HUMAN RESOURCE MANAGEMENT AS A MEANS TO IMPROVE TEACHERS’ COMPETENCIES

(A Case Study at MI Istiqomah Sambas Purbalingga)

THESIS

Submitted to Postgraduate of State Institute on Islamic Studies (IAIN) of Purwokerto as a Partial Fulfillment of the Requirements to Obtain a Master of Education

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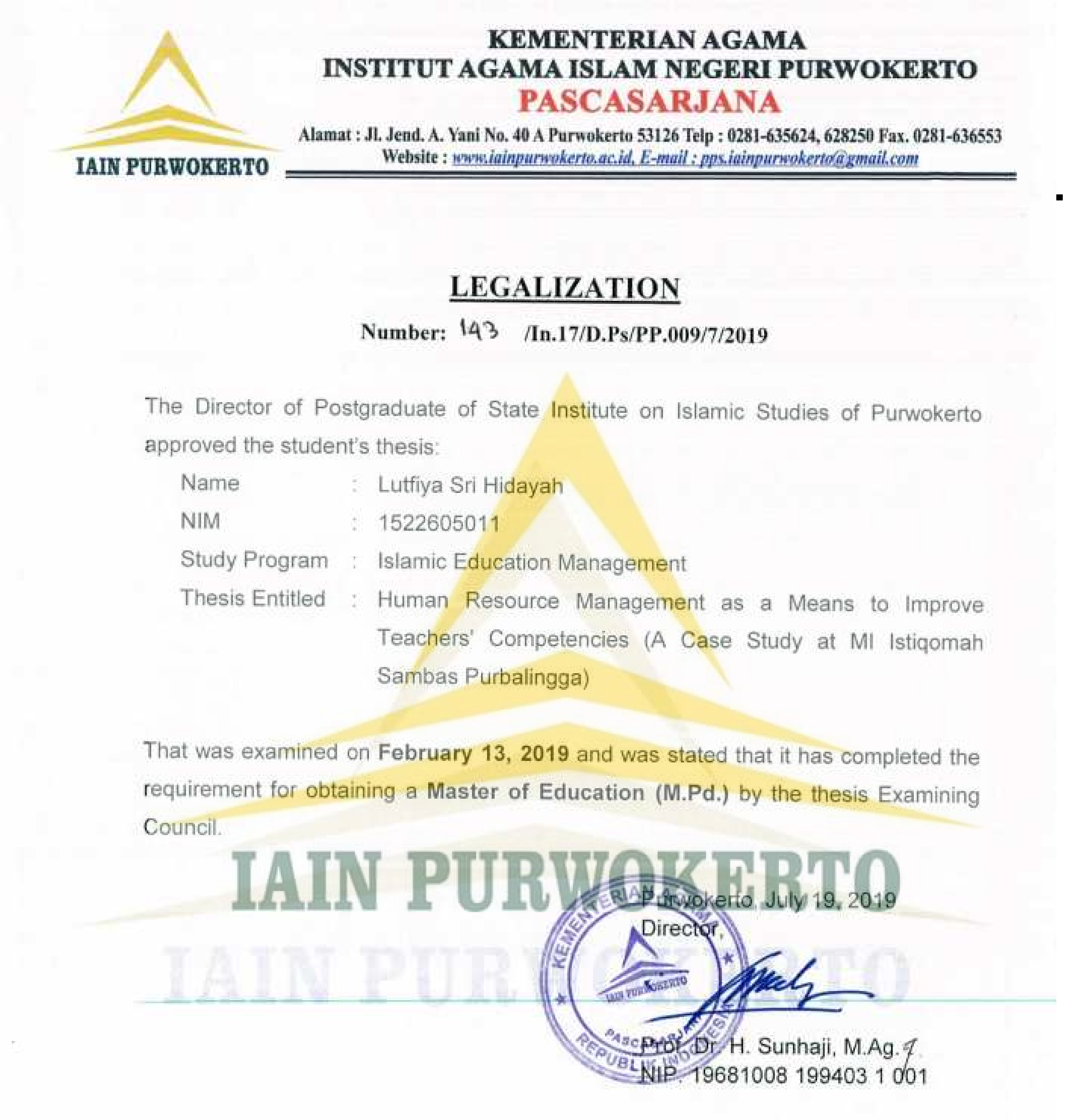

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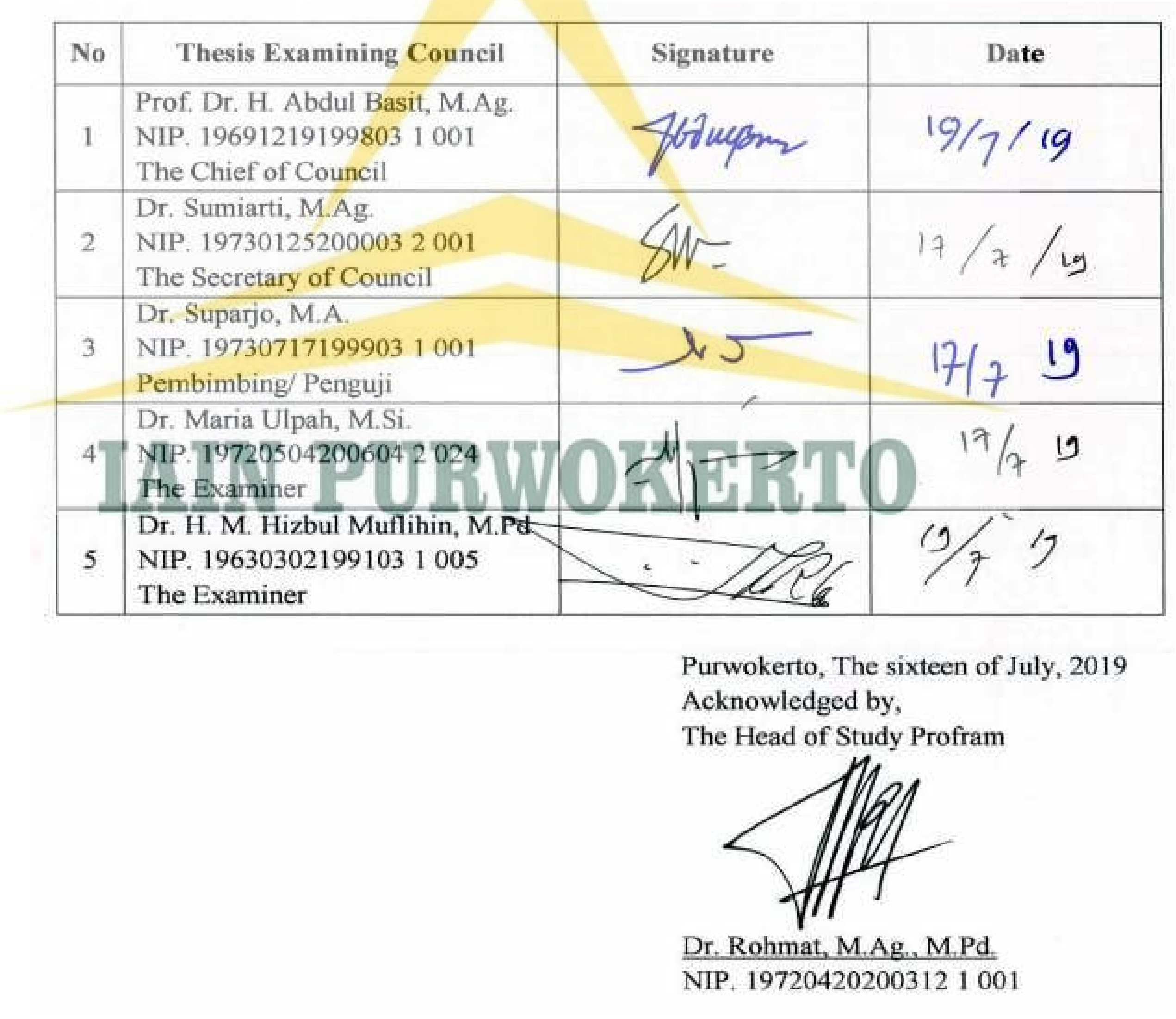

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Subject: Submission of Thesis Exams

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Assalamu’alaikum Wr. Wb.

After having guided, analyzed, directed, and corrected, I hereby submit the studentd text::

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NIM : 1522605011
Study Program : Islamic Education Management (MPI)
Title : Human Resource Management as a Means to Improve Teachers’ Competencies (A Case Study at MI Istiqomah Sambas Purbalingga)

I recommend that the thesis was be able to be submitted to Director of Postgraduate of IAIN Purwokerto to be examined in order to get a Master Education Degree (M.Pd.)

Thus I convey this official note. I thank you for your attention.

Wassalamu’alaikum Wr. Wb.

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STATEMENT OF ORIGINALITY

I truly declare that my thesis entitled: " Human Resource Management as a Means to Improve Teachers' Competencies (A Case Study at MI Istiqomah Sambas Purbalingga)" is all my own work

As for the specific parts in the writing of the thesis that I quoted from the work of others, the source has been written clearly with the norms, rules, and ethics of scientific writing.

If in the future is found that all or part of this thesis is not the result of my own work or there is a plagiarism in certain parts, I am will be ready to accept sanctions for the revocation of my academic title and other sanctions in accordance with the applicable laws and regulations.

Thus this statement is made actually and without any coercion from anyone.

Purwokerto, The sixteen of July, 2019
Sincerely,

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The Improvement of Teacher Competencies at MI Istiqomah Sambas Purbalingga

By: Lutfiya Sri Hidayah
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Study Program: Islamic Education Management

ABSTRACT

Teachers as human resources who are reliable in managing education are the main foundation for achieving educational goals. The role of professional teachers can foster the quality of education In Indonesia, the main need that must be considered for teachers to have adequate competencies. These competencies include pedagogic competence, social competence, personality competence, and professional competence. Therefore, in order to make the teacher a professional, it is necessary to improve the competencies of teacher through continuous and sustained coaching. When the teachers improve their competencies, it will make the vision of teachers able to read the development of the times well and be able to make students able to achieve many achievements

This type of this research is a field research using a descriptive qualitative research approach. Data collection techniques in this study used observations, interviews and documentation. The data analysis technique uses the Miles Huberman method, while the validity testing of the data is done using technique triangulation and sources.

