Planning for educators and educational staff in character-based islamic schools at SMA Cahaya Rancamaya Islamic Boarding School Bogor

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ABSTRACT

The study employed a qualitative method with purposive sampling to determine data sources. This approach was used to analyze the planning, recruitment, placement, training, and evaluation processes of educators and staff at SMA Cahaya Rancamaya Bogor, a school integrating three curricula (Islamic, national, and Cambridge). Needs analysis, job analysis, workload analysis, and task specifications revealed that the school requires educators such as Qur'an teachers, homeroom teachers, subject teachers, and English and Arabic teachers. The support staff comprises administrative personnel, operators, janitors, and security staff.

The recruitment process involves a rigorous selection procedure, including administrative, skill, and interview tests, as well as the Academy of Future Teachers (AFT) program in collaboration with Eduversal. Placement is based on competency and experience, while training is structured, covering technical skills, teaching methods, and spiritual development. Performance evaluation includes reward systems to enhance motivation and a tiered punishment process for rule violations.

The criteria for educators and staff are designed to align with the school's vision of becoming an independent, excellent, modern, and dynamic Islamic institution. This comprehensive process aims to create competent and exemplary personnel to support learning and student development.

Introduction

The role of educators (teachers) and educational staff is crucial in the operation of schools within educational institutions (Setiyati, S. 2014). The sustainability of quality learning in education is also heavily influenced by the presence of qualified teachers (Hendri, 2010). The indicators of a teacher's quality can be seen from their competence, which includes at least four aspects: personality, professionalism, social, and pedagogical (Fahdini et al., 2014). Mastery of these four aspects can serve as the main foundation for quality learning interactions.

In line with the functions and roles of teachers, the presence of educational staff cannot be overlooked in school management, making them one of the important standards in assessing a school (Bachtiar, 2016). Educational staff are also a key pillar in the overall management of schools. They are involved not only in administrative aspects but also in strategic decision-

making. The experience of various educational institutions (schools) shows that active participation of educational staff can be a significant factor in the advancement of a school. As stated in the National Education System Law No. 20 of 2003, Article 1, paragraph (5), educational staff are members of society who dedicate themselves and are appointed to support the administration of education. This indicates that by having quality educational staff, a school will be greatly assisted in improving the quality of education services to the community.

In an Islamic-based educational institution, it is not enough for an educator or educational staff member to only possess professionalism in academic fields. More than that, spiritual competence is also an essential requirement that must be possessed by a teacher or educational staff member, because, in essence, in Islam, an educator must be a good role model for their students or those around them. Prophet Muhammad (PBUH) is the best example for us to follow and implement in our daily lives. As mentioned in the Qur'an, Surah Al-Ahzab (33:21):

$$لَقَدْ كَانَ لَكُمْ فِيْ رَسُوْلِ اللهِ أُسْوَةٌ حَسَنَةٌ لِّمَنْ كَانَ يَرْجُوا اللهَ وَالْيَوْمَ الْأَخِرَ وَذَكَرَ اللهَ كَثِيْرًا ۗ$$

"Indeed, in the Messenger of Allah (Muhammad) you have a good example to follow for anyone whose hope is in Allah and the Last Day, and who remembers Allah often."

In Surah Ali Imran (3:31), it is also stated:

$$قُلْ اِنْ كُنْتُمْ تُحِبُّوْنَ اللهَ فَاتَّبِعُوْنِيْ يُحْبِبْكُمُ اللهُ وَيَغْفِرْ لَكُمْ ذُنُوْبَكُمْ ۗ وَاللهُ غَفُوْرٌ رَّحِيْم$$

"Say (O Muhammad), 'If you love Allah, then follow me, and Allah will love you and forgive your sins. And Allah is Forgiving and Merciful."

Based on these two verses, it can be understood that as Muslims and followers of Prophet Muhammad (peace be upon him), we are obligated to follow the example of the Prophet. This is especially important for educators and educational staff who are engaged in the field of education, as they are expected to provide the best examples, as taught by the Prophet (peace be upon him), so that students can learn from and emulate these good examples in their daily lives.

