

# Human Resources Welfare Management Program in Improving Teacher Performance at Smpit Al-Anis Kartasura

*by Siti Choiriyah*

---

**Submission date:** 11-May-2021 03:44PM (UTC+0700)

**Submission ID:** 2109339018

**File name:** Jurnal\_Internas\_S\_Choiriyah\_2021.docx (32.14K)

**Word count:** 4602

**Character count:** 25289



## Human Resources Welfare Management Program in Improving Teacher Performance at Smpit Al-Anis Kartasura

Muhammad Faris Nur Arifin; Siti Choiriyah

Islamic Management Education Master Program, Raden Mas Said University Surakarta, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v8i10.3295>

### **Abstract**

The number of demands carried by teachers, often resulting in teacher performance is not maximal, other things are also influenced by the level of human resource welfare that is not managed properly. The purpose of this study describes the management of human resource welfare programs in improving teacher performance and knowing the performance of teachers after the implementation of welfare programs at SMPIT Al-Anis Kartasura. Research data is the speech of interviews with informants and documents in the form of employee books, salary slips or bookkeeping of basic salaries and benefits. Data collection techniques use observation, interview and documentation techniques. The data source is in the form of interviews with the principal, teacher and treasurer of IT Junior High School Al Anis Kartasura. The results of research on the management of SMPIT Al-Anis Kartasura teacher welfare program were conducted through human resources through financing from students including registration money, monthly money, book money, building money, and annual activity money. Then after the implementation of the human resources welfare program can be said to be effective in improving teacher performance because educators feel responsible in their work and motivated by the applicable compensation.

**Keywords:** *Management; Well-Being; Performance; Teacher*

### **Introduction**

One aspect of education that affects the progress of education is the role of teachers. Teachers become significant because their existence can determine and direct the nation's generation in the right direction. Based on the Law of the Republic of Indonesia Number 14 of 2005 concerning teachers and lecturers, which explains that teachers and lecturers have a very strategic function, role, and position in national development in the field of education needs to be developed as a dignified profession. It is reiterated that educators are the most important part of education, especially in the teaching and learning process. As educators, teachers are required to be professional in carrying out their duties. Professional teachers are required with a number of requirements, including having professional education qualifications that are competent with science, have good communication skills with their students, have a creative, solutive and productive spirit. In addition, teachers are expected to have dedication, work ethic and high commitment to their profession in developing themselves continuously (Zubair, 2017).

The many demands carried by teachers, often can not improve performance because the management of human resource welfare programs are not managed optimally. Thus, causing a decrease in the performance of teachers in carrying out their duties. Human resource management is an important issue because the success of educational institutions is influenced by the management factor of educational institutions. (Selvia, 2021) One of them in terms of human resources is educators and education personnel who spearhead the success of an institution. Thus, human resource management needs to be well developed, so that the performance of educators can improve and provide results that are in line with expectations.

The importance of increasing awareness of management is useful for the implementation of various activities to achieve the quality of effective educational institutions. Especially in the management of human resource welfare is useful to improve the performance of teachers in carrying out their duties. Management is essential as the resources available, in other words the importance of management is very effective and significant for the success of students and students in all types of educational institutions (Syafaruddin dan Nurmawati, 2011). (Hayani, 2014) Human resource management is the ability to manage and empower people humanely to integrate with other resources in realizing a healthy, good organization and able to develop its existence in accordance with changing environmental conditions. Human resource management (MSDM) is the design of formal systems within an organization or institution to ensure the effective and efficient use of human talent to achieve organizational goals (Syamsurizal, 2016).

Some aspects of human resource management consist of planning, organizing, Actuating (mobilization), providing motivation, mentoring, relationship understanding, communication implementation, controlling (Tery, 2003). The essence of human resource welfare is the provision of living welfare to working human resources (materil / non-material) for the purpose of motivating one's performance, as well as teachers. Welfare in educational institutions is more controlled if an institution has a principal with good manager abilities. A good manager must know the improvement of performance one of them thuman resources ough compensation that is often understood to provide welfare.

