

Quality Management of Educator Resources in the Development of Inclusion Madrasahs in Banten Province

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ABSTRACT

This study aims to analyze the quality management process of educator resources, identify supporting and inhibiting factors in the quality management process of educator resources towards the development of inclusive madrasahs, and analyze strategies in the development of inclusive madrasahs in Banten Province. The research method used in this study is a qualitative research method with a case study approach. Data was excavated through participants, namely: madrasah heads, madrasah deputy heads, inclusion teachers, classroom teachers and madrasah operators. The results of this study show that the quality management of educator resources in madrasahs is inclusive through the process: planning, recruitment, selection, placement, and evaluation. Supporting factors through cooperation with various related parties, support and policies from the government, as well as the enthusiasm of educators in educating and building inclusive madrasahs. The inhibiting factors come from limited funding and the lack of educators with linear educational backgrounds with inclusion madrasah programs. The strategy is to improve the quality of educators by creating a learning week program. The procedures for learning week activities: identifying learning needs, preparing learning program plans, implementing learning activities, evaluating learning outcomes, reflection and follow-up, as well as reporting learning activities. Furthermore, in building a madrasah ecosystem by: visionary madrasah head leadership, creating a teacher learning community, sustainable professional development, infrastructure and technology support, assessment and feedback systems, collaborative and innovative culture, and parents. The implications of this study indicate the importance of educators to continue to improve pedagogic, professional, social, and personality competencies in the context of inclusive madrasahs. The implementation of good educator resource management can improve the accessibility and quality of educational services in inclusion madrasahs.

Keywords: Management, Educator Resources, Inclusion Curriculum

INTRODUCTION

Madrasahs that provide inclusion education ideally have superior quality human resources. Human resources in the context of education must have academic qualifications and competencies (Armstrong et al., 2010; Arustei, 2013). Human resource management according to the theory of Rebore (2004), states that in obtaining the quality of human resources, there must be a process of planning, recruitment, selection, placement, evaluation, and welfare. According to Harris (1975), quality human resources cannot be separated from the most urgent human resource management functions, namely planning, recruitment, selection, placement, and evaluation.

The researcher in this study chose two madrasahs as the research sites, namely Madrasah Ibtidaiyah Negeri 3 South Tangerang City and Madrasah Ibtidaiyah Al Husna (Habibi, 2019; Aulia, 2021). The researcher chose the madrasah of course with mature thinking based on the following reasons: The problem of the quality of educator resources at Madrasah Ibtidaiyah Negeri 3 South Tangerang City, namely there is still a shortage of educator

resources, teachers who teach are not in accordance with the background of education. The following is an analysis of teacher needs at Madrasah Ibtidaiyah Negeri 3 South Tangerang City:

The state of educator resources at Madrasah Ibtidaiyah Negeri 3 South Tangerang City is still limited. It is proven that Madrasah Ibtidaiyah Negeri 3 South Tangerang City lacks teachers who have linear qualifications with those taught. The number of needs for teachers who do not have linear qualifications is 14 with details, namely: 1 Arabic teacher, 1 English, 6 classroom teachers, 1 Physical Education, Sports and Health teacher, 3 Cultural Arts and Crafts teachers, and 1 Technology teacher (Fadhil & Harky, 2018; Maria & Hadiyanto, 2021).

The problem with inclusion education institutions at Madrasah Ibtidaiyah Al Husna is that there is still a lack of educator resources (Hasibuan, 2016; Dessler, 2015). Teachers who teach are not in accordance with the background of education.

The state of educator resources at Madrasah Ibtidaiyah Al Husna is still limited. It is proven that Madrasah Ibtidaiyah Al Husna lacks 8 teachers. The number of teacher needs is: 1 Arabic teacher, 1 Language/Literacy teacher, 4 classroom teachers, 1 Physical Education, Sports and Health teacher, and 1 Cultural Arts and Crafts teacher (Abdillah & Hidayat, 2019; Nata, 2010; Nata, 2012).

The next problem in facing competition with other madrasah institutions is preparing from the aspect of educator resources. In addition, the need for support by all educator resources in the institution. There needs to be innovation in managing inclusion madrasahs so that graduates who are expected to become superior graduates can continue to the next level. Therefore, there needs to be a strategy by educational institutions, namely madrasahs and educator resources at Madrasah Ibtidaiyah Negeri 3 South Tangerang City and Madrasah Ibtidaiyah Al Husna, to always pay attention to environmental changes in the form of customer needs and desires (Handayani, 2013; Hermanto, 2010; Ilahi, 2013).

The study of educator resources in inclusive madrasahs in Banten Province is important to be studied. This is because Banten Province has a combination of urban areas with cultural, religious, and social backgrounds. Studies of inclusive education will help to understand approaches that are appropriate to the local context. Madrasah not only teaches science, but also shapes human morals and values. The study of inclusion in madrasahs will strengthen the role of madrasahs in instilling the value of "rahmatan lil 'alamin" of loving all human beings without discrimination (Abdul, 2016; Crumpton, 2015). By regulation, inclusion madrasahs are required to accept students with special needs, but in practice, many educators are not mentally and technically ready (Iskandar, 2017; Harfiani, 2020). The curriculum and facilities are not supportive, so there is a practice where children are accepted but not optimally served. As a religious-based educational institution, madrasahs have basic values such as compassion, help-help, and morals. If managed with an inclusive approach, madrasahs can become a model of humanist and tolerant education (Maolani & Cahyana, 2016; David, 2011). The researcher made an effort to compare the research carried out with previous research to find out whether there were elements of similarities or differences with the context of this research. The following are the results of previous research that are relevant to this research:

First, research conducted by Hinggil Permana, Rasyid Mulqisani, Syarifah Husna Nabila, and Siti Aisyah in 2024. Research title: "Educational Human Resource Management at Madrasah Aliyah Nurul Falah Al-Huda". The results of the study are: Human resource development management at Madrasah Aliyah Nurul Falah Al-Huda focuses on improving quality and management, as well as developing the potential of teachers to achieve more optimal goals. The stage of implementation, organization, integration, and development of human resources in this school is by carrying out relevant training, skills and development programs in accordance with the vision and mission of the madrasah and carrying out periodic performance evaluations, this is an important part of human resource development management (Armstrong et al., 2010; Fadhil & Harky, 2018). By evaluating the effectiveness of training programs and individual development of madrasah individuals, they can adjust development strategies to achieve better and sustainable results.

Second, research conducted by Ahmad Jumadi in 2023. Research title: "Human Resource Management in Improving the Quality of Education at Al Irsyad Al Islamiyyah Inclusion Elementary School Depok". The results of the study are: that the managerial system is not centralized only on the principal, but is assisted by several people appointed as the management team (Habibi, 2019; Arustei, 2013). The human resource planning system is carried out by analyzing all activities or workloads that must be carried out by all school components. The withdrawal and selection of candidates is carried out based on the consideration of academic, non-academic, and good moral achievements. The training and human resource development carried out still tends to measure the success and failure of training in terms of implementation. The evaluation is carried out using three stages, namely monthly evaluation, mid-semester and year-end evaluation. The supervision system is carried out by determining

standards, supervising activities, checking and comparing results with determining standards and correcting activities (Aulia, 2021; Dessler, 2015; Nata, 2012; Maria & Hadiyanto, 2021).

Third, the research was conducted by Sulistiyowati Gandariyah Afkari, H. Imam Subekti, Jogie Suadun, Parida, Juni Aziwantoro, Maisah, and Jamrizal in 2022. The title of the research is "Human Resource Management in Madrasah". The results of the research are: Human resource management is a technique or procedure related to the management and utilization of madrasah personnel, both educational personnel and administrative personnel effectively and efficiently depending on the ability of the head of the madrasah both as a manager and leader in the educational institution. One of the ways to develop human resources in education is by developing education personnel and developing madrasah heads.

The similarity of this research with previous research is that it has a background that is not much different, namely educational institutions under the auspices of the Ministry of Religion. The difference between this research and the previous research is the focus of research, namely how the strategy of madrasah institutions in managing and developing the quality of educators in madrasah ibtidaiyah inclusion. Based on the data that the author has explained, in madrasahs, the inclusion of educators who have linear qualifications is very limited.

Based on these conditions, the researcher determined Madrasah Ibtidaiyah Negeri 3 South Tangerang City and Madrasah Ibtidaiyah Al Husna, as research places for inclusion madrasahs that have advantages ranging from formulating strategies, implementation, to evaluating strategies. Therefore, the researcher is interested in conducting an analysis of the quality management of human resources in developing inclusive ibtidaiyah madrasahs in Banten Province. Referring to these objective thinking and conditions, this research is very important as an alternative that can be considered to be implemented by examining the quality management of educator resources and strategies in developing inclusive madrasahs.

This research aims to analyze the quality management of educator resources in the development of inclusive Madrasah Ibtidaiyah in Banten Province. By focusing on Madrasah Ibtidaiyah Negeri 3 South Tangerang City and Madrasah Ibtidaiyah Al Husna as case studies, this research seeks to explore the strategies, implementation processes, and evaluations carried out by these institutions as benchmarks for best practices.

The benefits of this research are divided into theoretical and practical aspects. Theoretically, the findings will contribute to the field of Islamic Education Management, particularly in understanding the quality management of inclusive Madrasah Ibtidaiyah, and serve as valuable references for academic studies and future research. Practically, this research will provide useful insights for education policymakers, foundations, and madrasah leaders to enhance the quality of educator resources and improve inclusion strategies in educational institutions. Additionally, the research will offer guidance for developing better management models that can be applied to similar Islamic education settings.

METHOD

This study employs a qualitative research approach with a case study method, as it aims to explore the quality management of educator resources in inclusive Madrasah Ibtidaiyah within their natural context. According to Moleong (2007), qualitative research focuses on understanding phenomena holistically and presenting findings descriptively through words and language. Creswell (2013) further emphasizes that qualitative research allows for an in-depth exploration of participants' experiences, perspectives, and interpretations, which aligns with the objectives of this study. By using a case study approach, the research is able to investigate real-life contexts and provide comprehensive insights into the strategies and practices applied by Madrasah Ibtidaiyah Negeri 3 South Tangerang City and Madrasah Ibtidaiyah Al Husna. These schools were selected as research sites because they represent successful implementations of inclusive education programs and are accredited as high-performing institutions.

Data collection in this study involved multiple techniques to ensure data validity and depth, including observation, in-depth interviews, and document analysis. Primary data were obtained directly from informants such as school principals, teachers, and educators, while secondary data were collected from official documents, meeting notes, and institutional reports. The researcher acted as the key instrument, directly engaging with participants to capture their perspectives and experiences regarding educator resource management. Data collection was carried out iteratively, starting from broad observations to more focused and repetitive analyses, supported by detailed field notes as suggested by Bogdan and Biklen. To determine data saturation, informants were selected through purposive sampling, with additional referrals (snowball sampling) until no new information emerged.