Given the importance of the role of educators and educational staff with Islamic character, thorough planning is necessary to establish the criteria and development processes required by educational institutions or schools. This will ensure the realization of the school's vision and mission in accordance with Islamic teachings and the guidance of the Prophet (peace be upon him). Planning plays a crucial role in shaping the future of Indonesian education by delivering high-quality services and fostering individuals with comprehensive intelligence (Muniroh & Muhyadi, 2017).

Method

This research employs a qualitative approach, focusing on reasoning based on objective social realities. To that end, the study was conducted by collecting objective data and information from the field regarding the planning of educators and educational staff at SMA Cahaya Rancamaya Islamic Boarding School, located at Jalan Rancamaya No. 30, RT.01/RW.04, Bojongkerta, South Bogor District, Bogor City, West Java. The research was carried out from December 15, 2024, to January 6, 2025.

The researcher used purposive sampling to determine data sources. Primary data were obtained through interviews with the school principal, vice principal for curriculum affairs, head of the religious education team, and administrative staff. Secondary data were collected from planning documents for educators and educational staff that form part of the school's records.

This research adopts a descriptive qualitative approach, which serves to describe a specific condition, phenomenon, individual, or group analytically in managing and analyzing the findings.

Result and Discussion

Planning of Educators and Educational Staff

The planning of educators and educational staff plays a critical role in achieving success in educational goals. The existence of advanced and complete facilities and infrastructure does not guarantee success in education if it is not accompanied by the quality of educators and educational staff who will utilize these facilities and infrastructure (Mukhlisoh, 2018).

According to Somantri (2014), planning is a form of future review that includes several actions, such as identifying what needs to be done and prioritizing them, providing more detailed specifications on how the desired results can be achieved, identifying what needs to be done to meet every requirement, and exploring alternatives, strategies, and goals that can be implemented to realize them.

Planning in education is also a preparatory process to determine the various needs required by students and teaching staff. In education, students refer to learners, while teaching staff includes educators and educational personnel. Educators are the key to the success of educational programs (Burhanuddin, 2014).

Husaini (2006), as cited by Ariyanto et al. (2019), defines planning as a series of predetermined activities, involving processes, targets to be achieved, and a focus on the future or a specific timeframe.

According to Law No. 20 of 2003 on the National Education System, Article 1, Paragraph (6):
"Educators are educational personnel qualified as teachers, lecturers, counselors, tutors, instructors, facilitators, and other designations in accordance with their specialties, and who participate in organizing education."

Meanwhile, Article 1, Paragraph (5) of the same law states:"Educational personnel are members of the community who dedicate themselves and are appointed to support the implementation of education." In the context of education, educators and educational staff are potential human resources (HR) who contribute to achieving the quality of national education.

Effective and high-quality planning for educational staff requires detailed information about the tasks to be performed in each educational institution. Before formulating a plan, a job analysis and position analysis are conducted to obtain job descriptions. This information is essential for determining the number of educational staff needed and for identifying job specifications that align with societal needs and current developments (Suryati, 2023).

Based on the explanation above, it can be concluded that planning for educators and educational staff is a crucial aspect that must be a priority for every educational institution in achieving its educational goals. Good facilities and infrastructure, when supported by high-quality educators and educational staff, will significantly contribute to the realization of quality education. Therefore, without proper planning, efforts to achieve educational success will become disorganized and lack direction.

Steps in Planning for Educators and Educational Staff

The implementation of a modern education system involves various professional personnel, such as administrators, teachers, service staff, and other employees required to perform diverse roles at different levels and parts of the organization.

The process of continuous and effective staffing to fill positions with individuals who possess the appropriate skills, knowledge, and experience according to their classification is referred to as human resource planning. This planning is closely related to three other activities: recruitment, selection, and induction.