The researcher found that the human resources management as a means to improve teachers' competencies at MI Istiqomah Sambas Purbalingga was carried out through teacher competency development programs in the form of education and training that focused on improving pedagogical competencies, personality competencies, social competencies, and professional competence of teachers. Increasing pedagogical and professional competence is carried out through education and training in the same form, namely inhouse training, internship programs, school partnerships, internal school coaching, and further education. Increased personal and social competencies, education and training activities carried out were emphasized more in internal coaching activities directly from the school. There are positive implications from the teacher competency development program carried out by MI Istiqomah Sambas Purbalingga, which is proven by achievements that have been recognized both at national and international levels.

Keywords: Human Resource Management, Teachers' Competencies, MI Istiqomah Sambas Purbalingga

Manajemen Sumber Daya Manusia
Sebagai Upaya Peningkatan Kompetensi Guru
(Studi Kasus di MI Istiqomah Sambas Purbalingga)

Oleh: Lutfiya Sri Hidayah
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Program Studi: Manajemen Pendidikan Islam

ABSTRAK

Guru sebagai Sumber Daya Manusia yang handal dalam mengelola pendidikan menjadi tumpuan utama untuk mencapai tujuan pendidikan. Peran guru yang profesional dapat menumbuhkan kualitas pendidikan Indonesia, maka kebutuhan utama yang harus diperhatikan agar guru-guru memiliki kompetensi-kompetensi yang memadai. Kompetensi tersebut meliputi kompetensi pedagogik, kompetensi sosial, kompetensi kepribadian, dan kompetensi professional. Oleh sebab itu dalam rangka menjadikan guru sebagai tenaga profesional maka perlu diadakan Peningkatan kompetensi guru melalui pembinaan secara terus menerus dan berkesinambungan. Dengan guru meningkatkan kompetensinya, maka akan menjadikan visi guru mampu membaca perkembangan zaman dengan baik dan mampu membuat peserta didik meraih berbagai prestasi.

Penelitian ini merupakan jenis penelitian lapangan dengan menggunakan pendekatan penelitian kualitatif deskriptif. Teknik pengumpulan data dalam penelitian ini menggunakan obserrvasi, wawancara dan dokumentasi. Teknik analisis data menggunakan metode Miles Huberman, sedangkan pengujian keabsahan data dilakukan dengan menggunakan triangulasi teknik dan sumber.

Peneliti menemukan bahwa manajemen sumber daya manusia sebagai upaya dalam meningkatkan kompetensi guru di MI Istiqomah Sambas Purbalingga dilakukan melalui program pengembangan kompetensi guru dalam bentuk pendidikan dan pelatihan yang fokus pada peningkatan kompetensi pedagogik, kompetensi kepribadian, kompetensi sosial, dan kompetensi profesional guru. Peningkatan kompetensi pedagogik dan profesional dilakukan melalui pendidikan dan pelatihan dalam bentuk yang sama yaitu Inhouse training, program magang, kemitraan sekolah, pembinaan internal sekolah, dan pendidikan lanjut. Peningkatan kompetensi kepribadian dan sosial, kegiatan pendidikan dan pelatihan yang dilaksanakan lebih ditekankan dalam kegiatan pembinaan internal langsung dari sekolah. Terdapat implikasi positif dari program pengembangan kompetensi guru yang dilakukan oleh MI Istiqomah Sambas Purbalingga, yaitu dibuktikan dengan pencapaian prestasi yang telah diakui baik di tingkat nasional maupun internasional.

Kata kunci: Manajemen Sumber Daya Manusia, Kompetensi Guru, MI Istiqomah Sambas Purbalingga

TRANSLITERATION GUIDELINE

This Thesis used transliteration model of Library of Congress.

Letter of the Alphabet

Letters	Romanization
ا	omit
ب	B
ت	t
ث	Th
ج	j
ح	ḥ
خ	kh
د	D
ذ	dh
ر	R
ز	z
س	S
ش	sh
ص	ṣ
ض	ḍ
ط	ṭ
ظ	ẓ
ع	' (ayn)
غ	gh
ف	F
ق	Q
ك	K
ل	l
م	M
ن	N
و	w
ه	H
ء	
ي	Y

Vowel and diphthong

ـَ=	a	ـَا	= ā	أي	= ay
ـِ=	i	ـِى	= ī	ـَو	= aw
ـُ=	u	ـُو	= ū		

Notes:

1. Writing (tā’ marbūṭah)
    a. When the noun or adjective ending in ة is indefinite, or is preceded by the definite article, ة is romanized **h**. The ة in such positions is often replaced by ه. Examples : al-Risālah al-bahīyah (**الرسالة البهية**) mir’āh (**مرآة**)
    b. When the word ending in ة is in the construct state [muḍāf wa-muḍāf ilayh], ة is romanized t. Examples :

    Wizārat al-Tarbiyah (**وزارة التربية**)

    Mir’āt al-zamān (**مرآة الزمان**)
    c. When the word ending in ة is used adverbially, ة (vocalizedةً) is romanized tan.
2. The definite article:
    a. The romanized form al is connected with the following word by a hyphen. Examples: al-kitāb al-thānī (**الكتاب الثاني**) , al-ittiḥād (**الإ تحاد**) al-aṣl (**الأصل**)
    b. When **ال** is initial in the word, and when it follows an inseparable preposition or conjunction, it is always romanized al regardless of whether the preceding word, as romanized, ends in a vowel or a consonant. Examples :

    ilá al-ān (**الى الآن**)

    Abū al-Wafā (’**ابو الوفاء**)

    Maktabat al-Nahḍah al-Miṣrīyah (**مكتبة النهضة المصرية**).

c. The ل of the article is always romanized l, whether it is followed by a “sun letter” or not, i.e., regardless of whether or not it is assimilated in pronunciation to the initial consonant of the word to which it is attached.

Examples:

1) al-ḥurūf al-abjadīyah (الأ الحروف بجدية)

2) Abū al-Layth al-Samarqandī (ابو اللّيث السمرفندي)

3. Verse of the *Qur'an* transliterated according to the pronunciation. examples:

يا أيها لناس = yâ ayyuha ń-nâs

ذلك الكتاب ريب لا فيه = dhâlika l-kitâbu lâ raiba fih

MOTTO

Indeed, with hardship [will be] ease.

(QS Al-Insyirah/94:6)

“Time is like a sword,

If you don't use it to cut,

It will cut you (grind you) "

(H.R. MUSLIM)

DEDICATION

This reserach is greatly dedicated to:

1. My beloved parents, my dear father and mother. Thank you for all the support and sacrifices that have always been given so far.
2. My beloved husband, Andri Satria, M.Pd who has provided everything for the life of the researcher, gave support, enthusiasm, and because of the prayers he offered to the researcher, Allah SWT always provided convenience in all matters of life that the researcher faced.
3. My Beloved brother Bustanul Hakim, Abi Al-Hakim dan Salaf Al-Hakim. I thank you for the support and prayer that given to the researcher. Please continue to learn to pursue your dreams with passion and sincerity.
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5. My dear friends, Elizabeth Setiono S. Sos, Prafitri Kusumaningrum, S.Si, Sukesi, S.Pd, Meitriana Putri, B.Ed, Nur Septiasih S.E.Sy, Fenny Nida Fitriyani, M.Pd., Pretty Utami Mu’minah, S.Pd.I, Inten Mustika Kusumaningtyas, M.Pd,. Thank you for all the support and prayers that have been given so far.
6. My friends of arms in Postgraduate program of Islamic Education Management of IAIN Purwokerto 2015, congratulations on continuing the struggle, may our small steps be able to provide benefits to the world of education in our homeland
7. All families and friends who have given a lot of enthusiasm and prayer that I cannot mention one by one.
8. My Beloved alma mater, IAIN Purwokerto.

PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to our God Allah SWT who has given us mercies and blessing, so due to those the writer are able to finish her thesis entitled “The Improvement of teacher competencies at MI Istiqomah Sambas Purbalingga" well and properly. May peace and salutation is always being upon our prophet Muhammad SAW, his family, and his followers who strive in Allah's religion, Islam.

The researcher fully realized during the writing of this thesis, not a few challenges and obstacles that must be faced. But thanks to encouragement, motivation, guidance, and cooperation from various parties, all of that can be overcome. Therefore, the researcher expressed the gratitude and high appreciation to the parties who have helped in the research process, namely:

1. Dr. H. Moh. Roqib, M.Ag., as the Rector of IAIN Purwokerto
2. Prof. Dr. H. Sunhaji, M.Ag., as the Director of postgraduate program of IAIN Purwokerto, who has provided opportunities and facilities to the researcher to take part in the master program at the institution he leads.
3. Dr. Rohmat, M.Ag., M.Pd., the head of islamic education management study program of IAIN Purwokerto Postgraduate, which has motivated and provided guidance to theresearcher, both in the study process and in the preparation of the thesis.
4. Dr. Suparjo, M.A., as an advisor who patiently guides and directs the researcher to give the best results.
5. All the Lecturers and Administrative Staff of IAIN Purwokerto Postgraduate, who have provided the best service during the study.
6. Ikhwandi Arifin, S.Ag., M.Pd.I. the principal of MI Istiqomah Sambas Purbalingga who has allowed and accepted researcher to carry out research at the school.
7. All of teachers, educational staff, and students at MI Istiqomah Sambas Purbalingga who were willing to become respondents in this research.

8. The Big Family of Puhua School, especially Junior High School units. I Thank you for all forms of support, motivation and prayers that given so far. May Allah SWT always repay your kindness.
9. All friends who have provided assistance in various forms, but are not possible to mention one by one in this sheet.

Finally, the researcher can only express the words of Jazza Kumullah Akhsanal Jazza and hopefully all assistance, encouragement, guidance, sympathy, and cooperation that have been given is accepted by Allah SWT as good deeds. Amen.