Data were analyzed continuously throughout the research process to identify patterns, challenges, and best practices in implementing inclusive education. By integrating findings from observations, interviews, and documents, this research seeks to provide a comprehensive understanding of how inclusive Madrasah Ibtidaiyah in Banten Province manage and develop their educator resources. The results are expected to offer both theoretical contributions for academic discourse in Islamic education management and practical recommendations for policy makers, school administrators, and other stakeholders to enhance inclusive education practices.

RESULTS AND DISCUSSION

Overview of Research Sites

In this study, the researcher focuses on the quality management of educator resources in the development of Madrasah Ibtidaiyah Inclusion in Banten Province. The researcher presents data, aiming to answer research questions contained in the formulation of the problem

Model of Developing the Quality of Educator Resources in Inclusive Madrasah

Model of Educator Resource Development in MIN 3 South Tangerang City

Strengths are the strength factors that educational institutions and organizations have, the strength factor makes an organization look different from organizations in general. Strengths make educational institutions have special advantages and competencies so that they make a plus value of an educational institution with the aim of meeting market needs (customers) and increasing competitiveness. Recognizing internal strengths can be the first step to becoming a superior educational institution and able to compete with other competitors.

Based on the results of the research, the researcher found several strengths owned by MIN 3 South Tangerang City. The head of the madrasah explained: "MIN 3 South Tangerang City is a madrasah that will be able to compete globally by mastering technology on the basis of noble character that values monotheism and noble morals. The full day school method also helps change morals and attitudes towards a better person. MIN 3 South Tangerang City seeks to realize the common ideal, namely the presence of a superior generation that is ready to compete widely.

In March 2020, when the Covid-19 pandemic hit the country, all teaching and learning activities in madrasahs were stopped and switched to distance learning (PJJ). All children learn from home. Because this outbreak came suddenly, the madrasah felt stuttered in response to this PJJ model. Everyone never expected that the knowledge and experience related to digital learning that had just been gained during the training two months earlier, had to be used so quickly. Because it is demanded by the situation, madrasahs are quick to make optimal use of existing facilities to support the implementation of PJJ, namely by using LCD projectors that are already available in every classroom.

Questions also arise in our minds. Can children feel the atmosphere as if they were learning in a classroom, despite the reality of learning from home? The teachers also tried to find knowledge through YouTube media, with the help of Mr. Papay to 'hack' and try several equipment that could be juxtaposed with LCD projectors, ranging from fairy tales, web cameras and several other tools. Although they have failed several times to realize digital classes, the teachers and teams are not discouraged from improving and looking for other equipment that is more appropriate. For almost two months, the team 'hacked', until finally they succeeded in creating a digital class.

This digital class is already as seen in one of the universities in Singapore during a visit there in 2006. What is clear is that from this experience is obtained that to realize the digital class is not as expensive as once imagined, MIN 3 South Tangerang City is lucky. In addition to being located in urban areas, madrasahs have a good internet network, and their children also come from families with a middle economic level. When the madrasah has prepared digital classes for grades 1 and 2, every child already has a gadget. The gadget is filled with e-books, e-learning, educational games, and other learning features. Other classes also follow the digital class model. Children can also learn and do tasks through these gadgets.

Is it true that MIN 3 South Tangerang City has used the digital class model? Of course, it is a big question for many people. In fact, not a few people doubt it. Because many people think that digital class equipment is

expensive. Meanwhile, this MIN is not a work unit (satker), but just a 'child saker' under the Regency/City Ministry of Religion Office, so it does not have the flexibility to request operational budget allocation.

Like a magnet, when MIN 3 South Tangerang City has implemented digital classes, many invitations to share experiences virtually are also carried out to fulfill invitations from other madrasahs in various regions. This experience sharing was carried out virtually considering that it was the period of the Enforcement of Community Activity Restrictions (PPKM) level 4.

When PPKM level 4 has dropped to level 2, and face-to-face teaching and learning activities in madrasahs begin to open on a limited basis, Madrasah Heads began to attend directly to MIN 3 South Tangerang City for a comparative study on digital classes.

On October 7, 2021, the Indonesian Forum of Chiefs of Madrasah Aliyah Skills, chaired by Mr. Didin, conducted a comparative study to MIN 3 South Tangerang City. There are 30 heads of MAN from various regions. The comparative study was carried out in accordance with joint activities with the Directorate of GTK Madrasah in Bogor. One of the heads of MAN said that he was not ashamed to learn from MIN to realize digital classes at the Aliyah madrasah.

MIN 3 South Tangerang City was also very happy to welcome their presence. On that occasion, MIN explained the experience and practice of digital classes that have been running. Some madrasah heads have expressed their intention to visit again at a later time with their teachers. This is where an invaluable sense of happiness arises, because we can share and collaborate to realize a madrasah that is "great with dignity, world-class, independence, and achievement.

As the leader of the head of the madrasah has the task of increasing the work motivation of educators, therefore a leader must be able to build the spirit of educators and educators. This is done by the head of MIN 3 South Tangerang City through reinforcements in weekly and monthly meetings so that educators are committed to realizing the vision, mission, and goals of the madrasah. Based on the presentation of MIN 3, South Tangerang City has strengths, among others: inclusion-based madrasahs, implementing digital learning, having national and international level achievements, organizing child-friendly madrasahs and fun madrasah movements, as well as the implementation of the madrasah adiwiyata program. In addition, educators have a passion for building and advancing madrasahs.