The essence of human resource welfare is the provision of living welfare to working human resources (materil / non-material) for the purpose of motivating one's performance, as well as teachers. Welfare in educational institutions is more controlled if an institution has a principal with good manager abilities. A good manager must know the improvement of performance one of them thuman resources ough compensation that is often understood to provide welfare. Various programs pursued by the government have been intense in improving the welfare of teachers (Zulkifli, 2014). But there are still many honoree teacher status that is far from prosperous. Whereas in this case the qualifications that meet the standards and competence and high dedication to carry out their responsibilities professionally must be owned by teachers (Kunandar, 2014).

Attention to teachers lately has always been echoed by the central government and local governments, especially on the welfare of teachers who have not been completed from year to year. The government seeks to increase prosperity in daily life thuman resources ough teacher certification benefits with a fixed burden issued by the government (TPG), intensive non-civil servant teachers have not been certified. The context of the reality that exists, one of the causes of many honoree teachers is the condition of the learning environment in schools with inappropriate expectations. Many substantial problems arise in the educational environment, in various schools so that this does not encourage the welfare of teachers. As in SMPIT Al-Anis Kartasura one example of various problems that arise is the educational background of the teaching staff itself which is considered irrelevant between the subjects taught with the field of expertise, this can happen because at the time of recruitment of educators at SMPIT Al-Anis has its own assessment rubric to accept educators.

However, education is not only the responsibility of the government, but a shared responsibility both as a society and as an individual. Greater attention from government and society is needed to play an active role in supporting the tasks assigned to teachers. So is the active role of stakeholders in schools and foundations. When viewed from the number of teachers who get certification from the government, it can be said that the professional competence of teachers at SMPIT Al-Anis Kartasura is still far from expectations. Various efforts to improve the quality of teachers have been made at SMPIT Al-Anis; such as improving learning strategy skills, involvement in various workshops, training, and so on. Smpit head Al-Anis Kartasura plays an active role in dealing with the issue of lack of teacher welfare. Several human resources welfare programs at SMPIT Al-Anis Kartasura have been implemented such as office allowances, absenteeism allowances, etc. Based on the background above, this study aims to describe how the management of human resource welfare programs in improving teacher performance and knowing the performance of teachers after the implementation of welfare programs at SMPIT Al-Anis Kartasura.

Relevant research was conducted by (Al Amudi, 2017) on the strategy of madrasah heads in improving teacher performance and well-being: Case Studies in Madrasah Ibtidaiyah Al Irsyad Al Islamiyyah Kota Kediri, East Java. The study focused on two issues: strategies to improve teacher performance and improve teacher well-being. The results of research related to the improvement of teacher performance obtained details 1) planning of learning programs, 2) implementation of learning activities, 3) evaluation of learning. The strategy as an effort to improve teacher welfare produces details in the form of 1) income and social welfare security such as BPJS, providing benefits, umr-appropriate salaries, 2) awards to teachers for achievements achieved, 3) teacher career coaching and quality development. 4) providing educational facilities and facilities.

The second relevant research was conducted by (Mashudi, 2017) under the title *Of Analysis of Principal Leadership Behavior, Teacher Welfare and Teacher Work Motivation Towards Teacher Performance in Man Se-Kabupaten Blitar*. The study aims to describe the behavior of the principal's leadership, teacher welfare and teacher work motivation in influencing teacher performance, especially man teachers in Blitar. The type of research conducted is quantitative, the results of the study show several important things, namely: 1) the varied leadership behavior of the principal has a significant positive effect on the welfare of teachers; 2) the variables of the principal's leadership behavior have a significant positive effect on the teacher's work motivation; 3) The welfare variables of teachers have a significant positive effect on work motivation; 4) The principal's leadership variables have a significant positive effect on teacher performance; 5) Teacher welfare variables have a significant positive effect on teacher performance; 6) Teacher work motivation variables have a significant positive effect on teacher performance.