Purwokerto, The sixteen of July, 2019
The Researcher,

Lutfiya Sri Hidayah

TABLE OF CONTENS

COVER PAGE i
LEGALIZATION PAGE OF DIRECTOR ii
LEGALIZATION PAGE OF EXAMINING COUNCIL iii
ADVISOR’S OFFICIAL NOTE iv
STATEMENT OF ORIGINALITY v
ABSTRACT vi
ABSTRACT vii
TRANSLITERATION GUIDELINE viii
PAGE OF MOTTO xi
PAGE OF DEDICATION xii
PREFACE xiii
TABLE OF CONTENS xv
TABLE OF ABREVIATION xix
TABLE OF PICTURES xx
TABLE LIST xxi
TABLE OF APPENDIX xxii

CHAPTER I INTRODUCTION 1
  A. Background of the Study 1
  B. Focus of Research 6
  C. Formulation of the Problem 6
  D. The Aims of Research 7
  E. The Benefits of Research 7
  F. The Systematic of Study 8

CHAPTER II THEORETICAL STUDY 10
  A. The Concept of Human Resource Management 10
    1. The Definition of Human Resource Management 10

2. The Aims of Human Resource Management...................... 14
3. The Role of Human Resource Management....................... 15
4. The Functions of Human Resource Management 16
5. The Component of Human Resource Management............ 19
B. The Concept of Recruitment, Promotion and Demotion, Human Resource Development And Performance Evaluation 20
1. Recruitment 20
2. Promotion and Demotion 23
3. Human Resource Development 28
4. Performance evaluation 33
C. The Concept of teachers' competencies 34
1. The Definition of Teachers' Competencies 34
2. The Types of teachers' competencies 35
D. The Concept of of Quality Education.................................. 40
E. The Concept of of Islamic Educatonal Institution 41
F. Prior Research 42
G. Research Framework 48

CHAPTER III METHOD OF RESEARCH 50
A. Time and Location of Research... 50
B. The Type of Research 50
C. The Subjects of Research.. 51
D. The Object of Research 52
E. Data Collection Technique 52
F. Data Analysis Techniques... 54
G. Testing the Validity of the Data 56

CHAPTER IV HUMAN RESOURCE MANAGEMENT AS A MEANS TO IMPROVE TEACHERS' COMPETENCIES AT MI ISTIQOMAH SAMBAS PURBALINGGA 57
A. Decription of Research Place 57
  1. Identity 57
  2. Brief History of MI Istiqomah Sambas Purbalingga 58
  3. Vision and Mission of MI Istiqomah Sambas Purbalingga 59
  4. Educator And Educational Staff 61
  5. Quality Policy 61
  6. Quality Management System at MI Istiqomah Sambas Purbalingga 61
  7. The facilities and Infrastructures of MI Istiqomah Sambas Purbalingga 62
B. Human Resource Management As A Means To Improve Teachers' Competencies 66
  1. The Process of Recruitment at MI Istiqomah Sambas Purbalingga 66
  2. The Process of Promotion and Demotion at MI Istiqomah Sambas Purbalingga 72
  3. The Process of Teacher Competencies Development at MI Istiqomah Sambas Purbalingga 76
  4. The Process of Controlling Human Resources at MI Istiqomah Sambas Purbalingga 89
  5. The Process of teachers' Evaluation Performance at MI Istiqomah Sambas Purbalingga 90
  6. The Implications of Teacher Competencies Improvement for The Quality of Educational Institution at MI Istiqomah Sambas Purbalingga 91

CHAPTER V DATA ANALYSIS 102
A. Data Analysis of The Process of Recruitment at MI Istiqomah Sambas Purbalingga 102
B. Data Analysis of The Process of Promotion and Demotion at MI Istiqomah Sambas Purbalingga 104
C. Data Analysis of The Process of Teacher Competencies Development at MI Istiqomah Sambas Purbalingga 106
D. Data Analysis of The Process of Controlling Human Resources at MI Istiqomah Sambas Purbalingga 108
D. Data Analysis of The process of Teachers' Evaluation Performance at MI Istiqomah Sambas Purbalingga 109
E. Data Analysis of The Implication of Teacher Competencies Improvement for the Quality of Educational Institution at MI Istiqomah Sambas Purbalingga 109

CHAPTER VI CLOSING

A. Conclusion 111
B. Recommendations.. 114

REFERENCES
APPENDIX
CURICULUM VITAE

TABLE OF ABREVIATION

MI : *Madrasah Ibtidaiyah* (Islamic Elementary School)

MIIS : *MI Istiqomah Sambas Purbalingga*

LPIS : Lembaga Pendidikan Istiqomah Sambas

SD : *Sekolah Dasar* (Elementary School)

UUD : *Undang-Undang* (Regulation)

Vol : Volume

P. : Page

M.Pd : *Magister Pendidikan* (Master Education Degree)

NIM : *Nomer Induk Mahasiswa* (Student Number)

HR : Human resource

MPI : *Manajemen Pendidikan Islam* (Islamic education Management)

FACS : Facsimile

KBM : *Kegiatan Belajar Mengajar* (Teaching and Learning Activities)

CC : *Cerdas Cermat* (quiz)

HAB MORA : *Hari Amal Bhakti Menteri Olahraga* (the Charity day of Sport Ministry)

IMSO : *International Mathematics and Science Olympiad*

OSN : *Olimpiade Sains Nasional* (National Science Olympiad)

POPDA : *Pekan Paraliympic Pelajar Daerah* (Regional Student Paraliympic week)

IOM : *Ikatan Orang Tua Murid* (Association of Parents)

TABLE OF PICTURES

1. Pictures 1 (Research Framework) 48
2. Pictures 2 (Organizational Structure of MI Istiqomah Sambas Purbalingga 73

TABLE LIST

Table 1 (The matrix of relevant research results)... 42
Table 2 (The Facilities and Infrastructures of MI Istiqomah Sambas Purbalingga 62
Table 3 (Student achievements data for MI Istiqomah Sambas Purbalingga from 2000-2009 92
Table 4 (teacher achievements data for MI Istiqomah Sambas Purbalingga from 2003-2019 99
Table 5 (The achievements data of MI Istiqomah Sambas Purbalingga from 2003-2019 100

TABLE OF APPENDIX

Attachment 1 : Supporting documents related to the process of Human Resource Management As A Means To Improve Teachers' Competencies
Attachment 2 : The observation guidelines
Attachment 3 : The Documentation Guidelines
Attachment 4 : The Interview Guidelines of the improvement of teacher competencies at MI Istiqomah Sambas Purbalingga.
Attachmen 5 : The transcript of interview
Attachment 6 : The photos of teacher competencies develompent activities at MI Istiqomah Sambas Purbalingga
Attachment 7 : The Photographs of observations that show research evidence

CHAPTER I
INTRODUCTION

A. Background of the Study

Human resources are the main factor in nation building, especially in the world of education. Besides other resources, human resources are an important asset for the success of an educational institution. One of the human resources in the education environment is a teacher. Teacher is an important asset that runs the education process in school, without a teacher, the educational process will not run well.

In Indonesia, problems about teacher have always been a serious concern by an education expert. There are at least three problems faced by Indonesia, namely teacher quality, teacher welfare, and teacher politiczation.[1] In the terms of quality, teachers are required to fulfill all the constitutional criteria compiled by the government contained in the law of teachers and lecturers article 10 paragraph 1, explained that tecahers must have several competencies namely pedagogic Competencies, personality Competencies, social Competencies, annd professional Competencies.

The Government through the Ministry of Education and Culture has issued various policies to improve the quality of education through teacher quality improvement. The policy included the passing of the Teacher and Lecturer Law, National Education Standards, and teacher certification.[2] This is all done in order to reward the teaching profession as a professional as well as improve the quality of education.

However, after almost 10 years of implementation, the results have not yet revealed tangible results. Many studies such as those conducted by the World Bank in 2014 have concluded that teacher certification has not improved

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[1] Dwi Sulisworo at.al., *Identification Of Teachers' Problem In Indonesia On Facing Global Community"*, International Journal of Research Studies in Education Vol 6, no. 2 (2017), 82.

[2] E. Mulyasa, *Uji Kompetensi dan Penilaian Kinerja Guru*, (Bandung: PT Remaja Rosdakarya, 2013), P. 3.

the teacher competency or the learning outcomes. Every year, certified teachers are evaluated through competency evaluation. The results of last year's evaluation were very sad. More than 2 million certified teachers, only 192 who achieved a score of 90 on pedagogical tests, and most scored below 56.[3]

Then, the results study of Heyneman and Loxly's that in 29 countries show that more than one-third of the inputs that determine education (student achievement) are determined by the teacher.[4] Based on the results of the study, one of the efforts that need to get the main attention in improving the quality of education is improving the quality of teachers. Therefore, the improvement of professionalism or the quality of educators is an absolute thing that must be considered. There are at least three main conditions that must be considered in the development of education in order to contribute to improving the quality of human resources, namely: (1) building facilities, (2) quality books, (3) teachers and professional staff. It means that, without increasing the professionalism of teachers, and then the efforts undertaken by the government in improving the quality of education will not have a real impact, especially in teaching and learning activities in the classroom.[5]

In the Act of the Republic of Indonesia on the Teachers and Lecturers (no.14/2005) article 4, explained that the role of teachers as professionals and learning agents serves to improve the quality of national education. Educational institutions should seek to improve the Competencies of teachers in stages, either through upgrading, continuing education to higher levels, or by promoting workshops and seminars. Teacher development activities become one of the efforts to improve the quality of learning directly.[6]

The role of professional teachers can foster the quality of education in Indonesia, the main need that must be considered for teachers to have adequate

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[3] Agus Mutohar, *Teachers' Day: Questioning Role Of Teachers In Indonesia*", The Jakarta Pos, 25th of November 2016.

[4] D Supriadi, *Mengangkat Citra Dan Martabat Guru*, (Yogyakarta: Adicita Karya Nusa, 1999), P. 179

[5] E. Mulyasa, *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif Dan Menyenangkan*, (Bandung: PT Remaja Rosdakarya, 2009), P. 3.

[6] The Act of the Republic of Indonesia on *The Teachers And Lecturers* (no.14/2005)

competencies, namely teachers who have competencies as included in the Act of the Republic of Indonesia on the Teachers and Lecturers (no.14/2005) which includes; pedagogic Competencies, social Competencies, personality Competencies, and professional Competencies. It also becomes very influential on the performance and expected outcomes of the students. Therefore, in order to make teachers as professionals, it is necessary to hold continuous and sustained coaching, and make the teacher as a professional workforce needs to be considered, appreciated and recognized his professionals. Teachers should always upgrade their knowledge and skills. This is in line with the knowledge and information that must evolve and change. With teachers often attending training, workshops, seminars and similar events will make the vision of teachers able to read the development of the times well and be able to make students able to achieve many achievements.[7]

Teachers as human resources who are reliable in managing education are the main foundation for achieving the goals of education itself. The role of the teacher greatly determines the success of his students, because the teacher who interacts directly with his students so that he knows the development of his students the most. He also will determine what are the best steps that must be taken to fix the gap.

Mastuhu explained that one of the most crucial weaknesses for Islamic educational institutions is a very simple management problem such as management of human resources, curriculum, and other components of education so that education is sometimes not well planned.[8] Human resource management aims to utilize, develop, and research the existing human resource so that it can be managed effectively and efficiently. Basically management is an effort to regulate resources to achieve organizational goals. As a process to achieve it requires careful planning.