Weakness is something that exists in the body of the organization in the form of weaknesses or shortcomings, weaknesses that are very natural in the body of the organization, a weakness can be minimized together or left as long as it does not interfere with the process of running the organization. Weakness or weakness comes from internal organizations such as weak human resources, lack of learning facilities and infrastructure, and output that is not as expected.

Based on the research, the obstacles faced by MIN 3 South Tangerang City are the existence of several educator resources, namely educators who do not understand the insight of inclusion madrasahs in depth. In addition, the educational background does not match the maple being taught. From the weaknesses faced by MIN 3, South Tangerang City tries to minimize this weakness by instructing all teachers to work together to help other teachers. In addition, there is also an improvement in the quality of educator resources every weekend in the form of learning teachers.

Opportunity is a situation outside the organization that can be profitable and an opportunity to advance and compete with other competitors. The following are opportunities that can be taken to realize the vision, mission, and goals of MIN 3 South Tangerang City, namely by creating a digital-based madrasah. Many of today's learning is still traditional, so madrasahs are lagging behind other institutions. With the mission of creating a spirit of excellence in the institution of MIN 3 South Tangerang, the opportunity to become a digital-based madrasah can be created by MIN 3 South Tangerang City.

Threats are anything that can result in losses, obstacles for an organization to compete. If the threat is not addressed, it can have an impact on the running of the organization. One of the threats faced by MIN 3 South Tangerang City is the limited facilities and infrastructure for children with special needs. So that MIN 3 South Tangerang City only accepts students with certain special needs.

Table 1. SWOT Analysis of MIN 3 South Tangerang

<i>Strength</i>
1. Madrasahs have a good reputation in the community and accreditation status that supports parents' trust in the quality of education provided.

2. Have a curriculum that integrates religious education with general education, in accordance with national education goals. 3. Excellent support and supervision from the committee management on madrasah programs. 4. Facilities and infrastructure that are good enough to support teaching and learning activities, such as comfortable classrooms, libraries and computer laboratories. 5. Fifty percent of classrooms are equipped with digital learning media in the form of smart TVs and Smart Boards. 6. Teachers and education staff have a high commitment to creating a religious environment in the madrasah. 7. Highly effective extracurricular learning activities with adequate professional personnel to improve student achievement according to talents, interests and creativity 8. Have a prayer room that can be used for worship and other religious activities.
<i>Weaknesses</i>
1. The number of teachers who are inadequate and in accordance with the classification so that it affects the implementation of the learning process. 2. Additional duties of teachers outside of their main duties so that they affect the quality of the learning process. 3. The quality of numeracy in education report cards is still below the minimum competence so it needs special attention and improves the quality of the learning process 4. Uneven competence of educators. 5. Lack of use of technology in learning and administration which can limit the effectiveness and efficiency of the educational process. 6. There are not many networks with institutions that develop CSR programs 7. Most of the parents of students are from the lower middle economic group.
<i>Opportunities</i>
1. The role of madrasah ibtidaiyah in education is increasingly recognized and appreciated by the community. This is a great opportunity to improve the quality of education and attract the interest of prospective students. Madrasah can establish partnerships with various parties, in order to obtain additional funds and resources. This support can be used to improve facilities, increase the number of teachers, and develop innovative educational programs. 2. High support from the madrasah committee and students' parents for madrasah programs/activities. 3. Government policy in terms of decentralization of education and madrasah autonomy through the implementation of madrasah-based quality improvement management.

4. The development of communication and information technology related to the learning process (<i>e-learning</i>) in the era of globalization allows it to be optimally utilized to expand access to learning. By utilizing online learning platforms, students can access varied and engaging learning materials from anywhere and at any time. This flexible learning will help students develop independence in learning and explore their personal potential more optimally. 5. Increasing public awareness of the importance of quality, faith-based and environmentally sound education opens up opportunities to attract more students 6. Opportunities to develop training and professional development programs for teachers in improving their competencies
Threats
1. The rapid development of technology requires madrasas to continue to adapt to the latest technology in the learning process, which can be a challenge. 2. Changes in national education policies and curriculum that often change can make it difficult for madrasas to adjust to these demands. 3. Many educational institutions, both public schools and private madrasas which are located adjacent to MIN 3 South Tangerang City that are adequate both in terms of curriculum, facilities, facilities and infrastructure, including having a large sports field. 4. Limited facilities and infrastructure, especially sports facilities. 5. Unstable economic conditions can affect funding and support from the community. 6. Increasing globalization can bring challenges in maintaining the diversity of local culture and Indonesian identity in the madrasah environment. 7. A disproportionate increase in workload can affect the quality of learning, cause stress for teachers, and decrease their performance in teaching.

Table 2. MIN 3 Strategy of South Tangerang City

Strategy S-O (Strength-Opportunities)
1. Utilizing technological developments to improve the quality of learning by engaging trained teachers and existing digital facilities to create an interactive and effective learning experience, so that students can master the latest technology. 2. Developing Technology-Based Learning Programs and Distance Learning. 3. Improve extracurricular programs that focus on developing students' interests and talents with activities that support environmental and character awareness, so that students can excel in academic and non-academic fields. 4. Develop student exchange programs with international schools to give students the opportunity to broaden their horizons and get to know