Several aspects should be considered when planning for educators and educational staff, including the following steps:

1. Preparation Stage
This stage involves several essential steps, including:
   a. Analyzing factors that influence changes in human resources
   b. Making projections regarding human resource needs
   c. Determining the required human resource needs
   d. Analyzing the availability of human resources and the organization's capabilities
   e. Deciding whether a human resource recruitment program is necessary
   f. If necessary, systematically planning the recruitment of human resources.
2. Implementation Stage In this stage, the steps taken include:
   a. Conducting the recruitment process.
   b. Selecting candidates for educators and educational staff.
   c. Placement or staffing, which involves assigning educators and educational staff according to organizational needs.
3. Evaluation Stage
   This stage is crucial for assessing both the quality and quantity of achievements and providing useful information for leadership in decision-making. Evaluation also serves as a benchmark to measure the extent to which the established goals have been achieved (Lazuardi, 2017).

Duties and Functions of Educators and Educational Staff

Specifically, the duties and functions of educators (teachers, lecturers) are based on Law No. 14 of 2007, which defines them as agents for improving the quality of national education, developing knowledge, technology, and art, and serving the community.
In carrying out their duties and functions professionally, educators and educational staff must possess the required competen.
a. Educators must possess minimum qualifications and certification appropriate to their level of teaching authority, be physically and mentally healthy, and have the ability to achieve national education goals.
b. Educators for formal education at the levels of early childhood education, primary education, secondary education, and higher education are produced by accredited higher education institutions.
   They also have rights and responsibilities in carrying out their duties, including the following:
   1. Educators and educational staff have the right to receive:
      a. A fair and adequate income and social welfare
      b. Recognition in accordance with their duties and work achievements
      c. Career development in line with quality improvement demands
      d. Legal protection and the exercise of their duties and rights over intellectual property
      e. Opportunities to utilize educational cies as follows: a facilities and infrastructure to support the smooth execution of their duties.
   2. Educators and educational staff have the obligation to:
      a. Be professionally committed to improving the quality of education
      b. Set an example and maintain the good name of the institution, profession, and position in accordance with the trust placed in them.

Types of Educational Staff

Educators and educational staff comprise all the components within an educational institution, not only teachers but also everyone who participates in education. When viewed from the perspective of their positions, educational staff can be divided into three categories:
1. Structural Staff
   Educational staff who hold executive positions (leaders) and are directly or indirectly responsible for educational units, such as: school principals, vice principals, curriculum officers, student affairs, infrastructure, and special services.
2. Functional Staff

Educational staff who hold functional positions, which rely on academic expertise in education, such as: teachers, guidance counselors or counselors, educational technology, test development, and librarians.

3. Technical Educational Staff

Educational staff whose work requires technical operational skills or administrative expertise, such as: learning resource technicians, sports trainers, art and skills instructors, and administrative staff (Lorensius Amon et al., 2021).

Research Results

Planning for Educators and Educational Staff at SMA Cahaya Rancamaya Islamic Boarding School Bogor

Based on the research conducted at SMA Cahaya Rancamaya Bogor, an analysis of needs, job analysis, workload analysis, and task specification analysis was carried out, which influenced the allocation of educators and educational staff.

The results show that SMA Cahaya Rancamaya Bogor, as a school that combines three curricula—Islamic education, the national curriculum, and the Cambridge curriculum—has a proportionate need for educators, consisting of Quran teachers, classroom teachers or homeroom teachers, subject teachers, English and Arabic language teachers. Meanwhile, the educational staff consists of administrative staff, school operators, cleaning staff, and security personnel.

The first, the analysis process, as stated by Muniroh & Muhyadi (2017), emphasizes that analysis is needed so that the required workers can be met both in terms of quality and quantity. Each year, the school structure plans the analysis by recording the number of available staff according to the needs of all areas. The specification of prospective educators and educational staff is a crucial part of this analysis process. For the need for Quran teachers, considerations include the number of new or transferring students, as there is a standard ratio at this school for Quran learning, both for tahfidz and tahsin, with the proportion being 1 teacher for approximately 10 students. For other subject teachers, the ratio is 1 teacher for 15 students. This ratio is considered ideal according to Article 17 of Government Regulation Number 74 of 2008 concerning Teachers, with an average of 20 students. The analysis of the need for educational staff also uses a proportional workload standard to maximize performance.