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[7] Donni Juni priansa, *Kinerja dan Profesionalisme Guru*, (Bandung: Alfabeta, 2014), P. 111.

[8] Mastuhu, *Madrasah Menggugat; Realitas Pendidikan Asli Indonesia*, Jurnal Edukasi, XXII, TH.VIII, September 2000, P. 16.

Mulyasa also explained that the low quality of our education is caused by improper management problems, the placement of workers who are not in accordance with the field of expertise and handling problems rather than experts.[9] Based on what is explained by Mulyasa, it can be understood that the main problem of the low quality of our current education is inseparable from errors in the management of education itself, especially in the management of human resources such as the procurement of educators and educational staff not based on needs analysis, recruitment system which is full of practices of corruption, collusion, and nepotism, placement of workers who are not in accordance with the field of expertise, to a system of coaching and career development that is not based on the results of performance evaluation.

Human resource management is one of the most vital management elements in influencing the level of success or failure of an organization in achieving its objectives. The concept of human resource management actually talks about how to manage and produce quality organizational human resources according to the needs of the organization. The main activity of management is human resources appropriately according to the needs of the organization, then developing knowledge and skills, and motivating them to provide benefits for achieving organizational goals. So, the main goal of human resource management is to create an effective and efficient work unit to achieve organizational goals.

Madrasah as an educational institution is also very dependent on human resources in realizing their hopes and ideals. Therefore a *madrasah* must have the right human resources, in the sense that it has sufficient capacity and capability to carry out its duties. *Madrasah* must give a large portion of attention in professional human resource management to improve the educational competitiveness in order to survive in the current era of quality competition. The essential thing about human resource management is the management and utilization of full and continuous human resources available so that they can work optimally, effectively, and productively in achieving organizational goals.

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[9] E. Mulyasa, *Menjadi Kepala Sekolah Profesional: Dalam konteks menyukseskan MBS dan KBK*, (Bandung: Rosda Karya, 2003), P. 36.

Based on the explanation, the researcher in this case made an observation in one of Islamic education institutions in Purbalingga regency, namely MI Istiqomah Sambas Purbalingga. MI Istiqomah Sambas is one of the Islamic Elementary School (MI) with Islamic nuance in Purbalingga area which has many achievements, both academic and non academic, both national and international levels.[10] For researchers, this is an extraordinary achievement for an Islamic education institution especially in Purbalingga. This achievement is quite interesting for researchers to conduct the research at Islamic educational institution of MI Istiqomah Sambas Purbalingga. That is because the achievements at MI Istiqomah Sambas are inseparable from the role of the teachers in conducting professional learning. MI Istiqomah Sambas Purbalingga will not be an achievement school if it is not supported by qualified human resources, because all activities in the institution are driven by reliable human resources, so that they can achieve the expected results.

Departing from those matters, the researcher is interested in examining the process of human resource management at MI Istiqomah Sambas Purbalingga, with the title ***"Human Resource Management as a Means to Improve Teachers' Competencies (A Case Study at MI Istiqomah Sambas Purbalingga)."***

This research has attracted attention because MI Istiqomah Sambas is an Islamic educational institution that has many achievement at the regional, national and international levels. More than that, these educational institution also care about the progress and development of teacher professionalism as evidenced by the efforts to improve the Competencies of teacher carried out both by the institution itself and outside the institution. In addition, the title of this research was deliberately chosen because it attracted the attention of the author to be observed and needed support from all parties who care about the world of education.

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[10] Observation at *MI Istiqomah Sambas Purbalingga* located at A.W. Soemarno street No. 52A Purbalingga Jawa Tengah, On 26 January 2018 at 1.00 p.m. until done.

B. Focus of Research

Human resource management has a wide range of dimensions ranging from recruitment, development, compensation, integration, maintenance, and separation. Then it requires a relatively long time to conduct research, for this reason it is necessary to determine the boundaries of the problem to be researched. This research will focus more on the development of human resources, in this case is on the aspect of competence, because competence is very important in a company or educational institution. With the existence of competence, the company can determine the standard of knowledge, expertise, one's ability to work in a particular field, which is used when recruiting prospective employees, as well as when selecting for employee promotion needs. In essence, competence is used to plan, assist, and develop a person's behavior and performance so that it is more focused, precisely targeted according to needs.

Some aspects that will be researched and focused on this research are the process of recruitment, promotion and demotion, teacher competency development, evaluation of teacher performance, controlling, and the implications of human resource management on the quality of education at Istiqomah MI Sambas Purbalingga.

C. Formulation of the Problem

Based on description on the background of the study above, it can be formulated the problems of research as follows:

***"How is the process of human resource management as a means to improve teachers' competencies at MI Istiqomah Sambas* Purbalingga?**

D. The Aims of Research

A research is always goal-oriented, in accordance with the targets to be achieved by the researcher, as well as this research. based on the formulation of the problem above, the aims of this research are:

1. To describe and analyze the process of recruitment at MI Istiqomah Sambas Purbalingga.
2. To describe and analyze the process of promotion and demotion at MI Istiqomah Sambas Purbalingga.
3. To describe and analyze the process of teacher competencies development at MI Istiqomah Sambas Purbalingga.
4. To describe and analyze the controlling process at MI Istiqomah Sambas Purbalingga.
5. To describe and analyze teachers' performance evaluation process at MI Istiqomah Sambas Purbalingga.
6. To analyze the implications of human resource management on the quality of educational institution at MI Istiqomah Sambas Purbalingga.

E. The Benefits of Research

The benefits of this research consist of theoretical benefits and practical benefits that can be useful to researcher and MI Istiqomah Sambas Purbalingga. Hopefully, this research will give benefits as mentioned below:

1. Theoretical Benefits
    a. To add the scientific treasure to Islamic education management
    b. To be a source of inspiration in Islamic education institutions
    c. To add the scientific treasures related to the human resource management
    d. To give contributions in the terms of human resource management for MI Istiqomah Sambas Purbalingga
2. Practical Benefits
    a. For the researcher:
        1) As a self-actualization in the interest of education management, especially in the human resource management

2) To add insight to researcher about education management

3) To Deep the understanding of human resource management

b. For the educational institution:

It is a positive input in school development, especially in the field of human resource management so that follow-up can be done in the form of improvement of school management, especially in terms of human resource management

F. The Systematic of Study

In order to make this research easily understood by the readers, the writer tries to describe the systematic of the study that consists of three parts, namely the beginning, the main part, and the final section. In the early part consists of:.page of title, page of legalization statement, page of advisor official's note, page of legalization, page of motto, page of dedication, page of acknowledgement, abstract, table of contents. While the main part of this thesis is described in five chapters:

Chapter one, contains the introduction which is a description of the things that underlie the need for research. This chapter consists of: background issues, research focus, research problem formulation, research objective the background of study, the formulation of the problem, the aims and the benefits of research, the prior research, the methods of research and the systematic of study.

Chapter two, is a chapter that contains the theoretical basis of research which includes the concept of human resource management, and the concept of teachers' competence, quality of education and Islamic educational institution, prior research and research framework.

Chapter three contains the method of research which is a special chapter to discuss about what method used in research thesis. The research methods include: location and time of research, type of research, subjects of research, object of research, methods of collecting data, methods of analysis data and data validity test.

Chapter four contains the results of research on human resource management as a means to improve theacers' competencies, which consists of a description of the place of research which includes a general description of MI Istiqomah Sambas Purbalingga which contains school identity, background of school establishment, Vision and Mission, teachers and educational staff, quality policy, quality management system and school facilities and infrastructure. Then the process of human resource management as a means to improve theacers' competencies at MI Istiqomah Sambas Purbalingga

Chapter five, contains data analysis on the process of human resource management as a means to improve theacers' competencies at MI Istiqomah Sambas Purbalingga which includes analysis of teacher recruitment process, teacher promotion and demotion process, teacher competencies development process, the controlling process, teacher performance evaluation process and the implications of human resource management on the quality of educational institution at MI Istiqomah Sambas Purbalingga.

Chapter six contains a closing that consists of conclusions and recommendations. The final part of the thesis consists of references, appendices, and curriculum vitae.

CHAPTER II
THEORETICAL STUDY

A. The Concept of Human Resource Management

1. The Definition of Human Resource Management

In terms of terminology, R.C Davis Syamsi stated that Management is the junction of executive leadership any where.[1] This view confirms that management is a function carried out by executives, as decision makers in an institution, organization or company. In line with Davis's thinking, William Spriegel explained that management is a function of enterprise which concerns with the direction of the various business objectives.[2] In this case, management is an activity of corporate functions which of course can be applied to non-company activities in the form of directing and controlling various kinds of activities in order to achieve company or institutional goals.

In principle, both Davis and Spriegel, is one that regulates management that is run by leaders or executives in an institution, organization, or company that controls and drives activities in order to achieve organizational goals.

Furthermore, Henry L. Sisk also defines that management is all resources through processes of planning, organizing, directing, and controlling in order to stated objectives.[3] If understood, management is science and art regulates the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal.[4] Likewise in the world of education, management is more focused on efforts to use

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[1] Ibnu Syamsy, *Pokok-pokok Organisasi dan manajemen*, (Bandung: Remaja Rosdakarya, 1994), P. 59.

[2] William Spriegel, *The Personal Management Process*, (Hoston: Houghton Mifflin Company, 2005), P. 94.

[3] Henry L. Sisk, *Principles of Management*, (Brighton, South-Western Publishing Company, 2006), P. 10

[4] Malayu S.P. Hasibuan, *Manajemen Sumber Daya Manusia*, (Jakarta: PT Bumi Aksara, 2013), P.9.

resources as effectively and efficiently as possible.[5] Every activity in the organization requires management. Management is defined as science and art to achieve goals through the activities of others. This means that management can only be implemented if the achievement of these objectives is not only carried out by one person but also by more than one person in achieving the goal.

Based on several definitions above, it can be synthesized that substantially management is an effort to coordinate various resources through the process of planning, organizing and controlling in order to achieve goals effectively and efficiently. So, management is the activity of organizing an organization by using people to achieve a certain goal. Education management is the application of management principles, concepts and theories in educational activities to achieve educational goals effectively and efficiently. Achieving goals effectively means a condition that shows the achievement of goals or targets with good quality and quantity in the not too long time. Meanwhile, achieving goals efficiently means a condition that shows the achievement of goals with good quality and quantity without spending a lot of resources.

