Strategic Planning And Recruitment Of Islamic Education Personnel At Madrasah Ibtidaiyah Ta'allumussibyan

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Abstract: *This study aims to analyze human resource planning and recruitment at Madrasah Ibtidaiyah (MI) Ta'allumussibyan in the context of Islamic education. Professional and spiritually integrated human resources are key to the success of Islamic educational institutions. Using a quantitative descriptive approach, data was collected from 13 teachers using a questionnaire consisting of 30 statements related to two main sub-variables: HR planning and recruitment. The results of the analysis show that the HR planning aspect received an average score of 4.29, while recruitment received a higher score of 4.53. This reflects that MI Ta'allumussibyan has implemented a fairly effective HR management system that is in line with Islamic values. The findings indicate that planning has been aligned with the madrasah's vision and mission and the actual needs of educators, although formal documentation and long-term planning still need to be improved. On the other hand, the recruitment process shows high professionalism, with assessments of the ability to read the Qur'an, understanding of Islamic values, and the involvement of religious leaders in the selection process. However, there are still weaknesses in the transparency of the selection assessment system and the potential for nepotism. This study recommends improvements in policy documentation and broader stakeholder involvement in the planning and recruitment processes. By strengthening data-driven strategies and spiritual values, the madrasah can enhance the quality of Islamic education sustainably. The findings of this study are also relevant as a reference for other madrasahs with similar characteristics.*
Keywords: Human Resource Planning, Human Resource Recruitment, Islamic Education

INTRODUCTION

Human resources (HR) is the most important element in the implementation of education, including in Islamic education institutions. The achievement of the goals of educational institutions is highly dependent on the quality and ability of the teaching staff. In Islamic education, human resources are expected not only to have professional expertise, but also moral and spiritual integrity in line with Islamic teachings (Sholeh, 2023). Effective and directed human resource management is a major requirement for educational institutions, such as Madrasah Ibtidaiyah (MI). The process of planning and recruiting human resources is the main basis for ensuring the quality of learning in accordance with Islamic principles (Muzakki et al., 2023). Without the right strategy, institutions will experience difficulties in providing qualified educators.

HR planning is a systematic process aimed at determining the current and future needs of educators (Habibulloh, 2025). In the madrasah environment, this activity includes workload analysis, comparison of the number of teachers and students, and projected learner growth ('Azah et al., 2024). Careful planning results in policies that are in line with the vision and mission of the institution, as well as being able to answer the challenges of the times (Minarti et al., 2024). In Madrasah Ibtidaiyah Ta'allumussibyan, this process is very important because it plays a role in shaping the character of students from an early age. Structured and data-based HR planning supports the realization of comprehensive Islamic education. Adaptation to changing needs and availability of resources must also be a concern in planning (Rusmita, 2024).

The HR recruitment stage is part of management that aims to attract and select the right individuals to fill the position of educators. In Islamic education, selection not only assesses academic aspects, but also pays attention to the Islamic character of prospective teachers (Efendi & Sholeh, 2023). A good recruitment process must uphold the values of fairness, objectivity and transparency (Bhutta & Sabir, 2019). In MI Ta'allumussibyan, the teacher selection process considers the ability to read the Qur'an, understanding of Islamic values, and high dedication in educating children. Selection criteria must be organized professionally so that the recruitment process runs as expected.

Madrasah Ibtidaiyah as part of Islamic basic education has the responsibility of fostering a quality generation of Muslims. In order to carry out this task, madrasahs must ensure that teachers recruited have adequate intellectual, spiritual and social abilities (Sabarudin et al., 2024). A good planning and recruitment process is necessary to ensure the sustainability of quality education. Geographical factors, local culture and limited resources are challenges in managing human resources in madrasahs. Therefore, planning and recruitment strategies need to be tailored to the local context and specific needs of each madrasah (Ariyanto, 2023).