other cultures, while still introducing them to Indonesia's rich cultural values. 5. Optimizing Collaboration with Universities for Curriculum Development and Teacher Training
Strategy S-T (<i>Strengths-Threats</i>)
1. Utilizing Technology to Improve the Quality of Learning and Maintain Student Attraction. 2. Strengthening Position by Highlighting Islamic Character and Achievement as Competitive Advantage. 3. Enhancing Partnerships with Parents and Communities to Support Financing and Education Programs. 4. Intensify training and professional development for teachers, by involving existing colleges or training institutions. 5. Increasing Interest in Madrasah Education Through the Promotion of Achievement and Character Excellence
Strategy W-O (<i>Weaknesses-Opportunities</i>)
1. Develop partnerships with companies, educational institutions, or organizations that have a concern for the world of education. Through sponsorship or donation programs. 2. Collaborate with universities to provide professional training for teachers, especially in areas that are still undertrained, such as educational technology, art, or modern teaching methodologies. 3. Optimize the use of available technologies and further integrate digitalization in the learning process. 4. Optimize limited land use by designing more efficient learning spaces and implementing environmentally sound programs, such as school gardens or vertical green spaces, to improve the quality of the learning environment and support public awareness of quality and environmentally sound education. 5. Develop a more systematic character education program by adding social and emotional skills training as part of the curriculum.
Strategy W-T (<i>Weaknesses-Threats</i>)
1. Improving the ability to use technology in the learning process by prioritizing technology training for teachers and improving technology infrastructure in madrasahs. 2. Optimize the use of existing funds by planning budgets more efficiently and prioritized, and reduce dependence on funds from the community by seeking alternative sources of funding from non-governmental organizations or existing scholarship programs. 3. Provide more attractive facilities and programs in the non-academic field to respond to competition with public schools. 4. Using social media and online platforms to show student achievements, both in academic and non-academic fields.

In the formulation of the MIN 3 strategy, South Tangerang City formulates a strategy based on the vision and mission of the madrasah and SWOT analysis, the strategy formulated is guided by the vision and mission of the madrasah, the strategy formulation process is carried out for one week in the madrasah hall, then there are

several work meetings also carried out by management, namely work meetings at the beginning of each semester, monthly work meetings, weekly work meetings to discuss the progress of the strategy.

The thing that needs to be considered by madrasah in increasing competitiveness is to formulate the vision and mission, in determining the vision and mission that needs to be considered is the component of madrasah. The vision and mission is made by stakeholders and educators according to the school's goals, the vision and mission is also adjusted to the madrasah component. The mission is revealed in the form of programs-program-darsah, then it needs to be considered that the program made must be continuous with the vision of the madrasah, besides that the indicators in each program must be in accordance with the vision of the madrasah. In addition to being based on the vision and mission, SWOT analysis also has a contribution to strategy formulation.

Model of Educator Resource Development at MI Al Husna

Strengths make an educational institution or organization look different from other institutions. Strengths make educational institutions have special advantages and competencies so as to add value to an educational institution with the aim of meeting market needs (customers) and increasing competitiveness.

Based on the results of the study of the MI Al Husna document, it has the strength of being accredited A, this is a strength and pride for the madrasah because it is not easy to get the accreditation. In 2024, MI Al Husna will again be accredited by the National Accreditation Board for Primary and Secondary Education. Based on the MI decision letter, Al Husna received grade A accreditation status with a final score of 95.

As a madrasah accredited by UMGGUL, MI Al Husna prioritizes the quality of education, madrasah management seriously improves the quality of education, especially related to the needs of students so that MI Al Husna has the strength to compete. One of the superior strengths of madrasahs is the intense implementation of the tahfidz program.

Based on the results of the research, as a Madrasah educational institution under the auspices of the Ministry of Religion of the Republic of Indonesia, MI Al-Husna implements curricular activities in two scopes, namely Religious learning (Al-Qur'an) and General learning. Al-Qur'an learning is carried out at 07.30-09.30 WIB, while general learning is carried out at 10.00-15.00 WIB.

The learning activity began with the reading of Asmaul Husna in the field, then all students entered the multipurpose room. Furthermore, the activity continued with dhuha prayers, liqa (meetings) about hadith, and mentoring (assistance) in reading the Qur'an per group. In this activity, students with special needs (PDBK) are accompanied by shadow teachers during the recitation of Asmaul Husna in the field, dhuha prayers, and liqa hadith.

During the mentoring of the group reading the Qur'an, PDBK is also supervised by the teacher who holds the group. Even though there are shadow teachers who accompany, PDBK is still difficult to manage due to the limited number of shadow teachers. As explained by the shadow teacher at MI Al-Husna, that "PDBK learns with others. For example, if they are lazy to study, they are difficult to manage because they are not focused and cannot be told. Moreover, there is only one shadow teacher, so they cannot be controlled by all".

Based on the overall research data, MI Al Husna has the strength of an A-accredited madrasah, has a strong religious program, and has a well-planned habituation program.

Weakness is something that exists in the body of the organization in the form of weaknesses or shortcomings, weaknesses that are very natural in the body of the organization, a weakness can be minimized together or left as long as it does not interfere with the process of running the organization. Weaknesses or weaknesses are sourced from within the organization such as weak educator resources, lack of learning facilities and infrastructure, and outputs that are not as expected.

Educators and education personnel are the main drivers in madrasah operations. They are the key to the success of student learning outcomes, so paying attention to the quality and quantity of educator resources for educators and education personnel is very important. Currently, MI Al Husna has ten educators and education staff. This number is an obstacle to the smooth and effective learning at MI Al Husna. The limited number of educators and educators is explained by the head of the MI Al Husna madrasah as follows:

"The problem is that we have a shortage of teachers because many are leaving so that there are teachers who are concurrent. Continue to make Shadow teachers there is also only one. So automatically he has to handle all PDBK. Due to the lack of educators, TU officers also intervened and became fourth-grade teachers".