### **Research Methods**

This research is qualitative descriptive research, with a case study approach at SMPIT Al-Anis Kartasura. (Moleong, 2017) Qualitative research prioritizes the way positivists think by sticking to a social fact that is drawn from objective reality. Data in the form of speech interview results with informants and documents in the form of employee books, salary slips or bookkeeping of basic salaries and benefits. Data collection techniques use observation, interview and documentation techniques. The data source is in the form of interviews with the principal, teacher and treasurer of IT Junior High School Al Anis Kartasura. Data analysis techniques use Miles & Huberman's interactive model which includes data reduction, data presentation, conclusion withdrawal and verification (Miles et al., 2014).

## **Results and Discussions**

### **1. Human Recourses welfare program at SMPIT Al-Anis Kartasura Sukoharjo**

Human resources welfare programs in an organization must be regulated with careful and careful formulation. Because human resources welfare becomes a sensitive thing in the relationship between the organization and employees. Human resource welfare must be based on a sense of fairness for all employees and improve the performance of employees in the organization. Welfare arrangements for employees at SMPIT Al-Anis have also been set in reference to the staffing rules of the Al-Anis Islamic Foundation as expressed by Aris Hilmi Mubarak as follows. The human resources welfare program at SMPIT Al-Anis has been running for 10 years and continues to be improved. Initially, all teachers and employees at SMPIT Al-Anis joined SMPIT Al-Anis with a commitment to seek the pleasure of Allah with devotion to fight in the path of education and also implement the science owned. But at the time of the annual evaluation carried out at SMPIT Al-Anis found obstacles there were some teachers who attended late to school or sometimes did not attend because they had to carry out other work as an effort to meet the needs of the family.

SMPIT Al-Anis was unable to bind the teacher because there were no standard rules in regulating existing personnel and there has not been established a system in awarding teachers. In the past, teachers only received salaries every month, without any clear calculations related to the performance burden carried out. Based on this, the board conducted deliberations to overcome existing obstacles by making SMPIT Al-Anis staffing rules in which also regulated the Human Recourses welfare program received by employees to meet their living needs and their families so that teachers no longer had to find other jobs to meet their needs and focus on carrying out services to learners. Based on the above presentation, the background of the existence of a system in SMPIT Al-Anis is aimed at binding existing teachers in order to meet the performance of the teaching burden and provide a sense of fairness in the determination of compensation for teachers. The hope is that teachers no longer look for side jobs outside the institution to meet the needs of themselves and their families and focus on service efforts to learners.

The statement of the principal was reinforced by RA as a teacher at SMPIT Al-Anis. He joined SMPIT Al-Anis from 2012 until now. At the beginning of joining he had the motivation to contribute his knowledge in the field of education. At that time he did not have a family, so the economic burden still depended on his parents. But since 2014 he has a family and the economic burden that must be borne he began to think about finding additional income outside of teaching in order to meet the needs of the family. Sometimes he is too lacking in rest because he participates in the students outside of school teaching hours that have been full day school. But since the enactment of staffing rules that also regulate welfare for teachers he feels enough to work as a teacher. He doesn't need to find another job outside of his duties as a teacher. The results of the interview obtained by researchers with Mrs. Retno Ambarwati, S.Pd are as follows:

"It used to be hard to teach as a teacher. Although initially I after graduating from college wanted to devote the knowledge I had in the field of education. In the early days I was a teacher I was single, so I had no economic dependents for my family. I feel happy to be able to teach the knowledge that I have and that I hope can be a good deed for me. But since 2014 I got married, I had to try to support my wife, and a year later our child was born so that our economic burden still increased. I can't possibly hang the economy off my parents. So at that time I took the attitude to find additional work besides teaching in school. But my love of teaching at school didn't want me to leave so I had to do several jobs at once. The work I do sometimes makes me tired and less maximal in teaching that I should do with passion. But sometimes economic reasons make me still have to do another job. Alhamdulillah after SMPIT Al-Anis set staffing rules that also regulate compensation for teachers I felt helped in the fulfillment of the family economy. So I left my other job and now I'm focused on teaching and providing educational services for students."