Optimal HR planning in MI Ta'allumussibyan must involve all relevant parties, from the madrasah head, senior teachers, to the foundation. This involvement strengthens the validity of planning and ensures that decisions taken are collective. The basis for planning needs to be supported by actual data, such as the number of learners, academic success rates and curriculum

development needs (Khadavi, 2024). Regular evaluation of the number and competence of teachers is essential so that the madrasah can adjust to changes that occur.

The recruitment process of teaching staff at MI Ta'allumussibyan requires a standardized and documented system. This includes administrative procedures, tests, and interviews conducted by a team of professionals. The involvement of the foundation and local religious leaders provides added value in maintaining selection accountability (Habibulloh et al., 2025). The existence of written recruitment guidelines becomes a reference in every selection process, thus preventing unfair or discriminatory practices. Thus, recruitment can run more transparently and can be accounted for morally and administratively (Ariyanto, 2023).

In practice, not all Islamic basic education institutions already have an optimal HR management system. Many madrasahs still conduct planning and recruitment informally without the support of data and written procedures (Syafi'i & Ikwandi, 2023). This condition can lead to a mismatch between the needs of the institution and the profile of the recruited teachers. Institutional strengthening through HR management training and internal policy development are strategic steps that can be taken. MI Ta'allumussibyan can be used as an example in developing a professional planning and recruitment system that is still based on Islamic values (Thontawi et al., 2024).

This study aims to determine the extent to which HR planning and recruitment at MI Ta'allumussibyan has been carried out systematically and effectively. The approach used is descriptive quantitative through a questionnaire distributed to 13 teachers as respondents. The research instrument consists of 30 statements which are divided into two main sub-variables: HR planning and recruitment. The data obtained were analyzed to determine the average score of each statement as a reflection of teachers' perceptions of the implementation of HR management in madrasah (Maryodona, 2021). From these results, an overview and specific findings can be obtained that can be used as a basis for policy making.

In addition to knowing the current conditions, the results of this study are expected to provide practical recommendations in improving the effectiveness of HR management in MI Ta'allumussibyan. By understanding the existing weaknesses and advantages, the madrasah can improve the teacher planning and selection system as needed. This research can also be a reference for other madrasahs with similar characteristics, especially in areas with limited resources. Thus,

the contribution of this research is not only local, but can also be applied more broadly in the context of Islamic education in Indonesia (M. Sholeh et al., 2021).

An integrative approach between careful planning and a selective recruitment process allows MI Ta'allumussibyan to strengthen its role in fostering a smart and moral generation of Muslims. Excellent Islamic education can only be realized if it is managed by qualified educators and a professional HR system. Continuous evaluation and development in the HR aspect needs to be a top priority (Fadlillah & Victorynie, 2025). This research is the first step in reviewing and improving the system, with the hope that the results can have a positive impact on the development of Islamic education management as a whole

METHOD

This study used a descriptive quantitative approach to describe the implementation of human resource planning and recruitment (HR) at Ta'allumussibyan Madrasah Ibtidaiyah. Data were collected through questionnaires distributed to 13 teachers as respondents, with instruments in the form of 30 statements divided into two main sub-variables: HR planning and recruitment. Each statement uses a Likert scale to measure teachers' perceptions of the effectiveness of HR management in madrasah. The data was analyzed by calculating the average value of each indicator, thus providing an overview of HR practices. The validity of the instrument was maintained through a feasibility test of the statement items before the questionnaire was used. This approach was chosen because it is able to reveal perceptions objectively and systematically. In addition, this method is relevant to the context of Islamic education, which requires a balance between professionalism and spiritual values. Descriptive analysis techniques also enable the identification of areas for improvement in HRM.