Second, the recruitment process begins with the preparation of information in the form of brochures or advertisements shared on the social media platforms of SMA Cahaya Rancamaya Bogor, including WhatsApp, Instagram, Facebook, and others. During this process, a recruitment committee for educators and educational staff is formed, and they will create the recruitment flow. The recruitment flow starts with administrative selection of prospective educators and educational staff, followed by a fit and proper test or eligibility test, which includes written tests, Quran reading tests, memorization tests, microteaching, English language tests for science, English, and mathematics teachers, as well as an interview with the school leadership. The selection results are announced individually to the prospective educators and educational staff.

SMA Cahaya Rancamaya also runs an AFT (Academy of Future Teacher) program in collaboration with an educational consulting institution called Eduversal. Through this program, prospective teachers are recruited by registering and passing written tests and interviews. After passing the interview, an agreement is made to follow the program for 8 months. After completing the 8 months, AFT participants are re-tested as a requirement to be considered as teachers to be recruited by SMA Cahaya Rancamaya. If they pass the test, participants will be offered the opportunity to teach or become part of the educational staff at SMA Cahaya Rancamaya.

Third, the placement of educators and educational staff is based on their background and competencies. Educators with teaching experience are prioritized and placed as class advisors

to meet the needs of students in their learning. For educational staff, priority is given to those who possess skills that align with the requirements of their specific job roles.

Fourth, the development of educators and educational staff at SMA Cahaya Rancamaya is carried out according to the training schedule that has been set by the school leadership during the school's work meeting. The training schedule varies depending on the area of responsibility of each educator and educational staff member. Quran teachers undergo training in Tahsin and Tahfidz, while class teachers receive training related to lesson administration, teaching methods, curriculum, and learning according to students' learning styles. Cleaning staff and security personnel are given training on their respective duties and responsibilities. Administrative staff and school operators participate in both internal and external technical guidance. The forms of development already implemented include teacher working groups (KKG), and teachers also attend DTP (Development of Teacher Proficiency) training organized by Eduversal each semester. The school principal participates in the principal's working group (KKS) and ongoing professional development (PKG). In addition to intellectual development, educators and educational staff at SMA Cahaya Rancamaya also engage in spiritual development, which is carried out weekly, monthly, or every semester.

Fifth, after the selection and interview process, educators and educational staff sign an MOU or agreement letter, which contains rights and obligations along with clauses of regulations that bind the educators and educational staff to the school or foundation.

Sixth, the award system. Awards are given in several categories, such as recognition for the best attendance, best behavior, best performance, and exemplary educators and educational staff, with assessments based on their performance over the course of a year.

Seventh, punishment is carried out gradually through warning letters given to educators and educational staff who violate agreements and regulations. These warning letters follow a progression according to the severity of the violation. There are three types of warning letters; the first and second are mild and medium warnings, and the third involves termination of employment if the individual deliberately commits the violation.

Eighth, termination or retirement. Employment termination at SMA Cahaya Rancamaya occurs if the educator or educational staff member is deemed incapable or lacks the skills to perform their duties properly. Retirement typically applies to employees who are 58 years old and eligible for retirement, which must occur within one year. Streamlining or organizational simplification may occur due to various reasons, such as financial constraints or a significant decline in student enrollment. Employment termination is also implemented if an employee commits a criminal offense resulting in imprisonment or detention.