The statement is in accordance with the results of observations that show that the number of educators and education staff at MI Al Husna is ten people, including the head of the madrasah, administrative staff, and shadow teachers.

As for quality, most of the educators at MI Al Husna do not come from the department of basic education or religious education, so their understanding of the psychology of students with special needs (PDBK) is limited. This causes frequent trial and error in the learning process between students and educators. Meanwhile, only madrasah heads really understand the implementation of inclusion madrassas, so madrasah heads must lobby a lot for the activities of PDBK students, from registration to evaluation. This is as found in the documentation found by the researcher, that there is an irlinear basis of educators. In addition, the quality obstacles of educators are based on what the head of the madrasah explained in the following interview:

"In recruitment, we still rely on the ability of the head of the madrasah so that it handles the children of the ABK. Teachers have not been able to selectively identify students with special needs properly."

From the above, it can be seen that MI Al Husna faces the challenge of having a limited number of educators and education staff, hindering the smooth and effective learning. In addition, the quality of educators, most of whom do not come from a background in basic education and religious education, leads to a lack of understanding of the psychology of students with special needs. This results in frequent trial and error in the learning process. This difficulty is exacerbated by the great dependence on madrasah heads in understanding and managing inclusive education, from registration to evaluation.

In addition to educators and education staff, the success of running an inclusion madrasah is also influenced by parental involvement. At MI Al Husna, collaboration with parents is very important because some student projects, especially for PDBK, must be carried out with parents. This is as expressed by the head of the madrasah in the following interview:

"It takes collaboration with parents, if the collaboration goes smoothly. But there are also some parents who are difficult to collaborate with. But so far, collaboration with parents has always been smooth. Only a few parents who cannot be invited to collaborate automatically have difficulties for students. For example, during project activities with parents who require parents to come to school".

The success of running an inclusion madrasah at MI Al Husna does not only depend on educators and education staff, but also on the involvement of parents. Collaboration with parents is very important because of some student projects, especially for students with special needs. It must be done with parents. The head of the madrasah explained that although most of the collaboration went smoothly, there were some parents who were difficult to work with, which resulted in difficulties in the implementation of project activities involving parents

Facilities and infrastructure are supporting elements in learning in madrassas, especially in inclusion madrassas. In addition to public facilities and infrastructure, madrassas also need to provide special facilities for students with special needs. At MI Al Husna, the public facilities and infrastructure can be said to be quite complete. However, special facilities for students with special needs are still limited. This was explained by the head of the madrasah in the following interview:

"Infrastructure facilities are also still a shortcoming, especially in projectors, we only have a few. So it has to take turns. Then for students with special needs who are lacking. But it's a small obstacle, it doesn't have a big impact because there are not many shortcomings."

This is in accordance with the results of observations made by researchers, showing that there is a shortage of projectors and sound systems for learning media. In addition, facilities and infrastructure for students with special needs are still very limited.

So it can be known that facilities and infrastructure at MI Al Husna are still an obstacle, especially related to the lack of projectors and sound systems as well as special facilities for students with special needs. Although this deficiency is considered a small obstacle that does not have a big impact, it still requires attention to ensure the smooth and effective learning in madrassas.

Opportunity is a situation outside the organization that can be profitable and an opportunity to advance and compete with other competitors. One of the unrest felt by parents in Indonesia today is the lack of morals of students and promiscuous associations that cannot be stopped due to the rapid flow of information to smartphones, we use this problem as an opportunity.

Table 3. MI Al Husna's SWOT Analysis

<i>Strength</i>
1. Accredited A

2. Strong religious program 3. Productive age educators 4. Madrasah head with achievements 5. Project-based learning 6. Child-friendly madrasah 7. Madrasah with tahfidz house
<i>Weaknesses</i>
1. Educators with non-linear educational backgrounds. 2. The location of the madrasah is not strategic 3. Learning facilities for students with special needs are still limited 4. Educator task
<i>Opportunities</i>
1. Tahfidz house-based madrasah branding 2. Child-Friendly Madrasah Branding 3. Social media promotion
<i>Threats</i>
1. Competitors of new madrassas that are more innovative 2. The influence of foreign culture that is increasingly massive 3. Faster technological and information developments

Table 4. MI Al Husna Strategy

<i>Strategy S-O (Strength-Opportunities)</i>
Utilizing strong religious programs, productive age educators, outstanding madrasah heads, project-based learning, child-friendly madrasahs, and tahfidz house-based madrasahs for excellent programs promoted through social media.
<i>Strategy S-T (Strengths-Threats)</i>
Maintaining strong religious programs, improving the quality of educators of productive age, improving the achievements of madrasah heads, strengthening project-based learning, and improving tahfidz learning to face the threat of new madrasah competitors who are more innovative, the influence of foreign culture that is increasingly massive and the development of technology and information that is accelerating.
<i>Strategy W-O (Weaknesses-Opportunities)</i>

Overcome non-strategic locations with promotion through social media. Utilizing the branding of tahfidz-based madrasas and child-friendly madrasas, to overcome madrasah facilities and infrastructure. and improving the quality of educators to overcome the background of educators who are not suitable.
Strategy W-T (<i>Weaknesses-Threats</i>)
Improving the quality of educators, increasing the memorization of tahfidz programs, and innovating learning to overcome new and more innovative madrasah competitors

In increasing the competitiveness of madrasah it is necessary to formulate an explicit strategy, the strategy formulated must be about the target market to be targeted, build an educational strategy based on the results of analysis in environmental observations. When formulating a strategy, a leader is required to first analyze the strengths, weaknesses, opportunities and challenges of the school, so that he can easily determine what is the right strategy to increase competitiveness in educational institutions (Suhariadi, 2013).