The use of the survey method was considered most effective for obtaining information directly from teachers as the main actors in the implementation of planning and recruitment. The data collected was analyzed using simple statistical software to calculate the average score, which was then interpreted descriptively. This approach allows researchers to more accurately measure perceptions and describe actual conditions in the field. The findings from this analysis are expected to form the basis for more targeted HR policy development. Thus, the method used is able to make

a real contribution to improving the quality of HR management in the Islamic basic education environment (Yuliani & Aliyyah, 2024). This approach emphasizes the importance of data-based evaluation and strengthening the institutional system in HR governance. With this foundation, this research seeks to provide an objective and applicable picture for the development of better HR management.

RESULT AND DISCUSSION

Human Resource Planning

The questionnaire results show that the planning and recruitment of human resources (HR) in Ta'allumussibyan Madrasah Ibtidaiyah has been carried out optimally. The average score for HR planning reached 4.29, while HR recruitment scored 4.53. These figures indicate that there is great attention from the madrasah to both aspects. The positive perception of the majority of teachers towards HR management in madrasah is reflected in these scores. However, a number of indicators still show scores below the average, so it is an important basis for recognizing the strengths and weaknesses of existing HR management (Huda, 2022).

The majority of teachers assessed that HR planning has been carried out based on real needs. The statement regarding the evaluation of teacher needs on an annual basis received a score of 4.31, indicating that the madrasah actively adjusts the number of educators. This evaluation is needed so that the number of teachers matches the workload and the number of students. In addition, HR planning also considers the workload of teachers, which is reflected in the average score of 4.38, so the HR plan has taken into account the task load realistically (Candra et al., 2022).

The strategic direction of the institution is reflected in HR planning based on the vision and mission, as evidenced by the high score of 4.92. This shows that madrasah has a strong foothold in determining the needs of teaching staff. High scores are also seen in the statement that educator planning is aligned with the values of Islamic education, indicating attention not only to administrative aspects, but also spiritual and ideological according to the characteristics of Islamic education.

Some planning indicators still show weaknesses, such as the lack of optimal formal documentation. The statement about written guidelines linking HR planning to strategic goals only

scored 3.77. The absence of written documents has the potential to cause inconsistencies in HR policies. The HR procurement plan for the next five years also scored 3.69, indicating the need to improve the preparation of a more systematic long-term plan (Nurhasnah et al., 2024).

The evaluation of teacher adequacy and the results of HRH monitoring scored quite well, 4.08 and 3.92 respectively. This means that evaluation and review have been running although not maximized. This evaluation is important so that the institution can quickly respond to changes in teaching staff needs. Monitoring and evaluation are also the basis for updating HR policies, so regular data collection is needed so that HR development can be implemented thoroughly.

Human Resource Recruitment

In the aspect of HR recruitment, respondents' perceptions were very positive with an average score of 4.53, higher than planning. The highest indicator comes from the requirement for the ability to read the Qur'an and understanding of Islamic values with a perfect score of 5.00. This indicates that Islamic values are the main requirement in teacher selection, and the madrasah prioritizes spiritual aspects in selecting teaching staff.

Professionalism in recruitment is also considered very good. Statements regarding standardized selection procedures and conducting interviews by a professional team received high scores of 4.92 and 4.69 respectively. The selection process has been carried out transparently, fairly, and professionally, including the stages of administration, competency tests, and interviews, so that the selected educators really fit the needs of the institution (Aziz & Zakir, 2022).

Some recruitment indicators still need to be improved, such as the selection assessment system which is not fully transparent and documented, as seen from the score of 3.69. Lack of formal documentation can lead to inaccurate recruitment decisions. Therefore, institutions need to develop a clear and objective selection assessment format so that the recruitment process is truly merit-based.

Other indicators such as the freedom of the selection process from nepotism and discrimination scored 3.69. This score indicates the need to strengthen supervisory mechanisms so that the selection is not influenced by personal or group interests. The involvement of community leaders or foundations as external parties can maintain objectivity, so that transparency and accountability become the main principles.

