This research is a descriptive type of research that describes the implementation of the HR management function in terms of quality development (Soehardi, 2001). This research is field research, which goes directly to a predetermined location (Soehardi, 2001). This research is also known as case study research, namely in-depth research on a particular problem by producing a complete and organized picture. Research cases generally include the totality of life cycles, or sometimes only specific segments of several problem factors (Narbuko, 2003). For the research approach, the researcher uses qualitative. The research was conducted at *Madrasah Aliyah Negeri (MAN) Yogyakarta III*, Jalan Magelang Kilometer 4, Sinduadi Village, Mlati District, Sleman Regency, Yogyakarta.

In this research, the subjects were determined by purposive sampling with the snowball sampling method, tracing the subjects needed to respond to the research problem. The subjects needed are the head of the *Madrasah*, teachers, and employees around MAN Yogyakarta III. Subjects strived to convey data about the quality of MAN Yogyakarta III in terms of the function of HR management. In order to obtain valid and relevant information, information accumulation is carried out by 1). Observation; 2). Interview; and 3). Documentation. They checked the validity of information by using the data triangulation method (Moleong, 1990). The aim is to identify the extent to which the findings in the field are sufficiently representative and serve as a guide for analysis and are expected to obtain comprehensive data regarding research perspectives. In triangulation of data, researchers need to recheck, cross-check, consult with principals, educators, and education staff, and dialogue with partners and experts. Data analysis is qualitative interactive non-statistical, including reduction, display, and data verification (Miles & Huberman, 1994).

In the reduction stage, the researcher simplifies, categorizes and discards unnecessary data to produce meaningful information and make it easier to conclude. Next is the display stage, the researcher arranges the finding data system so that it is easy to understand and provides the possibility of generating conclusions. While at the verification stage, the researcher compares two or more things from the data found so that it helps ensure the accuracy and correctness of the information obtained. In simple terms, the data analysis in this study is illustrated in Figure 1 below.



Gambar 1. Research framework

3. FINDINGS AND DISCUSSION

3.1. HR Planning

Based on the researcher's study from interviews with the Head of Curriculum and Teaching Affairs, M. Thoha showed that at MAN Yogyakarta III, HR planning was carried out by starting an analysis of factors triggering labor turnover (Rahman, 2020). The analysis is obtained from an annual assessment carried out periodically and has become a routine activity once a year. The annual assessment includes a review of the data and the state of HRs that the *Madrasah* currently has. Primarily, this activity is carried out to identify whether the number of HRs is adequate, lacking, or even exceeding, whether there are HRs who want to retire and transfer. After that, the assessment results are processed to prepare a plan regarding whether or not to carry out the next activity, in addition to ascertaining what new HR needs are needed and what category needs candidates who apply later. Determining the types and categories is generally carried out simultaneously and involves the management team sharing ideas in determining HR needs.

After implementing and ensuring the required HRs, the following action is to first analyze internal sources before implementing and ensuring the implementation of the HR recruitment program. The analysis is carried out by cross-checking the HR in the *Madrasah* regarding the presence or absence of personnel who can cover the needs. The method used, for example, is the division of new personnel tasks. After being deemed sufficient and necessary to carry out the next activity, namely the withdrawal of external sources, the *Madrasah* then submitted a request for new HRs to the government (Ministry of Religion of the Republic of Indonesia). Suppose the government has not been able to fulfill it at a very urgent time. In that case, the *Madrasah* management will eventually implement its plan to withdraw HRs employed temporarily.

Thus, according to the researchers, the HR planning of MAN Yogyakarta III has a positive influence. *First*, the *Madrasah*, even though it is a country, but for the availability of HRs, MAN Yogyakarta III gets the opportunity from the Regional Office of the Ministry of Religion of Yogyakarta to apply to ensure the required personnel criteria for the *Madrasah*. *Second*, even though the request for HRs needs is not immediately granted, the *Madrasah* can still realize other alternative plans for fulfilling HRs by withdrawing honorary personnel. Third, planning for personnel provision is easier for *Madrasahs* to obtain HRs with the required qualifications and specific knowledge, even though they have honorary status.