Human resources are people in organizations that contribute ideas and do various types of work in achieving organizational goals. The contribution in question is the thought and work they do in various activities within the company or organization. In terms of human resources, what is covered is not limited to experts, education staff or experienced workers, but the entire workforce used by the company to realize its objectives.[6]

Human resources are everything that is an asset of a company to achieve its objectives, because the development of a company depends on the productivity of the workforce in the company. According to Mila Badriyah, human resources are very vital organizational assets, so their roles

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[5] Soebagio Admodinata, *Manajemen Pendidikan di Indonesia*, (Jakarta: Ardya Jaya, 2000), P. 228.

[6] Sadono Sukirno, *Pengantar Bisnis*, (jakarta: Prenada Media Group, 2006), P. 172.

and functions cannot be replaced by other resources.[7] Whereas according to Edy Sutrisno human resources are the only resources that have reason, feelings, desires, skills, knowledge, encouragement, power, and work (ratio, feeling and intention).[8] Therefore, human resources are an important element in order to achieve goals in a company, with the quality of human resources and the ability to skill workers can move the company properly and correctly.

Humans are one of the organizational resources that play the most functions and roles in achieving organizational goals. However the advancement of technology today that has replaced the largest part of human labor, especially the harsh workforce, but the main factor of human beings still plays an important role for the success of an organization's business in achieving success. Such a perspective always places humans as the main element of the organization, where people are the regulators, managers, as well as driving functions of other resources.

Thus, human resources are one element of input which together with other elements such as materials, models, machinery, and technology is transformed through the management process to be the output of goods or services in an effort to achieve the goals of the organization or company.

Human resource management is essentially an inseparable part of organizational management in general, which is focused on activities to regulate and manage humans as members of the organization in order to provide value / benefits for achieving organizational goals.

Human resource management is increasingly felt important along with the growing awareness that human resources are the key factors that most influence the achievement of organizational goals. Although today the advancement of science has produced many advanced technologies but human power still plays an important role and is always needed because technology itself always plays an important role and is always needed

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[7] Mila Badriyah, *Manajemen Sumber Daya Manusia*, (Bandung: Pustaka Setia, 2015, P. 15

[8] Edy Sutrisno, *Manajemen Sumber Daya Manusia*, (jakarta: kencana, 2016), P.3.

because technology itself always requires humans to carry out their operational functions. Therefore, management of human resources is always relevant to be the theme of scientific studies in order to optimize the function and role of humans in achieving organizational goals.

The essence of human resource management is actually the regulation and management of humans in order to provide the maximum benefit in achieving organizational goals. To realize this order, every human/organizational personnel must be placed in accordance with their capacity and capability

Human resource management is the science and art of regulating relationships and the role of labor in order to be effective and efficient to help realize organizational goals, employees, and society.[9] This view essentially emphasizes that human resource management is a pattern of regulating relationships and human roles in an organization. The aim is to increase effectiveness and efficiency for achieving organizational goals. Although it was realized that the arrangement of relationships and roles themselves did not cover the entire scope of human resource management that was so extensive, it seemed that Hasibuan saw this component as a core part of the entire process in human resource management.

Furthermore, Noto Atmojo argued that the notion of human resource management more operationally follows the general management flow. According to him human resource management is the art of planning, organizing, directing, and overseeing the activities of human resources or employees in order to achieve organizational goals.[10] Relevant to the above statement, French in Handoko suggests the notion of human resource management in a more operational manner, namely human resource

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[9] Malayu, S.P. Hasibuan, *Manajemen Sumber Daya Manusia*, (Jakarta: Bumi Aksara, 2012), P.10.

[10] Soekidjo Notoatmojo, *Pengembangan Sumber Daya Manusia*, (Jakarta: PT Rineka Cipta, 1998), P.108-109.

management is as a withdrawal, selection, development, maintenance of human resources by the organization.[11]

Referring to the HRM understanding as stated by the experts above, it can be affirmed that human resource management is a management activity that specifically regulates and manages humans. HRM activities are directed at producing quality human resources (HR) organizations and optimally taking benefit values from the availability of quality human resources to achieve organizational goals effectively and efficiently. Based on the explanation above, human resource management is a management activity that is directed to focus on managing and managing people. The main objective of human resource management is to produce quality organizational human resources according to the needs of the organization and how to use them to provide the maximum value for the achievement of organizational goals. Simply put, human resource management is directed at forming an effective and efficient work unit to achieve organizational goals.

2. **The Aims of Human Resource Management**

The aims of human resource management are variable and depend on the developments that occur in each institution/organization. According to Cushway, the aims of human resource management include:

a. Give management consideration in making human resource policies to ensure that organizations have motivated and high-performing workers and always ready to deal with changes and fulfill work obligations legally.
b. Implement and maintain all human resource policies and procedures that posible to the organizations to achieve their goals
c. Assist in the development of the overall direction of the organization and strategies, especially those relating to the implications of human resources.

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[11] T. Hani Handoko, *Manajemen Personalia dan sumber Daya Manusia*, (Yogyakarta: BPFE, 1987), P. 32.

d. Provide support and conditions that will help line managers achieve their goals
e. Deal with various crises and difficult situations in relations between workers to ensure that they do not dissuade the organization from achieving its objectives
f. Providing communication media between workers and organizational management
g. Acting as an organizational keeper and value in human resource management.[12]

3. The Role of Human Resource Management

The role of human resource management is recognized as very decisive for the realization of goals, but to lead the human element is very difficult and complicated. In addition to being capable, capable and skilled, human labor is also important to their willingness and sincerity to work effectively and efficiently. ability and skills are less meaningful if not followed by work morale and employee discipline in realizing the goal.

Human resource management regulates and establishes a staffing program that covers the following problems:

a. Establish the amount of quality, and the placement of effective workforce according to company needs based on job description, job specification, job requirements, and job evaluation.
b. Establish employee withdrawal, selection and placement based on the principle of the right man in the right place and the right man in the right job.
c. Establish a welfare program, development, promotion and dismissal
d. Predicting the supply and demand of human resources in the future.
e. Estimating the state of the economy in general and the development of the company in particular.

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[12] Priyono, *Manajemen Sumber daya Manusia*, (Surabaya: Zifatama Publisher, 2014), P. 8-9.

f. Carefully monitor labor laws and the policy of providing remuneration for similar companies.
g. Monitor technical progress and development of trade unions.
h. Carry out education, training, and employee performance evaluation.
i. Regulate employee mutations both vertically and horizontally
j. Arrange pensions, stops and severance pay.[13]

4. The Functions of Human Resource Management

Human resource management functions according to Dale Yoder quoted by Malayu S.P. Hasibuan includes staffing (recruitment, selection, promotion, placement), employee development and training, labor relations, wage and salary administration, employee benefits and service, research including the meritment of records.[14]

Then, also according to Hasibuan, quoting about human resource management includes planning, organizing, directing, controlling, procuring, developing, compensating, integrating, maintaining, disciplining, and termination.[15]

a. Planning

Planning a workforce effectively and efficiently is to fit the needs of the company in helping to realize a goal. Planning is done by establishing a staffing program. Staffing programs include organizing, directing, controlling, procuring, developing, compensating, integrating, maintaining, disciplining, and terminating employees. A good staffing program will help achieve company, employee and community goals.

Planning is an activity to set goals to be achieved along with ways to achieve these goals. As stated by T. Hani Handoko argues that Planning is the selection or determination of organizational goals and the determination of strategies, policies, projects, programs, procedures,

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[13] Malayu, S.P. Hasibuan, *Manajemen Sumber Daya Manusia*, (Jakarta: Bumi Aksara, 2012), P.14-15.

[14] Malayu S.P. Hasibuan, *Manajemen Sumber Daya Manusia*, (Jakarta: PT Bumi Aksara, 2013), P.24.

[15] Malayu, S.P. Hasibuan, *Manajemen Sumber Daya Manusia*, (Jakarta: Bumi Aksara, 2012), P.21.

methods, systems, budgets and standards needed to achieve goals. Decision making is much involved in this function.[16]

b. Organizing

Organizing is Activities to organize all employees by determining the division of labor, work relations, delegation of authority, integration, and coordination in the organizational chart. Organizations are only tools to achieve goals with good organizations that will help realize goals effectively. Organizing is the act of seeking effective behavioral relations between people, so that they can work together efficiently, and obtain personal satisfaction in carrying out certain tasks, in certain environmental conditions in order to achieve certain goals or objectives

c. Directing

The activity directs all employees to work together and work effectively and efficiently in helping to achieve the goals of the company, employees and society. Leadership is carried out by the leader by assigning subordinates to do all their tasks properly

d. Controlling

The activity of controlling all employees aims to comply with company regulations and work according to plan. If there are irregularities or errors, corrective actions and improvements are made. Employee control includes attendance, discipline, and behavior, cooperation, carrying out work, and maintaining the work environment situation.

e. Procurement

The process of withdrawal, selection, placement, orientation, and induction to get employees according to company needs. Good procurement will help realize the goal.

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[16] T. Hani Handoko, *Manajemen Personalia dan sumber Daya Manusia*, (Yogyakarta: BPFE, 1987), P.55.

f. Development

Development is the process of improving employee technical, theoretical, conceptual and moral skills through education and training. The education and training provided must be in accordance with the needs of the present and future work

g. Compensation

Compensation is the reward of direct and indirect services, both in the form of money and goods, to employees in return for services provided to companies. The principle of compensation is fair and fair. Fair means in accordance with work performance, while worthy means fulfilling primary needs and guided by the minimum wage limit of government based on internal and external consistency

h. Integration

Iintegration is an activity to unite the interests of the company with the needs of employees, in order to create harmonious and mutually beneficial cooperation. Companies earn profits, employees can meet the needs of the results of their work. Integration is important and difficult in HRM, because it unites two opposing interests.

i. Maintenance

Maintenance is an activity to maintain or improve the physical, mental, and loyalty conditions of employees, so that they continue to cooperate until retirement. Good maintenance is carried out with a welfare program based on the needs of most employees and guided by internal and external consistency.

j. Disciplin

Discipline is the most important function of human resource management and the key to achieving goals. Without good discipline it is difficult to realize maximum goals. Discipline is an activity of desire and awareness to comply with company regulations and social norms.

k. Termination

Termination is the termination of one's employment relationship from a company. Dismissal is caused by employee desires, company wishes, employment contracts ending, retirement, and other reasons.