The involvement of various parties in the teacher selection process is one of the strengths of the madrasah. Statements regarding the participation of institutional leaders and religious leaders in interviews and recommendations received high scores (4.92 and 4.69). The involvement of relevant stakeholders adds credibility and strengthens the religious and social dimensions of teacher selection.

When compared, the recruitment aspect is more prominent in teachers' perceptions than planning. This is because the recruitment process is more tangible and involves many parties, while planning tends to be done by internal management. Involving teachers in the preparation of HR plans can improve planning scores as well as a sense of belonging and shared responsibility for the quality of the institution.

Assessment and Implications

The performance assessment of teaching staff also received a high score (4.92), indicating that the madrasah has a mechanism for periodically assessing teacher performance. This assessment is important to determine the effectiveness of teachers and become the basis for professional development. This shows that the madrasah does not only focus on teacher procurement, but also on continuous quality improvement.

Although most of the indicators received high scores, there are still some aspects that need improvement, especially the documentation of planning and recruitment. Good practices need to be complemented with written policies to make them more structured. Official documents such as planning guidelines, recruitment procedures and performance evaluation systems will strengthen the professionalism of the institution and facilitate leadership regeneration.

All scores are in the medium to very high range (3.69-5.00), indicating that HR management at MI Ta'allumussibyan is already running well. The absence of low scores indicates that there are no bad indicators according to teachers. Moderate scores are a reminder of the need for gradual and continuous improvement. Evaluations like this can be a routine measuring tool for the development of the quality of HR governance.

Human resource management in Islamic educational institutions has distinctive characteristics, not only emphasizing competence, but also spirituality. Indicators such as the ability to read the Qur'an, Islamic personality and the involvement of religious leaders are

important elements in recruitment. Questionnaire data shows that MI Ta'allumussibyan has successfully integrated these values in the selection process, thus creating a religious and spiritually meaningful educational environment (Fadli, 2018).

If weaknesses in the aspects of documentation and written planning can be improved, HR governance will become more ideal. The results of the questionnaire can be used as the basis for preparing the HR Strategic Plan, so that madrasahs are better prepared to face external challenges such as teacher shortages, mutations, and curriculum development. The follow-up of these findings is very important for the sustainability and quality improvement of the institution.

In general, the results show that Ta'allumussibyan Madrasah Ibtidaiyah is on the right track in HR management. The integration of Islamic values and administrative professionalism are the main strengths of the institution. High average scores on various indicators prove great potential for growth. Continuous commitment from all parties is needed to strengthen weaknesses and improve the quality of educational services, so that madrasah is able to produce a generation of Muslims who excel academically and have noble character.

CONCLUSION

Based on the results of research conducted through questionnaire instruments to 13 teachers, it can be concluded that the process of planning and recruitment of human resources at MI Ta'allumussibyan has been running well. The average score on the HR planning aspect is 4.29, while the recruitment aspect reaches 4.53, which shows a positive perception from the respondents. This reflects that the institution has a fairly effective HR management system, both in preparing the needs of educators and in the process of selecting prospective teachers. This success is indicated by the high scores on indicators related to the institution's vision, Islamic values and professional selection procedures.

There are still some indicators with moderate average scores that need attention from the madrasah. Some of the weaknesses identified include aspects of planning documentation and transparency of the selection assessment system. This shows that although the process has been running, it has not been fully supported by a systematic written system. Therefore, improvements need to be made in the preparation of recruitment guidelines, periodic evaluation of the

implementation of HR planning, and the involvement of teachers and other stakeholders in the policy-making process. This improvement is important to ensure consistency and accountability of HR management in the future.

MI Ta'allumussibyan has shown a strong commitment in building HR management that is aligned with the values of Islamic education. The combination of professionalism and spiritual integrity is the main strength of the institution in carrying out educational functions. In order for this quality to be maintained and improved, it requires a sustainable HR development strategy, data-based evaluation, and strengthening of a supportive institutional system. The results of this study are expected to be valuable input for madrasah leaders in making strategic policies to improve the overall quality of education.

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