The findings above are the opinion of Asmawati and Latifah (2014) in their book that planning is related to determining what to do. In this case, MAN Yogyakarta III recruits human resources from outside with a specific time agreement if the HR application to the ministry of religion cannot be fulfilled. According to Nazirwan (2020), *Madrasahs* are educational institutions requiring competent

human resources in their respective fields to achieve educational goals. Therefore, it means that the availability of human resources is essential for *Madrasahs*. Meanwhile, Sholihah (2018) also states that good HR planning will get the right workforce in terms of quality and quantity. In addition, Zhao and Du (2012) wrote that improving the HR management function can be done through recruitment, training, salary, and performance appraisal.

According to Winarti (2018) and (Noor & Juhji, 2020), HR management develops and works through a human resource management system integrated with other management parts. It means that HR management needs careful planning. There are four HR planning activities: current human resource supply, estimates of HR supply and demand, procurement of quality human resources, and monitoring and evaluation systems as feedback on the system (Diana, 2015; Sedarmayanti, 2010). In general, there are five functional areas in effective human resource management: staffing, HR development, compensation, safety and health, and staff relations (Mathis & Jackson, 2010; Mathis et al., 2015; Winarti, 2018; Hasibuan & Rahmani, 2022). Therefore, planning in these five areas is necessary to provide and develop staff, compensation systems, safety and health systems, and relations between staff are well prepared and directed in line with organizational goals.

3.2. HR Recruitment

The recruitment activity carried out by the management of MAN Yogyakarta III continues the previous activity, namely HR planning (Rakhmawanto & IP, n.d.). In this activity, the *Madrasah* management had previously divided and determined the position or job and what requirements and criteria were needed to fill vacancies or shortages of staff to be employed in the *Madrasah*. After that, the last step taken by *Madrasah* management is to determine the source and procedure for withdrawal. According to the Head of Curriculum and Teaching Affairs, M. Thoha, sources, and recruitment methods are divided: internal sources by dividing them into several sources and procedures, namely internal sources, namely personnel who are present and have become part of the *Madrasah* by using a secure method. The head of the *Madrasah* usually gives new jobs to personnel according to their expertise. On the other hand, external includes HRs that have nothing to do with *Madrasahs*. The recruitment method usually uses advertising in the mass media (Haryanto & Budi, 2020).

According to the researcher, independent recruitment has advantages, even though financially, it becomes an enormous burden for *Madrasahs*, especially those related to the responsibility for the welfare of HRs. Advantages of recruiting independently; *First*, the *Madrasah* can be very careful in determining the candidates for the staff needed by the *Madrasah*. *Second*, at a particular time limit, the withdrawal of personnel can be carried out more urgently because the need for HRs needs to be met quickly. *Third*, honorary staff and *Madrasah* generally have a strong bond because they have made the honorary staff part of the *Madrasah*. It is different, of course, with employees who have state status tend to have less strong relationships with *Madrasahs* because the appointment and payroll are the government's responsibility.

Another advantage is that the *Madrasah* can provide an independent assessment of the professionalism and commitment of recruits from the selection activities carried out. In this regard, the *Madrasah* can determine suitable standards for the *Madrasah*, such as the university's origin, scientific background, academic achievement, and teaching experience. This process is considered positive, primarily to ensure the quality of HRs to carry out their duties later. On the other hand, this effort is different from the "package" model of power from the government, which is often not suitable for the needs of *Madrasahs*. The HR recruitment process at MAN Yogyakarta III has put forward professional steps. It is in line with Iskarim's opinion (2019) that there are several steps in managing *Madrasah* teacher recruitment, namely: determining the criteria for teacher candidates, teacher recruitment sources, recruitment methods used, summoning accepted teacher candidates, signing work contracts, and involving foundation administrators in teacher recruitment.

3.3. HR Selection

The selection made by the management of MAN Yogyakarta III is a selection to attract as many enthusiasts as possible so that, in the end, the *Madrasah* management can get qualified staff to be employed in the *Madrasah* (Darmono, 2018). In this context, at MAN Yogyakarta III, the selection was carried out, as stated by the Head of the *Madrasah*, Sri Suwartiyah, through 2 stages, namely initial and advanced selection. In the first selection, *Madrasah* management carries out preliminary acceptance in administrative data or sorting of existing application files. Take a few percent of the applicant's documents. Although it is not necessary to visit the *Madrasah*, both applicants and *Madrasahs* inevitably understand the completeness of the data. This process is commonly known as a matrix or list of participants.