5. **The Component of Human Resource Management**

The component of human resource management is the workforce that exists in an institution/organization. Human labor according to Hasibuan can be distinguished from entrepreneurs, employees, and leaders.[17] Furthermore, it was explained that entrepreneurs are everyone who invests their capital to earn income, while employees are sellers of services who get compensation for the services they provide. The leader or manager is someone who uses his authority and leadership to direct others to achieve organizational goals.[18]

A leader should have three intelligences, namely personal intelligence, professional intelligence, and managerial intelligence. Personal intelligence is the ability, skill and skill to conduct social relations in the context of professional and social relations. Whereas, professional intelligence is intelligence obtained education, in the form of certain expertise in their field. The managerial intelligence is intelligence that is related to the ability to work together by doing something through other people, both the ability to create, make planning, organizing, communicating, providing motivation, and conducting evaluations. In order to be able to manage human resources a leader must have to have that intelligence

Based on the explanation above, the component of human resource management is human labor in an institution/organization consisting of entrepreneurs, employees, and leaders/ managers. In relation to this research, the human resources component at MI Istiqomah Sambas

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[17] Mathis & Jackson, *Human Resource Management: Manajemen Sumber Daya Manusia, Terjemahan Dian Angelia*. (Jakarta: Salemba Empat, 2006), P.43-44.

[18] Malayu, S.P. Hasibuan, *Manajemen Sumber Daya Manusia*, (Jakarta: Bumi Aksara, 2012), P.12.

Purbalingga is a work unit at MI Istiqomah Sambas Purbalingga consisting of foundations, principals, teachers and all employees working at Istiqomah MI Sambas Purbalingga. However, this study will only focus on "teacher" human resources.

B. The Concept of Recruitment, Promotion and Demotion, Human Resource Develompent and Performance Evaluation

1. Recruitment

Recruitment is the process of finding and attracting applicants who have the expertise to occupy certain positions within the organization. This process aims to gather the best candidates as much as possible (pool of talent) to choose the best from the best. [19]

Rifai and Sagala also stated that recruitment is essentially a process of determining and attracting applicants who are able to work in organizations. This process begins when applicants are searched for and ends when their application is submitted or collected. [20]

Furthermore, it was concluded that recruitment activities are one of the most important activities in HR management, recruitment regarding how the organization is able to get the right and qualified employees to work in positions that are appropriate to the needs of the institution/organization.

According to Malayu S.P. Hasibuan, a good recruitment process is through the following stages[21]

a. Making a determination on the basis of recruitment

The basis for the withdrawal of prospective employees must be determined in advance, so that applicants who enter their application in accordance with the job or position they are interested in. The basis of withdrawal must be guided by the specifications of the work that has

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[19] Astriana Rama Atmajati and Mansur, *Pengaruh Rekrutmen, Seleksi, Dan Penempatan Tenaga Kerja Terhadap Produktivitas Kerja Karyawan Pada PT.Bank Papua Jayapura*, Future Jurnal Manajemen dan Akuntansi Vol.5, (2017), 3.

[20] Donni Juni Priansa, *Perencanaan & Pengembangan SDM*, (Bandung: Penerbit Alfabeta, 2016), P. 92.

[21] Malayu S.P. Hasibuan, *Manajemen Sumber Daya Manusia...*, P.41-45.

been determined to occupy the position. The job specification must be explained in detail and clearly so that the applicants know the qualifications demanded by the vacancy. For example, age, education, gender and health.

b. Making determination of recruitment sources

After knowing the specifications of the employee's work needed, sources of prospective employee withdrawal must be determined. The source of withdrawal of prospective employees can come from internal and external companies.

1) Internal Sources

Internal sources are employees who will fill vacant vacancies taken from within the company, namely by transferring or moving employees who meet the job specifications of the position.

If there are still employees who meet job specifications, it is better to fill in the position taken from within the company, especially for managerial positions. This is very important to provide promotional opportunities for existing employees.

In this case, the system of withdrawal of employees using internal sources has several advantages including increasing work morale and discipline of employees, because there are opportunities for promotion, the behavior of employee loyalty will be greater for the company, withdrawal fees are relatively small because there is no need to advertise, withdrawal time is relatively short, orientation and induction are no longer needed and the stability of employees is also getting better.

If there are advantages, then weaknesses also arise in withdrawals using internal sources, weaknesses using internal sources, namely the authority of employees who are promoted to be less and less open the opportunity for new work systems within a company.

2) External Sources

If no employee can fulfill vacant job qualifications, the company can withdraw from external sources. External sources are employees who will fill vacant positions with withdrawals from labor sources outside the company.

Various ways can be done to receive employees from outside the company, among others, employees coming alone (walk in applicants), recommendations from employees in the company, mass media advertisements, trade unions, labor companies, government institutions, educational institutions, other companies, internet and open house.[22]

Withdrawal using external sources has advantages such as the authority of officials is relatively good and the possibility of holding a new system of work is better. However, withdrawal using external sources also has several disadvantages, including the achievement of old employees tends to fall, because there is no opportunity for promotion, withdrawal costs are large because of advertising and selection, the time required for the withdrawal process is relatively long, orientation and induction must be done turnover tends to increase, new employee behavior and loyalty are also unknown.

c. Determining the recruitment methods

The withdrawal method will have a large effect on the number of applications that enter the company, but in making choices on recruitment methods, it is necessary to pay attention to several factors, including recruitment costs and benefits, the time needed to fill vacancies, and the quantity and quality of labor withdrawals.[23] The method of withdrawing new employees consists of closed methods and open methods.

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[22] Wilson Bangun, *Manajemen Sumber Daya Manusia*, (Jakarta: Penerbit Erlangga, 2012), P. 146.

[23] Wilson Bangun, *Manajemen Sumber Daya Manusia*..., P. 152.

1) Closed Methods

Closed method is a method of withdrawal that is only informed to employees or certain people. As a result, the application is relatively small so the opportunity to get good employees becomes difficult.

2) Open Methods

The open method is a method of withdrawal that is widely informed by placing advertisements on print and electronic mass media, so that it is widely distributed to the public. With open methods, it is expected that many applications will enter so that the opportunity to get qualified employees is greater.

d. Being aware of recruitment obstacles

In order for the withdrawal process to succeed, companies need to be aware of the various obstacles that come from the organization, the implementation of withdrawals, and the external environment. The obstacles faced by each company are not the same, but in general these obstacles include organizational policies, job requirements, and methods of withdrawal implementation, labor conditions, company solidarity, and the external environment.

2. Promotion and Demotion

a. Promotion

One of the employee's encouragement factors in work is the existence of job promotion. Organizations must be able and provide opportunities for anyone in the organization to improve their career through promotional programs.

Rivai and Sagala state that promotion occurs when employees are transferred from one job to another which is higher in payments, responsibilities, and levels.[24] This is in line with what Edwin b. Flippo said, namely:

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[24] Donni Juni Priansa, *Perencanaan & Pengembangan...*, P. 165

> A promotion involves a change from one job to another job that is better in terms status and responsibility. Ordinary the change to the higher job is accompanied by increased pay and privileges, but not always. [25]

Based on those theory it can be concluded that, promotion means the process of moving from one position to another higher position, the authority and responsibility are greater, and also the status and income.are higher

According to Malay S.P. Hasibuan, promotion should provide clear information, what is used as a basis for consideration to promote an employee in the company. This is important so that employees can find out and fight for their destiny. The guideline used as the basis for promoting employees is[26]:

1) Experience

   Experience is a promotion based on the length of work experience of employees. Promotional consideration in this case is one's work experience, people who work longest in a company get first priority in promotional actions.

2) Skills

   Skills that are someone will be promoted based on skills assessment. Promotional consideration in this case is skills, capable people or experts get the first priority to be promoted.

3) The combination of experience and skills

   The combination of experience and skills, namely promotion based on the length of experience and skills. Promotional considerations in this case are based on the length of service, the formal education diploma they have, and the results of the class increase test. If someone passes the test, the results of the test increase are promoted. This method is the best and most appropriate basis for

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[25] Malayu S.P. Hasibuan, *Manajemen Sumber Daya Manusia*, (Jakarta: PT Bumi Aksara, 2013), P. 108.

[26] Malayu S.P. Hasibuan, *Manajemen Sumber Daya Manusia*,... P. 109.

promotion because it promotes the most experienced and smartest people, so that promotional weaknesses based solely on experience / skills can be overcome.

Furthermore, in promoting employees must have certain conditions that have been planned and set forth in the company promotion program. Promotional conditions must be informed to all employees so that they know clearly. This is important to motivate employees to try to achieve the promotional requirements.

Promotional requirements for each company are not always same, it depends on each company. Promotional terms generally include[27]:

1) Honesty

The employee must be honest, especially in himself, his subordinates, agreements in running or managing the position must be in accordance with the words and actions. He may not abuse his position for personal gain

2) Discipline

Employees must be disciplined in themselves, their duties, and obey the rules that apply both written and habits. Employee discipline is very important because only with discipline allows companies to achieve optimal results

3) Work Achievement

The employee is able to achieve work results that can be accounted for quality and quantity and work effectively and efficiently. This shows that employees can take advantage of time and use the tools well.

4) Cooperation

Employees can work together harmoniously with fellow employees both horizontally and vertically in achieving company goals. Thus, an atmosphere of good working relationships will be created among all employees.

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[27] Malayu S.P. Hasibuan, *Manajemen Sumber Daya Manusia*,... P. 111-113.

5) Skills

The employee is competent, creative, and innovative in completing tasks in the position with Bai. He can work independently in completing his work well, without getting continuous guidance from his supervisor.

6) Loyalty

Employees must be loyal in defending the company or corps from actions that harm the company or its corps. This shows that he actively participates in the company or its corps.

7) Leadership

A leader must be able to foster and motivate his subordinates to work together and work effectively in achieving company goals. He must be a role model and obtain high personality authority from his subordinates.

8) Communicative

The employee can communicate effectively and be able to receive or perceive information from superiors or subordinates properly, so that there is no miscommunication.