Criteria for Educators and Educational Staff at SMA Cahaya Rancamaya Islamic Boarding School Bogor

SMA Cahaya Rancamaya has a vision and mission that serve as the foundation for both curricular and extracurricular activities. The vision of SMA Cahaya Rancamaya is to become an Independent, Excellent, Modern, and Dynamic Islamic School. Meanwhile, the school's mission is: To foster individuals who actively practice Islamic teachings based on the concept of Islam Rahmatan lil Alamin; To develop a school work ethic that emphasizes independence in designing and managing its resources; To make the educational institution the best at providing space for the development of the potential of its members; To develop the capacity and quality of school members in the fields of science, technology, and international languages to face global challenges; To develop a learning system supported by an information system that keeps up with current trends.

The planning process for educators and educational staff at SMA Cahaya Rancamaya is aligned with the school's vision and mission. Therefore, the school leadership strives to recruit staff who can realize the goals for which the school was established. The researcher obtained data through interviews and documents regarding the planning of educators and educational staff as follows:

First, the planning for educators is divided into two categories: for Qur'an teachers and religious educators, the requirements are being a Muslim or Muslimah, non-smoker, having a straight educational vision and mission, being able to read the Qur'an well, preferably a graduate from a pesantren with a tahsin Qur'an teaching certificate.

Second, for class teachers, the criteria include being Muslim, dressing neatly, non-smoker, holding at least a bachelor's degree in a relevant field of study, preferably having teaching experience, being able to read the Qur'an, and able to work in a team.

Third, for social studies teachers, the criteria are being Muslim or Muslimah, dressing in a sharia-compliant manner, being able to read the Qur'an, holding at least a bachelor's degree, preferably having teaching experience, able to work as a team, and being dedicated.

Fourth, for science, English, and mathematics teachers, in addition to meeting the relevant field qualifications, they should also have a good command of English, as the teaching of science, English, and mathematics uses English as the medium of instruction.

Fifth, for educational staff such as administrative staff and operators, the criteria are having at least a high school diploma, being able to read the Qur'an, dressing appropriately, having standard skills in computer applications, and preferably coming from management and accounting or information technology departments, with the ability to work in teams.

Lastly, for cleaning staff, the criteria are being Muslim or Muslimah, having a polite appearance, wearing a hijab if female, able to collaborate with a team, and holding at least a high school diploma or its equivalent. For security personnel, they must be Muslim, non-smoker, healthy physically and mentally, honest, responsible, and hold at least a high school diploma or its equivalent. In general, the entire process in planning for educators and educational staff is aimed at producing educators who can serve as role models for all their students.

Conclusion

Based on research conducted at SMA Cahaya Rancamaya Bogor, the planning for educators and educational staff is carried out through several systematic stages: needs analysis, recruitment, placement, training, and evaluation. The school implements an integration of three curricula (Islamic, national, and Cambridge) with an ideal teacher-to-student ratio aligned with established standards. The recruitment process involves rigorous selection and special programs such as the AFT (Academy of Future Teachers).

Workforce placement is competency-based, and regular training is conducted through technical and spiritual development programs. Rewards are provided to encourage motivation, while violations are addressed through a clear punishment framework. Termination of employment may occur due to incompetence or serious violations.

The criteria for educators and educational staff include professional, moral, and technical capabilities that align with the school's vision to be a modern, excellent, and dynamic Islamic institution. All processes are designed to produce educators and staff who serve as role models for students.

Suggestions/Recomendation

Every school has its own strengths and weaknesses in recruiting and developing educators and educational staff. Cahaya Rancamaya School has made commendable efforts in planning for its educators and staff. However, there are several suggestions that school leadership can consider to further improve the quality of the school, including:

1. Conduct in-depth and periodic evaluations and training for tahfidz and tahsin teachers or mentors who still require additional development programs.
2. Provide English language training to all teachers and staff to enhance their proficiency in international communication.
3. Offer Arabic language training to all religious and language teachers to improve their proficiency

in an international language and the language of the Quran.
4. Instill Islamic character values, particularly for technical education staff, who generally have a lower educational background.
5. Organize family gathering activities at least once a year to foster ukhuwah (brotherhood) and strengthen relationships among teachers and staff at Cahaya Rancamaya School.

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