The matrix, in this case, is used to compare files with criteria. Thus, applicants who fit the category on paper are grouped as participants who have the opportunity to take part in the following selection. Selectors have evidence based on the team's decision to 'discard' or enter applicants as participants. Next, the *Madrasah* carries out further screening to identify the candidate's level of expertise. The test includes a written test regarding general knowledge, for example, a kind of test for academic potential and language. After that, the micro-teaching exam for prospective teacher applicants. Interviews and psychological tests then followed them.

Tests are generally carried out in teams, meaning that prospective applicants will face examiners. It is intended to avoid the devil effect (a horrible first impression) and the halo effect (an excellent initial impression), especially during the interview, because, of course, it will be considered to have the most considerable bias (Arrahmah, 2018). Furthermore, the selection process is carried out using a knockout system, meaning that prospective applicants who do not qualify previously will be declared unable to continue to the next stage. In this regard, the *Madrasah* tries to explain the facts and the demands of the tasks that are carried out if they pass the selection. It is done to avoid personnel culture shock to the realities and demands of work. On the other hand, this process is very concerned and considers aspects of experience.

3.4. Orientation and Placement

The presence of recruited and selected personnel and new challenges in the work area cause the organization/institution to carry out arrangements for new or old HRs for the required positions. When the placement was previously carried out, the institution was obliged to socialize its personnel with new jobs through orientation activities to increase appropriate support (Montolalu et al., 2016). In MAN Yogyakarta III, orientation activities are still considered insignificant activities. Even though there are efforts to present the situation, culture, and work partners by the *Madrasah* Head, it is not a significant management need; as a result, there is no need for an official ceremony. The new HRs are asked to go straight to duty and be 'released' to work on their own, assuming that they will gradually be able to identify themselves with their duties and other conditions regarding the *Madrasah*.

Orientation activities are a method of assisting teachers or new employees realize individual and *Madrasah* goals. On the other hand, as stated by Michael Harris, early interaction with the organization has a lasting effect (Harris, 1997), meaning that the initial interaction with the *Madrasah* should have a prolonged impact on teachers and employees; as a result, the initial encounter in orientation must be carried out correctly, providing opportunities seeking knowledge and experience in all aspects, *Madrasah* programs, new HR tutorials who want to try to create satisfaction and productive work. Furthermore, another activity that is still in a series with orientation and also carried out by the management of MAN Yogyakarta III is placement. Placement is carried out previously with individual attention. That is, *Madrasah* management in general, for new personnel are immediately given a job by adjusting the responsibilities borne by him and positioning according to the formation. Including senior personnel who get new positions and jobs, they are also required to be able to adapt.

According to the Head of Curriculum and Teaching Affairs, M. Thoha, placing personnel in new positions is carried out with prudence and careful calculations (Pongoh et al., 2018). Individuals who want to accept a new position are personnel who are sure to have outstanding abilities and performance. *Madrasah* management is very concerned about recommendations from psychological experts related to the condition of personnel to accept new jobs or positions. It is done because the *Madrasah* management does not want to be "missed out" on giving new positions to personnel. This effort will be closely related to the compensation given by the *Madrasah*.

3.5. Training and Development

The training and development of teachers and employees of MAN Yogyakarta III are carried out based on existing programs and is a form of seriousness for improving and developing the quality of education that is superior, skilled, and has an independent personality. All of them, of course, are the hopes of the *Madrasah*, which are implemented productively by considering the current and future conditions. From here, the objectives and training materials and developments with topics that must be provided are determined, such as work psychology material with various topics. Based on the study results, the researchers sorted out the training characteristics at MAN Yogyakarta III, including two things: 1). A pattern in the job site with on the job training method (Miranti, 2021). In developing the competence of teachers and employees, this character tends to be used by giving direction, guiding, and motivating verbally and non-verbally through reborn activities that are routinely carried out during working hours. 2). Off the job site and the job training methods, namely preparing – or instead participating in – HR training agendas carried out specifically outside of working hours. There are various types of training and development for teachers and *Madrasah* employees, for example, upgrading, subject teachers' meetings, and advanced lectures. As stated in the document, eight teachers have completed their master's program education, and eight others are currently completing their master's degrees at several campuses in Yogyakarta.

In addition, based on the results of an interview with the Head of Professional Development Affairs, Siti Nurrohmah, it seems that the management of MAN Yogyakarta III has specifically made efforts to develop the capacity of teachers and employees through knowledge "shopping," which was carried out in the *Reboan* forum at the fourth-week meeting, namely with more using individual and institutional approaches such as by building the character of teacher personnel and employees so that they can achieve the ideal image. Then also motivate him to improve his ability to carry out his duties with dedication and in his way –using religious language or with a psychological approach– as a form of the characteristic approach carried out by *Madrasah* management.