9) Education

Employees must have a diploma from formal education in accordance with job specifications.

b. Demotion

Demotion is the movement in an organization from one position to another involving salary or new status. Demotion is the transfer of employees from a certain position within the organization to a new position whose position is relatively lower than before. The transfer is also usually accompanied by adjusting compensation received by employees.[28]

This demotion process will certainly be accepted by human resources whose performance is declining or not even in accordance with the operational standards of the company or institution. This demotion process is certainly used as material for self-reflection for the human resources that get it, Self-introspection in the sense of learning by the mistakes that have been made. So as not to repeat them in the future. This is of course accompanied by a change in performance patterns that are getting better and better. Demotion occurs in organizations usually can be caused by the negative influence of these employees (human resources who get demotion) on the morale of other employees in the organization so that it can affect the performance of other employees. Demotion is a punishment for employees so that employees can learn to improve the quantity and quality of their work so that they can improve their work performance and productivity.

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[28] Donni Juni Priansa, *Perencanaan & Pengembangan...*, P. 168.

The aim of demotion is fostering and learning for these employees. If management considers that there is still hope for the employee to improve himself then the demotion action is given as a sanction that educates the employee in a better direction. Besides learning objectives, demotion dropping is also shown to avoid the loss of larger organizations because it has been mistaken in placing employees in their current positions.[29]

Indicators that can be used to regulate demotion include:

1) The inability of employees to carry out certain duties and responsibilities as mandated by the organization.
2) The work performance and productivity produced during a certain period do not fulfill the organization's obligations.
3) Rationalization of the number of employees because of the efficiency carried out by the organization.
4) Poor attendance rate
5) There are various problems being faced by the employees themselves.[30]

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[29] Donni Juni Priansa, *Perencanaan & Pengembangan...*, P. 168

[30] Donni Juni Priansa, *Perencanaan & Pengembangan...*, P. 168-169.

3. Human Resource Develompent

The resources that have been obtained in an organization through the recruitment process require development to a certain extent in accordance with the development of the organization. This resources development is important in line with the development of the organization itself.

Human Resources development can be understood as preparing individual employees to assume different or higher responsibilities within an organization. development is usually associated with an increase in intellectual or emotional abilities needed to do a better job. Human Resources development rests on the fact that individual employees need knowledge, expertise and developing abilities so that they are able to work well.[31]

In his book, Soekidjo stated that if an organization wants to develop, it must be followed by the development of human resources. This resources development can be carried out through continuous education and training.[32] This is in line with the statement of Flippo[33], that human resources development is a process of education and training.

Education deals with knowledge in general. There are two main levels that need attention in education, namely organizational managers and operational personnel. While the training is conducted to improve the skills of employees in carrying out certain jobs in accordance with the last job carried out by employees. training is also carried out in the context of updating employees.

The type of human resource development is divided into two, namely[34]:

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[31] Donni Juni Priansa, *Perencanaan & Pengembangan...*, P.146-147.

[32] Soekidjo Notoatmodjo, *Pengembangan Sumber Daya Manusia*, (Jakarta: PT Rineka Cipta, 2009), P. 90.

[33] Donni Juni Priansa, *Perencanaan & Pengembangan...*, P.147.

[34] Malayu S.P. Hasibuan, *Manajemen Sumber Daya Manusia*,... P.72-73.

a. Informal Development

Informal development is employees of their own desires and efforts to train and develop themselves by studying literature books related to their work or position. Informal development shows that the employee is eager to progress by improving his work ability. This is beneficial for the company because the employee's work performance is getting bigger, besides efficiency and productivity are also getting better.

b. Formal Development

Formal development is that employees are assigned by the company to take part in education and training, both conducted by the company and carried out by educational or training institutions. Formal development is carried out by the company because of the demands of current or future work, which is non-career or an employee's career advancement.

The development of human resources in this case is the teacher, carried out through education and training to improve the competencies possessed namely pedagogical competence, personality competence, social competence, and professional competence.

a. The Definition of Education and Training

Education and training is an effort to develop human resources, especially for the development of aspects of intellectual ability and human personality. The use of the terms education and training in an institution is often made into one, namely "training". However, both of them contain differences in several ways.

Education takes place in an organization concerned, while training is part of the educational process that aims to remember the abilities or special skills of a person or group of people.

Michael R Carrel and Robert D. Hatfield in a book written by Hasan Basri entitled “*Manajemen Pendidikan & Pelatihan”* divided the training program into two, namely[35]:

1) General and Specific Training Programs

    General training is training that encourages employees to acquire skills that can be used in almost all types of work.

2) Education of Employees

    Includes basic skills which are usually a requirement for general training fulfillment qualifications. For example, the way to improve the ability to write and read and lead meetings will be beneficial for every entrepreneur, anyone who can work individually.

    Special training is training that encourages employees to obtain information and skills that are ready to use, especially in the field of work. Special training, for example, seeks to make the company's budget system work. Because each company has its own budget system, this training is directly beneficial only to existing employees.

b. The Objectives of Education and Training

The education and training program in the context of human resource development carried out in each institution certainly has a positive goal for its human resources. in this case, specifically the objective of education and training programs can be viewed from two sides, namely organizations and employees. In terms of organization, goals and training are as follows[36]:

1) Increased work productivity of the organization
2) The realization of a harmonious relationship between superiors and subordinates
3) Faster and more appropriate decision making
4) Increasing the work spirit of all workers in the organization

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[35] Hasan Basri & A. Rusdiana, *Manajemen Pendidikan & Pelatihan*, (Bandung, CV PUSTAKA SETIA, 2015), P.31.

[36] Hasan Basri & A. Rusdiana, *Manajemen Pendidikan & Pelatihan*…, P. 32-33.

5) Encouraging an attitude of openness management through the application of participatory managerial styles.

Looking at the goals of education and training above, it can be seen that with education and training employees will better understand the purpose, objectives, and main tasks of the organization. Education and training can help employees increase their abilities and create changes and employee habits in their work, for example in their attitude towards daily work.

Training will be successful if the process fills in the right training needs. Basically the need is to meet the lack of knowledge, improve skills or attitudes with each level varying. Training needs can be classified into:

1) Needs to meet current needs, these needs can usually be identified by employee achievements that are not in accordance with the work standards required for that position.
2) Fulfill the needs of other office demands, at any hierarchy level in the company, job rotations are often carried out, there are those who mention to overcome boredom, there is also a mention to form generalists.
3) To meet the demands of change, changes both internally (changes in systems, organizational structures) and externals (changes in technology, changes in the company's business orientation) often require additional new knowledge[37].

c. Forms of Education and Training for Improving Teacher Competence.

Education and training activities for the improvement of teacher competencies among others[38]:

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[37] Veithzal Rivai, *Manajemen Sumber Daya Manusia Untuk Perusahaan*, Cetakan Pertama, (Jakarta: PT Raja Grafindo Persada,2004), P. 234

[38] Hasan Basri & A. Rusdiana, *Manajemen Pendidikan & Pelatihan*…, P. 226- 230.

1) Inhouse Training (IHT)

In-house training is training that occurs at the request of a particular community, both profit and non-profit institutions. The term "in-house training" is the same as in-service training.

Hadari Nawawi stated that in-service training is an effort to improve the knowledge and skills of teachers in certain fields in accordance with their duties in order to increase efficiency and productivity in the field. In general, the purpose of in-house training is to improve the quality of human resources utilized by the relevant agencies so that they are more supportive of efforts to achieve the targets set.

2) Internship Program

The internship program is training carried out in relevant institutions/industries in order to improve teacher professional competence. The apprenticeship program was chosen as a coaching alternative on the grounds that certain skills, such as internships in the automotive industry and the like. this apprenticeship program is usually intended for vocational teachers conducted during a certain period.

3) Partnership of Schools

Training through school partnerships can be carried out in collaboration with government or private institutions in certain skills. The implementation can be done at school or at a school partner's place. Coaching through school partners is needed on the grounds that some of the partners' unique or strengths can be utilized by teachers who take part in training to improve their professional competence.

4) Distance Learning

Training through distance learning can be carried out without leaving instructors and trainees in one particular place, but with a training system through modules, the internet, and the like.

5) Tiered Training and Special Training

This type of training is carried out in authorized institutions. The training program is arranged in stages starting from the basic, intermediate, advanced, and high levels.

6) Short Courses at LPTK or other Educational Institutions

Short courses in LPTK or other Education Institutions are intended to train teacher competency in several abilities, such as conducting classroom action research, compiling scientific work, planning, implementing and evaluating learning, and so on.

7) Internal School Guidance

The internal guidance of the school is carried out by principals and teachers who have the authority to foster through official meetings, teaching staff, providing additional internal tasks, discussions with peers and its kind.

8) Further Education

Teacher professional development through further education is also an alternative for future teacher professional development. This teacher's participation in further education can be carried out by providing learning assignments, both at home and abroad, for outstanding teachers. This further education will produce coaches who can help other teachers in professional development efforts.

4. Performannce Evaluation

According to Stufflebeam followed by Benny A. Personal, evaluation is essentially an attempt to assess an object through the use of relevant data and information. Evaluation can be turned off as a systematic process carried out in designing, collecting, reporting, and applying information to decide the value and usefulness of an object.[39]

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[39] Benny A. Pribadi, *Desain Dan Pengembangan Program Pelatihan Berbasis Kompetensi*, (Jakarta: Prenada Media group, 2014), P. 145.

Whereas according to Suparman, evaluation is a process of determining benefits, prices and values of something and evaluation is the product of the process.[40]

Based on the two definitions above, it can be concluded that evaluation is a process of collecting data and information carried out to assess an object or program.

Performance is the recording of the output of the work dimensions or functions in a given time. So, performance evaluation is a process of observing and recording observations by the assessment team. Observing means observing what is done priceless, which includes the results of work, work behavior, and personal traits related to the execution of work. In this way, performance evaluation is carried out scientifically and accurately because it is recorded so that it is impossible to forget to observe.

Appraisers in performance evaluation are officials who are authorized by the leadership of a company or organization to assess value. The evaluation in this study was an attempt to assess the process of teacher performance at Istiqomah MI Sambas Purbalingga.

C. The Concept of teachers' competencies

1. The Definition of Teachers' Competencies

According to Echols and Shadly, competency is a collection of knowledge, behavior, and skills that teachers must possess to achieve learning and education goals. Competency is obtained through education, training, and independent learning by utilizing learning resources.[41]

Competency is basically a description of what a person can do in work, as well as what forms of work that can be seen to be able to do a job. A person must have the ability in the form of knowledge, attitudes, and skills relevant to the field of work.[42] A person is called competent in his field if his knowledge, skills and attitudes, and work results are in accordance with the standard (size) that is determined and/or recognized by his institution/government.[43] In the Law of the Republic of Indonesia about Teachers and Lecturers, it is explained that competency is a set of knowledge, skills and behaviors that must be owned, lived and mastered by a teacher or lecturer in carrying out professional duties.[44]

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[40] M.A Suparman, *Instruksional Desain Modern*, (Jakarta:Penerbit Erlangga, 2012), P. 301.