#### a. Stages of human resources welfare program at SMPIT Al-Anis

The establishment of human resources welfare program for teachers at SMPIT Al-Anis refers to Al-Anis Islamic Foundation with stages that have been standardized. As stated by the Principal as follows:

"Before organizing the human resources welfare program, the school established the needs of existing teachers to become educators at SMPIT Al-Anis. In 2016 we had 6 teachers with 60 students. This is felt enough to provide services to pupils by comparison of teacher numbers. Although sometimes there are teachers whose permission is not present for various reasons but can still be replaced by other teachers. But as our pupils' schools progressed and the number of teachers were unable to meet the services for learners. So we submitted to the chairman of the Foundation to be able to add teacher personnel at SMPIT Al-Anis. Some people become teachers and are selected to become teachers. The selection stage follows the provisions of the Al-Anis Islamic Foundation. Teachers who are accepted must be qualified to become a teacher at SMPIT Al-Anis as evidenced by signing employee commitments. Staffing level also refers to the rules that apply."

The initial stage of joining as a teacher at SMPIT Al-Anis is carried out selection and requirements in order to become an employee that refers to staffing rules as follows: 1. Employee Selection in the form of a) teacher recruitment is open to the public and disseminated through informants, print and electronic mass media, b) Recruitment and selection of teachers is carried out by SMPIT teacher recruitment manager Al-Anis based on needs with the following mechanism stages: 1) Administrative selection, 2) Written Tests, 3) Interviews, 4) Microteaching. c) Selection materials include: self-commitment, attitude, skills, task competence, d) every teacher who passes the selection test must sign a letter of employment contract and standard of personnel eligibility SMPIT Al-Anis, e) After following the entire selection process, then will be handed a decree about the results of the selection, f) Prospective teachers who are accepted get a decree as a contract employee and who are not accepted can submit a new application to follow the employee selection process from the beginning.

b. Employee Requirements. The requirements of becoming a teacher at SMPIT Al-Anis are set as follows: a) Education: At least S1, b) Personality, c) Islam, d) Have loyalty and integrity to SMPIT Al-Anis and Al-Anis Islamic Foundation, e) Physical and mental health, f) Berakhlak Karimah, g) Hardworking and able to carry out tasks as well as possible. h) Honest, passionate, disciplined and independent, i) Always process improving the quality of science and work performance. A) Not involved in criminal acts, smoking and drugs.

c. Administrative includes, a) applicants applying in writing with the requirements, namely; b) Photo Copy ijasah and transcript that has been legalized, c) Photo size 3x4 colored as much as 2 sheets, d) Identity (KTP or KK) that is still valid, e) Health certificate from the doctor (if needed) f) Certificate of support, g) Honoree employees who apply to become contract employees must follow the selection as a candidate for new employees and get the approval of the head of their respective work/ charity units. h) If it turns out that in the future the data used as a consideration of the appointment of employees turns out to be false or incorrect, then the status and rights of the employee concerned are declared dead.

The principal said in the interview as follows:

"All previous employees have passed the selection stage and have met the qualified requirements so that they can become teachers at SMPIT Al-Anis. Furthermore, after being accepted will be determined the status of staffing in accordance with the provisions in the staffing rules".

Based on the exposure is known after the applicant has made the selection and has met the requirements as specified and declared accepted to be a teacher at SMPIT Al-Anis will then be determined his staffing status. The provisions in staffing at SMPIT Al-Anis are contained in the staffing book SMPIT Al-Anis article 3 as follows: The types of employees in SMPIT Al-Anis are divided as follows: (Document, Working Meeting (Raker) SMPIT Al-Anis Year of Study 2021/2022) a) Permanent employees are employees who have been appointed by the Governing Body based on the appointment decree for the period of service until retirement age. b) Prospective permanent employees are contract employees who are appointed by the Governing Body based on the appointment decree to undergo a trial period to become a Permanent Employee with a minimum deadline of 2 fiscal years. c) Contract employees are employees who are appointed by the Governing Body based on the appointment decree for a period of service of 1fiscal year and can be extended again and can be proposed to be prospective employees of non-permanent employees of the foundation if they meet the requirements. d) Duty Contract Employees are CADRES built by SMPIT Al-Anis who are assigned to serve in work units and / or business charities for a period of service of 1 years who have signed the issue of service agreements with the Governing Body which then automatically becomes prospective non-permanent employees of the foundation. e) The permanent employee of the foundation is an employee who is appointed by the Chairman / Head / Chairman of the Institution Unit based on the appointment decree for the service period of 2 fiscal year and can be extended again.