The process of strategy formulation and strategic decision-making is used to establish the mission, objectives, and strategy of the institution (Zumrotul et al., 2017; Yusra, 2014). Missions, goals and strategies will be derived from the vision and values of institutions, leaders, decision-makers, and stakeholders. (Morden; 2007). Strategy formulation includes defining the mission of the institution, determining achievable goals and developing strategies (Hunger & Wheelen; 2020). To be able to compete with competitors, educational institutions must have a vision and mission that is in accordance with market needs.

The strategy formulation process carried out by MI Al Husna is based on internal and external environmental observations that have been carried out by management as a basis for making strategies. As a madrasah of inclusion strategies applied at MI Al Husna prioritizes Islamic values, programs carried out to increase competitiveness more Islamically, the target market of MI Al Husna is Muslims. The implementation of strategy formulation carried out by the management of MI Al Husna involves all educators, madrasah management prioritizes deliberation and joint discussion. The openness of management is evidenced by the existence of a weekly meeting program, in which the letter contains invitations to attend and prepare idea.

The implications of the strategy management model for the quality of educator resources in inclusion madrassas are: (1) Improvement of educator competence: (a) Teachers have a better understanding and skills in dealing with students with special needs. (b) Increase teachers' confidence in teaching in an inclusive environment. (2) Strengthening inclusive education services: (a) Improving the quality of learning and a child-friendly classroom atmosphere. (b) The curriculum becomes more adaptive and flexible. (3) Cross-institutional collaboration, namely cooperation between madrassas and SLBs, psychologists, the Ministry of Religion, and other institutions in fostering children with special needs. (4) The creation of an inclusive madrasah culture, namely the establishment of a madrasah culture that respects diversity and provides equal learning opportunities for all students. (5) Data-based policymaking, namely the results of the evaluation, become the basis for policies that are more targeted for the development of inclusive education at the regional and national levels.

Supporting and Inhibiting Factors for the Development of Educator Resources of Madrasah Ibtidaiyah Inclusion

Supporting Factors and Obstacles to the Development of Educator Resources in MIN 3 South Tangerang City

This study has several supporting factors for MIN 3 South Tangerang City in increasing competitiveness. 1) Educators are enthusiastic, full of enthusiasm in educating and building inclusive madrasas, educators have an awareness that the task of educators is not only in the classroom but also has the obligation to educate outside the classroom. 2) MIN 3 South Tangerang City is very well accredited. 3) MIN 3 South Tangerang City is the leading madrasah in Banten Province. 4) Combining the government curriculum with the IT curriculum. 5) Quality educators, the selection of educators is very strict so that schools have qualified educators both in learning practices and mastery of materials. 6) Digital-based madrasas. (7) A national level superstition. 8) Child-friendly madrasah by implementing fun school movements.

In addition to supporting factors, there are also factors that inhibit MIN 3 South Tangerang City in increasing competitiveness, namely: 1) A changing education system, a government education system that often changes to be an obstacle for MIN 3 South Tangerang City so that management begins to adapt again. 2) Lack of educators and education personnel who have educational backgrounds that are in accordance with the inclusion madrasah program. 3) Limited facilities and infrastructure for inclusive madrasah education programs, so that MIN 3 South Tangerang limits students with special needs who want to enter MIN 3 South Tangerang City.

Supporting and Inhibiting Factors for the Development of Educator Resources at MI Al Husna

Researchers also found several supporting factors for MI Al Husna in increasing competitiveness. 1) Human resources are productive and superior, in terms of science, especially in Islamic science. 2) MI Al Husna is very well accredited. 3) Combining curriculum, in MI Al Husna learning combines the government curriculum and the curriculum owned by the school. 4) The spirit of educators, educators at MI Al Husna have a sense of belonging and love for the school, a high sense of belonging makes the teachers do their job well.

In addition to supporting factors, researchers also found inhibiting factors for MI Al Husna in increasing competitiveness. 1) Minimal and limited funding sources are an obstacle for MI Al Husna to develop. 2) Lack of educators and education personnel who have educational backgrounds that are in accordance with the inclusion madrasah program. 3) Limited facilities and infrastructure for inclusive madrasah education programs.

Research Findings

Based on the exposure of data from the results of the research that the researcher has described, it can be described several findings from the two research objects related to the quality management of educator resources in developing inclusive madrasahs in Banten Province as follows:

Educator resource management is an important element in the organization to pay attention to, because it determines the success of students. Lack of educators is an inhibiting factor in educational organizations. To produce quality educators, of course, an organization manages educators professionally. The functions of educator management have been carried out although not systematically based on theory, but educational institutions have their own way to produce quality educators that are not necessarily carried out in other educational institutions.

The findings of the educator resource management functions that have been carried out in the Ibtidaiyah Inclusion madrasah can clarify and support Harris' theory, which is to combine planning with selection. Planning and selection are important factors to determine the quality and development of educator competencies.

Educator Planning

Planning is an activity to analyze the needs of educators. MIN 3 South Tangerang City in educator planning: (1) Conducting a needs analysis conducted every year. (2) Conducting educator mapping before recruitment. (3) Analysis of employee needs, the madrasah committee will be involved and the results will be submitted to the personnel of the local ministry of religion.