Based on the explanation above, the training and development program carried out by MAN Yogyakarta III has a good influence on *Madrasahs*, especially on changes in individual and institutional attitudes. However, this change is not an easy matter because, in some cases, personnel is still found who are relatively tricky to get direction.

3.5. Performance assessment

Assessing performance at several agencies is currently trying to develop various objectives, such as improving HR performance, identifying individual competencies, increasing morale, feedback, focusing on employee career development, increasing work income, and solving problems at work (Budihardjo, 2015). Performance appraisal at MAN Yogyakarta III is not just an important thing to do, but other things become a concern in managing performance. Michael Armstrong, for example, said that performance management is a method of channeling an integrated and sustainable approach rather than an isolated approach, and sometimes the assessment scheme used is not effective enough. According to the Head of *Madrasah* MAN Yogyakarta III, all material and non-material compensation will always be adjusted to the achievements and performance appraisals of personnel. It means it is impossible for personnel performance appraisals not to be used to standardize in evaluating someone

because the calculation will, of course, be used as the basis for personnel salaries or incentives. Then, this assessment also becomes the basis for considering whether or not personnel should be involved in other work.

In conducting a performance assessment, the management of MAN Yogyakarta III has previously determined that the target that is the object of the assessment is the achievement of superior quality education skilled and independent personality in all fields. After that, the targets were lowered into performance standards consisting of loyalty, skills, discipline, motivation, work resistance, and general ability. After that, based on the study results, the researcher classified the performance appraisal at MAN Yogyakarta III as 1). From the quantitative aspect, the assessment is carried out using, for example, the DP3 (List of Work Implementation) and the assessment developed for the KBM process. This type of assessment is oriented towards past work behavior. 2). Qualitative aspects, namely assessments that contain descriptions or evaluators' notes on personnel performance, such as report cards and "ongoing assessments." The assessment of qualitative aspects is more directed to the future, and its function is to identify several aspects that need to be improved for future needs.

3.6. Career Management and Planning

Implicitly, career planning, as stated by the Head of *Madrasah*, Sri Suwartiyah, is carried out by the management of MAN Yogyakarta III, of course, by providing equal opportunities to all personnel to get positions in the *Madrasah* to occupy a position in the *Madrasah*. It is clear that all personnel have to know and understand the requirements needed to achieve a position; they must have integrity and good performance. According to the researcher, the management and career planning at MAN Yogyakarta III has advantages: *First*, it is horizontal, which provides opportunities for personnel to have more authority. That is, teachers, for example, are obliged to teach and have the opportunity to be homeroom teachers. *Second*, it tends to be open, i.e., every personnel gets the opportunity to participate in every *Madrasah* activity event using a rolling system, namely the change of personnel in the committee and management. This effort is, of course, based on the principle of equality, regardless of the status of civil servants or honorary, high or low class, junior or senior.

In the context of career management and planning activities, the involvement of MAN Yogyakarta III is in the form of providing information related to career education, for example, attending seminars, training, workshops, and so on (Nurbaningrum & Winarno, 2020). On the other hand, the *Madrasah* also provides career guidance to personnel, for example, encouraging teachers and employees to participate in every recruitment test for prospective school principals and *Widyaswara* supervisors. Although the management of MAN Yogyakarta III has carried out career management and planning, the fact is that it has not filled the deepest personal needs of personnel. The existence of guarantees and certainty of future careers in the form of changing the status of honorary workers to civil servants is a need that has been coveted by private personnel. Career certainty in the future must be a source of enthusiasm for every honorary in carrying out their obligations at the *Madrasah*. On that basis, the management and planning of careers in *Madrasahs* would be very urgent because it is enough to affect personnel performance. Furthermore, of course, the various factors above do not stand alone. However, among these various factors, there are interrelationships so that success in overcoming a problem caused by a factor must also pay attention to other factors in an integrated manner.

3.7. Compensation

Different motivations and goals always influence humans who work in an institution. Some are based on the spirit of dedication and solidarity to realize common interests or fight for belief idealism. One of several human motivations to work, not a few – maybe all, is to get income or compensation (Pradita, 2017). According to Sri Suwartiyah, compensation is given by the management of MAN Yogyakarta III by 1). Through giving thanks to personnel for the work, they have dedicated. 2). Welfare rewards are in the form of financial-based on previous assignments and performance appraisals. 3).