Staffing provisions at SMPIT Al-Anis are based on the provisions of the status of foundation employees. The explanation of Mr. Aris Hilmi Mubarak explained at the SMPIT Al-Anis unit there are 4 types of employees, namely teachers with the status of permanent teachers of foundations, teachers not fixed foundations, foundation contract teachers, teachers with freelance status. The determination of teacher status is determined by the Governing Body of the Islamic Foundation al-Anis in accordance with the workload and trust it borne. Each teacher with teacher status still has 34 hours of work per week, teachers with contract status have 36 hours per week and teachers with honoree status workload of 36 or more hours per week. Each teacher will continue to be monitored for performance and if the performance shown meets the criteria, then the teacher is entitled to be proposed by the principal to be able to raise his staffing status. Conversely, if the teacher concerned cannot meet the set working hours without an acceptable reason, it will be downgraded to staffing status. As presented to the following researchers:

"In the AL-ANIS SMPIT unit there are 4 staffing statuses in accordance with the provisions of the foundation, namely the type of employee, namely teachers with the status of permanent teachers of the foundation, teachers not fixed foundations, foundation contract teachers, teachers with freelance status. The determination of teacher status is determined by the Governing Body of the Islamic Foundation al-Anis in accordance with the workload and trust it borne. Each teacher with teacher status still has 34 hours of work per week, teachers with contract status have 36 hours per week and teachers with honoree status workload of 36 or more hours per week. Each teacher will continue to be monitored for performance and if the performance shown meets the criteria, then the teacher is entitled to be proposed by the principal to be able to raise his staffing status. Conversely, if the teacher concerned cannot meet the established working hours for no acceptable reason, it will be downgraded to staffing status."

## **2. Teacher Performance Analysis at SMPIT Al-Anis Kartasura After the implementation of human resources welfare Program**

The establishment of SMPIT Staffing Rules Al-Anis Kartasura can be said to be effective in improving the performance of educators. The presence of teachers in providing services for students is better than before the rules were set. Teachers feel more responsible for carrying out their duties and performance assessments that can improve staffing status can have an impact on the well-being obtained to continue to motivate teachers in carrying out tasks. The better the assessment of a teacher's performance, it can be considered the increase in status as well as the compensation received. In the realization of the performance applied at SMPIT Al-Anis Kartasura received attention from the main

targets, this can be proven by the increased work ethic of employees. Implementation as in the scope of the organization SMPIT Al-Anis Kartasura is according to researchers have clearly seen to be good and run continuously, it has an impact on all activities in SMPIT Al-Anis Kartasura researchers found that the above is not separated from the role of existing leaders.

The performance referred to above is performance shown enough to have a positive impact on the overall course of the organization, the results of interviews and observations of researchers. The leader has a large role for the maximum level of performance, it can be proven also when compared to before the compensation with after the compensation the level of teacher attendance is better so that productivity can be seen from the behavior of teachers and existing employees. The above description shows the productivity of teachers at SMPIT Al-Anis Kartasura with the behavior that has been shown is not impossible to have a good organizational cultural impact. So that the organizational culture that has been formed will run continuously. If accompanied by compensation that has been running on the condition that there is control from the school SMPIT Al-Anis Kartasura especially in the concept of Islam considering the performance exemplified by the Prophet Muhammad (peace be upon him) namely,

- 1) Shiddiq (honest), has honesty and always based on speech, beliefs, and deeds based on islamic teachings. There is no deliberate conflict between speech and deeds.
- 2) Trust (trusted). Trust means trustworthy or trustworthy.

In everyday life, a person who has this character is honest, has good morals, commitment to tasks and obligations.

- 3) Fathanah (intelligent/wise). Fathanah is smart, clever, or smart. A person who has this character, he has good reasoning, wisdom, wise in decisions, the ability to take various realities (wisdom) from the phenomenon at hand.
- 4) Tabligh (delivered). Tabligh is conveying revelations or treatises from Allah SWT to others. A person who has this character he conveys policies openly, involves others in decision making and has an open nature (transparent).