The same thing was done by MI Al Husna in planning educators to conduct a needs analysis: (1) Educator planning based on deliberation involving the foundation. (2) Conducting an analysis of the needs of educators before the new school year. (3) Announcing the needs of prospective educators to external parties through social media.

Research findings on educator planning are analyzed annually as needed. This planning activity involves the leadership, as for recruiting honorer employees in state madrasahs is closed and for private madrasahs it is open. Madrasah ibtidaiyah inclusion in planning based on annual work programs. So that the needs of educators who will be recruited and where will be placed are quite clear with the existence of a needs analysis program. Educators are individuals who are committed to professionalism, which is inherent in themselves a dedicative attitude, commitment to a job and work results (Zumrotul, 2017).

The educational process plays a strategic role in shaping the nation's generation by developing personality and instilling values

Islamic. Educators will face students directly, but still require support and supervision from the institution. Because without the control of the institution in the implementation of its duties, there are no clear rules, there is no adequate infrastructure support and no other learning resources that support the course of learning.

Educator planning is the initial activity carried out to get qualified educator candidates, according to Ronald W. Rebores explained educator resource planning:

“Planning is a process common to all human experience. Before embarking on a journey an individual must understand where he or she is, now where he or she wants to go, and decide how best to get there. In elementary from this exemplifies the essences of the process even as it is applied in educational organizations. Human resources planning begin with the development of a profile indicating the status of human resources. This profile is generated through form completed by employees, verified by supervisors, and finally sent to human resources department”.

Planning is a process to determine the number of needs and opportunities for prospective educators. Educator resource planning begins with the development of a profile that shows the status of educator resources. This profile is generated through a form filled out by the employee, verified by the supervisor, and finally sent to the educator's resources department.

Educators need to be managed properly and developed continuously so that they are able to carry out their duties professionally. This management can be realized by carrying out supervision activities to achieve organizational goals. Planning carried out by madrasah is planning that is controlled by the madrasah program, so that planning is not based on needs but based on work programs.

Educator Recruitment

MIN 3 South Tangerang in recruiting educators, there are several methods, namely by mutating civil servant teachers from other madrasas and appointing honorary teachers who will later be paid from the madrasah with the help of the committee. Meanwhile, MI Al Husna in conducting recruitment is by appointing non-permanent teachers of the foundation for three years, after which they become permanent teachers of the foundation. This is done to see the commitment and loyalty of educators in the Al Husna institution.

Educator Selection

MIN 3 South Tangerang City in conducting the selection, through three stages: First, the selection is carried out by checking several administrative requirements, as requested in the announcement of educator recruitment. Second, the selection is carried out by providing written tests, including: general knowledge tests, religious knowledge, and academic potential tests. Third, the teaching practice test. Fourth, an interview test is given to test participants who pass the first to third stages.

Meanwhile, what MI Al Husna does is first, file selection and interviews, besides that there are also other requirements, namely educators who want to join MI Al Husna must have a learning spirit, want to develop, and be able to work with a team. This makes MI Al Husna continue to develop itself, because the resources of educators in the institution have the soul of learners (Ni'matuzahroh & Yuni, 2016).

Placement of Educators

The process of placing educators before becoming an employee at MIN 3 South Tangerang City is carried out through several stages, where an educator who has just passed the selection test cannot directly teach. Before the employee is placed as a teaching staff, he must take part in the selection of placement tests in the form of a psychological test to determine the grade level to be taught. After the results of the psychological test are known, then recommended to the head of the madrasah, then the head of the madrasah places classes for educators, whether they teach in the lower class or in the higher class (Sukoco & Prameswari, 2017).

The process of placing educator resources at MI Al Husna was carried out with the foundation and the head of the madrasah. The position of the foundation is structurally above the head of the madrasah. This is done as a process of measuring the commitment of educators at MI Al Husna. So that the practice when placement is in accordance with the area of expertise and responsibility of the educator (Neo, 2014; Zehra, 2014).

MI Al Husna as a tahfidz house-based madrassah and obedient to government policies, there is a tahfiz and inclusion education program. The program certainly cannot run optimally when educators do not have competence. So that the placement of educators at MI Al Husna for educators is adjusted to the field of expertise. In addition, educators do not immediately become permanent employees, but wait until three years before they can become permanent employees (Wibowo et al., 2019; Sumarni, 2019).

Educator Evaluation

Evaluation of educator performance is carried out by MIN 3 South Tangerang City and MI Al Husna is carried out regularly and periodically starting from formative evaluations in the form of daily, weekly, and monthly. Furthermore, summative evaluation in the form of semesters and yearly.

CONCLUSION

The findings of this study highlight that human resource quality management in inclusive Madrasah Ibtidaiyah involves a structured process consisting of planning, recruitment, selection, placement, and performance evaluation, all of which are tailored to the competencies and needs of inclusive education. Key supporting factors include educator qualifications, ongoing professional training, strong policy support, collaboration with support teams, availability of inclusive facilities, effective leadership, and a positive madrasah culture. However, challenges such as limited funding and the shortage of qualified educators remain significant obstacles. The strategies developed, including the learning week program and the establishment of a comprehensive madrasah ecosystem, have proven effective in improving the quality and competence of educators. The implications of this study underline the importance of synergy between leaders, educators, and policy-makers to create an efficient and adaptive management climate that supports inclusive education. Future research should focus on developing digital-based management models and integrating technology-driven professional development programs to enhance the capacity of educators in inclusive settings. This research contributes both theoretically and practically by providing a replicable model for inclusive human resource management that can serve as a benchmark for other Islamic educational institutions.

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