The placement gives a new job to those who can perform well while carrying out their duties. Based on the information above, according to the researcher, compensation is given by MAN Yogyakarta III using the following pattern: First, directly, namely in the form of monthly honoraria as a form of reward for the work that has been done. Second, indirectly, namely in the form of incentives for any work outside of working hours, THR, and transportation. On the other hand, *Madrasahs* also develop other types of compensation, namely non-financial. Usually, it is given in the form of involvement in each activity, opportunities to improve careers, and easy access to facilities that support work. Interestingly, to compensate for employees' dense work, the *Madrasah* often facilitates all personnel to participate in educational, recreational activities, such as study tours and the like.

The *Madrasah* has implemented the provision of direct compensation in the form of financial. However, this is not sufficient for the minimum needs of employees. As a result, it is not surprising that some personnel have other jobs outside the *Madrasah*. Even so, the financial assumption is not the ultimate goal in work; at least, it has imbued the spirit of the personnel. The existing work environment and work culture have contributed to and satisfied the employees of MAN Yogyakarta III.

3.5. Quality of HR Management at MAN Yogyakarta III

Based on the information above, implementing the HR management function at MAN Yogyakarta III is oriented toward quality improvement, especially those related to satisfaction from the perspective of internal and external primary *Madrasah* customers. Teachers and employees, including the category of internal customers. As for the students, they are primary external customers. Dimensions of satisfaction obtained by customers, generally in the form of physical and psychological. Physical development means customers can get, for example, financial and welfare. On the other hand, the primary external is usually in the form of a scholarship program. Develop psychologically, namely if customers are always allowed to learn and improve skills, talents, and creativity and get satisfaction through the work atmosphere, services, and the developed *Madrasah* culture.

The researcher sees that the quality of MAN Yogyakarta III HR management function, if examined from the point of view of internal customers, satisfaction is much influenced by the psychological growth of the customer. In contrast, for primary external customers, the form of satisfaction is on two sides of development, namely the physical and psychological development of the customer. Internal customer satisfaction indicators, as revealed by several teachers and employees in the *Madrasah* environment, especially the activities of all HR management functions, which require *Madrasah* personnel to involve in every HR management activity, provide opportunities to develop competence, bridge the development of talent and creativity, seek to increase satisfaction through the atmosphere and work culture of the *Madrasah* and so on. However, in terms of welfare and career, according to the researcher, it is still a potential obstacle that can affect the implementation of the quality of the HR management function when viewed from the perspective of internal customers. However, the obstacles described previously have not been included in the 'dangerous' category. This means that it does not significantly affect the quality of the HR management function at MAN Yogyakarta III.

The above facts were proven after interviewing some respondents. According to the researcher's opinion, *Madrasah* management is still not sufficiently capable of providing and realizing some expectations, especially welfare and career clarity issues. However, it is interesting that such conditions do not discourage them from working. One of the reasons is a sense of comfort, a good atmosphere, and a work culture; in fact, satisfaction can be obtained. Meanwhile, the results of interviews with several sources of primary external customers found that MAN Yogyakarta III has been quite able to provide several forms of satisfaction, for example, outstanding scholarships, coaching funds, and parallel achievements. On the other hand, psychological development includes a conducive learning atmosphere, kinship between teachers and students, learning services, and efforts to develop talents, abilities, and creativity. Based on this, the researcher concludes that quality improvement through the HR management function at MAN Yogyakarta III from primary internal and external customers is at a reasonable level and entirely satisfactory.

4. CONCLUSION

In terms of implementing the HR management function, the quality of MAN Yogyakarta III in the perspective of internal customer satisfaction – teachers and employees – and external primary – students in implementing the HR management function can be categorized as quite reasonable. The form of satisfaction from internal customers is the increase in psychological development, and the indicator is allowed to continue to learn and constantly develop skills, talents, and creativity. On the other hand, the atmosphere and work culture created by the *Madrasah* has been sufficient to make the person comfortable and satisfied. Meanwhile, for primary external customers, the satisfaction includes increasing physical and psychological development, including the outstanding scholarship program, coaching money and parallel achievements, a conducive atmosphere for learning, kinship with each other, including with teachers, providing good learning services, and there are skills development programs and creativity

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