### **Conclusion**

Based on the results of research on human resources welfare programs in improving teacher performance at SMPIT Al-Anis it can be concluded that the Management of human resources welfare program in SMPIT Al-Anis has been running for 10 years and continues to be improved. The management of SMPIT Al-Anis Kartasura teacher welfare program is done thuman resources ough financing from students, including registration money, monthly money, book money, building money, and annual activity money The financing amount in SMPIT Al-Anis Kartasura comes from students, including registration money, monthly money, book money, building money, and annual activity money. Other sources of funds are given by the foundation to SMPIT Al-Anis Kartasura in the form of development funds and teacher salaries that already exist in RKAS. In addition to these two incomes SMPIT Al-Anis has income from the unit. businesses in the form of school-specific cooperatives and together with some special donors financing underprivileged and accomplished students. Then after the implementation of the HUMAN RESOURCES welfare program is compensation in the form of income in the form of money, direct and indirect goods received by employees in return for services provided to the company. In SMPIT Al-Anis Kartasura HUMAN RESOURCES welfare program can be said to be effective in improving teacher performance. This affects the effectiveness of educators feel responsible in their work and motivated by the applicable compensation.



### References

- Al Amudi, H. A. (2017). *Strategi kepala madrasah dalam meningkatkan kinerja dan kesejahteraan Guru: Studi Kasus di Madrasah Ibtidaiyah Al Irsyad Al Islamiyyah Kota Kediri, Jawa Timur*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Hayani, N. (n.d.). *Pengantar Manajemen*. : Benteng Media.
- Kunandar. (2014). . *Guru Profesional*. Rajawali Press.
- Mashudi, M. (2017). Analisis Perilaku Kepemimpinan Kepala Sekolah, Kesejahteraan Guru Dan Motivasi Kerja Guru Terhadap Kinerja Guru Di Man Se-Kabupaten Blitar. *TA'ALLUM: Jurnal Pendidikan Islam*, 5(1), 37-52.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: a Methods Sourcebook*. SAGE Publication Ltd.
- Moleong, J. L. (2017). *Metode Penelitian Kualitatif*. PT. Remaja Rosdakarya.
- Selvia, E. (2021). *Manajemen Sumber Daya Manusia Guru dalam Meningkatkan Kreativitas Pembelajaran di Sekolah Dasar Islam Terpadu Ummi Kota Bengkulu*. IAIN Bengkulu.
- Syafaruddin dan Nurmawati. (2011). *Pengelolaan Pendidikan Menegembangkan Keterampilan Manajemen Pendidikan Menuju Sekolah Efektif*. Perdana Publishing.
- Syamsurizal. (2016). Peran Manajemen Sumber Daya Manusia dalam Organisasi. *Jurnal Warta*, 1–9. <https://doi.org/10.36665/jusie.v6i01.414>
- Tery, G. R. (2003). *Manajemen Sumber Daya Manusia*. Kencana.
- Zubair, Ahmad, Rambat Nur Sasongko, A. (2017). MANAJEMEN PENINGKATAN KINERJA GURU. *Manajer Pendidikan*, 11(4), 304–311.
- Zulkifli, Muhammad, Arif Darmawan, E. S. (2014). Motivasi Kerja, Sertifikasi, Kesejahteraan Dan Kinerja Guru. *Persona, Jurnal Psikologi Indonesia*, 3(2), 148–155.

### Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

# Human Resources Welfare Management Program in Improving Teacher Performance at Smpit Al-Anis Kartasura

---

## ORIGINALITY REPORT

---

13%

SIMILARITY INDEX

12%

INTERNET SOURCES

6%

PUBLICATIONS

5%

STUDENT PAPERS

---

## MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

---

3%

★ Yoesoep Edhie Rachma, Ahmad Mokaan, Eulis Sri Rosyidatul Badriyyah, Evi Gusliana, Muhamad Risal Tawil. "The Effect of Principal Transformational Leadership and Motivation on Performance of Teacher in Islamic Elementary School", Journal on Education, 2023

Publication

---

Exclude quotes On

Exclude matches Off

Exclude bibliography On