[41] Jejen Musfah, *Peningkatan Kompetensi Guru: Melalui Pelatihan Dan Sumber Belajar Teori Dan Praktik*, (Jakarta: Kencana, 2012), P.17.

The teacher is a position or profession that requires special skills as a teacher. This work cannot be done by people who do not have the expertise to carry out activities or jobs such as teachers. To become a teacher, special conditions are needed. Especially as a professional teacher who must master the intricacies of education and teaching with various other sciences that need to be nurtured and developed through a period of education or pre-service education.[45] Then it was concluded that teacher competency is knowledge, skills, behavior and abilities that must be possessed and carried out by a teacher in carrying out his duties professionally.

2. The Types of Teachers' Competencies

Competencies that must be mastered and applied by professional teachers in teaching students or students in class according to Sudjana are mastering material or subject matter, managing teaching and learning programs, managing classes, using media or learning resources, mastering educational foundations, managing teaching and learning interactions, assessing student learning achievements, recognizing the functions and services of guidance and counseling, knowing and organizing school

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[42] Suyanto Dan Asep Jihad, *Menjadi Guru Profesional: Strategi Meningkatkan Kualifikasi Dan Kualitas Guru Di Era Globalisasi*, (Jakarta: Erlangga, 2013), P. 39.

[43] Jejen Musfah, *Peningkatan Kompetensi Guru*..., P. 28.

[44] E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT remaja Rosdakarya, 2013), P. 25.

[45] Moh. Uzer Usman, *Menjadi Guru Profesional*, (Bandung: PT Remaja Rosdakarya, 2013), P. 5.

administration, also understanding and interpreting the results of research for teaching needs.[46]

In the Law on Teachers and lecturers in chapter IV article 8, it is stated that teachers must have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the ability to realize national education goals. The competencies referred to are explained in article 10, which includes pedagogic competencies, personality competencies, social competencies, and professional competencies.

a. Pedagogic Competence

Pedagogic competence is the ability to manage student learning which includes understanding of students, designing and learning implementation, learning evaluation outcomes and students development to actualize the various potentials that they have.[47]

Furthermore, from this understanding, it was reaffirmed by Syaiful Sagala that pedagogical competence is the ability to manage students that includes:

1) Understanding of teachers' insights on the foundation and philosophy of education.
2) Teacher understands the potential and diversity of students so that the learning service strategy can be designed according to the uniqueness of each student.
3) Teacher is able to develop curriculum/syllabus both in the form of documents and implementation in the form of learning experiences.
4) Teacher is able to develop learning plans and strategies based on competence standards and basic competencies
5) Able to conduct the educational learning with a dialogical and interactive atmosphere. So that learning becomes active, innovative, creative, effective and fun.

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[46] Abdul Hadis dan Nurhayati, Manajemen Mutu Pendidikan, (Bandung: Alfabeta, 2012), P. 19-20.

[47] Donni Juni Priansa, *Kinerja Dan Profesionalisme Guru; Fokus Pada Peningkatan Kualitas Sekolah, Guru Dan Proses Pembelajaran*, (Bandung: Alfabeta, 2014), P123-124.

6) Able to evaluate the learning outcomes by meeting the required procedures and standards.
7) Able to develop the talents and interests of students through intracurricular and extracurricular activities to actualize the various potentials that they have.[48]

Teachers’ pedagogic competence needs to be accompanied by the teachers’ ability to understand the characteristics of students based on moral, emotional, and intellectual aspects. This implies that a teacher must be able to master the learning theory and the principles of learning because students have different characters, traits, and interests.

b. Personality Competence

A solid and stable personality is having consistency in acting according to legal norms, social norms and prevailing ethics. Adult personality means having independence to act as an educator and have a work ethic as a teacher. Wisdom and wise personality is a personality that has a useful appearance for students, schools and society by showing openness in thinking and acting.

Thus, the teacher must have a strong personality attitude, so that he can be a source of inspiration for students. Teacher must be able to become a tri-center, such as the phrase of Ki Hadjar Dewantoro “*Ing Ngarso Sung Tulodo, Ing Madya Mangun Karso, Tut Wuri Handayani*.” That means, in front can be a role model, in the center can give an intention and in the behind can give an encouragement/ motivation, with thus the teacher can be an adult and authoritative person.

Authoritative personality is respected behavior so that it has a positive effect on the participants, and have a noble character and have behaviors that can be imitated by students acting according to religious norms, honest, sincere and helpful.[49]

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[48] Syaiful Sagala, *Kemampuan Profesional Guru dan Tenaga Kependidikan*, (Bandung: Alfabeta, 2011) hlm. 32.

[49] Syaiful Sagala, *Kemampuan Profesional Guru dan Tenaga Kependidikan…*, P. 34.

Criteria for competencies that inherent in teacher personality competencies include:

1) Acting in accordance with the norms of religion, law, social and national culture of Indonesia.
2) Acting in accordance with the norms of religion, law, social and national culture of Indonesia.
3) Showing himself as an honest, noble person, and role model for students and society
4) Showing himrself as a solid, stable, mature, wise and authoritative person
5) Showing work ethic, high responsibility, pride in being a teacher and self-confidence
6) Upholding the teaching professional code of ethics.[50]

c. Social Competencies

Social competence means the ability of teachers as social beings to interact with others. As social beings teachers behave politely are able to communicate and interact with the environment effectively and attractively and have empathy for others.[51]

At least there are seven social competencies that teachers must have in order to be able to communicate and get along actively, both at school and in the community. The seven competencies are:

1) Having knowledge of customs, both social and religious.
2) Having knowledge of culture and tradition.
3) Having knowledge of the core of democracy.
4) Having knowledge of aesthetics.
5) Having appreciation and social awareness.
6) Have the right attitude towards knowledge and work.

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[50] Donni Juni Priansa, *Kinerja Dan Profesionalisme Guru...*, P. 125-126.

[51] Syaiful Sagala, *Kemampuan Profesional Guru dan Tenaga Kependidikan*, (Bandung: Alfabeta, 2011) hlm. 38.

7) Faithful to human dignity.[52]

d. Professional Competencies

In the realm of professional competence, teachers must have extensive knowledge regarding the fields of study that are taught and mastery of methodical didactics in the sense of having knowledge of theoretical concepts, as well as choosing the right models, strategies, and methods and being able to apply them in learning activities. the teacher must also have extensive knowledge of the curriculum and educational foundation.[53]

Professional competence refers to action/performance that is rational and meets the certain specifications in carrying out educational tasks. In general the scope of teacher professional competence is as follows:

1) Understand and can apply learning theory according to the level of development of students.
2) Able to handle and develop the field of study that become his responsibility
3) Understand and can apply various learning methods
4) Able to develop and use a variety of relevant tools, media and learning resources
5) Able to organize and implement learning programs
6) Able to evaluate student learning outcomes
7) Able to grow the personality of students.[54]

The four teacher competencies above are a reflection of teacher performance. Through the competencies possessed by a teacher will be easier to see the abilities possessed by a teacher in terms of pedagogic, personality, social and professional.

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[52] Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT Remaja Rosdakarya, 2007), hlm. 176.

[53] Donni Juni Priansa, *Kinerja Dan Profesionalisme Guru...*, P.127.

[54] E. Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT Remaja Rosdakarya, 2007), hlm. 135.

D. The Concept of Quality Education

According to Crosby, quality is according to what is required or standardized (Conformance to requirement), which is in accordance with predetermined quality standards, both the input, the process and the output.[55] Therefore, the quality of education held by schools is required to have standard, educational quality standards. Quality in Deming's concept is conformity with market requirements.[56] In Deming's concept, quality education is education that can produce output, both services and graduates that match the needs or expectations of (market) customers, while Fiegenbaum defines the quality as full customer satisfaction.[57] In this sense, quality schools are schools that can satisfy customers, both internal and external customers.

The quality of a product depends on the level of customer satisfaction in using the product. When associated with Islamic education institutions, having quality or not having the quality of an educational institution is dependent on satisfaction or dissatisfaction with the responses of the people who are consumers of the educational institution.

The quality of education is focused on the quality of graduates, so to be able to produce quality graduates of course the education process must be of good quality. The process of quality education includes a form of quality support from various aspects of education. This includes the availability of personnel support, such as administrators, teachers, counselors, and quality and professional administration, educational facilities and infrastructure, facilities, media, and adequate learning resources, both quality and quantity, appropriate management, and a supportive environment.[58] The quality of education will be created if the implementation of education can be carried out effectively in a conceptual framework. The effectiveness of the implementation of education will result in the quality of education that is expected to be in accordance with

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[55] Philip B Crosby, *Quality is Free*, (Newyork: New American Library, 1979), P. 58.

[56] W.Edward Deming, *Out of Crisis*, (Cambridge: Massachussets Institute of Technologi, 1986), P. 176.

[57] Armand V Fiegenbaum, *Total Quality Control*, (3rd Edition, 1991), P.7.

[58] Donni Juni Priansa, *Kinerja Dan Profesionalisme Guru; Fokus Pada Peningkatan Kualitas Sekolah, Guru Dan Proses Pembelajaran*, (Bandung: Alfabeta, 2014), P. 55.

the vision, mission, and objectives of the learning system held in the school environment.

Thus, the researcher concludes that the quality of education is a degree of excellence in the management of education effectively and efficiently, to create excellence both academically and non-academically in an educational institution (school, teacher, and student achievement). Quality in the context of "educational outcomes" refers to the achievements of the school in a certain period of time. Achievements can be in the form of academic ability test results (eg general tests, national exams, and the like). Achievements can also be in other fields such as achievement in a sport, art, or skill. Even school achievement can be in the form of an intangible condition such as an atmosphere of discipline, friendliness, mutual respect, cleanliness, etc. Then, teacher achievement is reflected in the academic and non-academic atmosphere.

E. The Concept of Islamic Educational Institution

Educational institution is an institution, a media, a forum, or certain situation or condition that allows the implementation of the learning process, both structured and traditionally created previously. Educational institution can also mean an institution that is deliberately set up for special educational purposes and there are also institutions that indeed have unwittingly functioned as means of education and learning.[59] Educational institution is broadly divided into two, namely formal education institution and non-formal education institution.

Whereas Islamic educational institutions according to Bukhari, is a place or organization that organizes Islamic education, which has a clear structure and is responsible for the implementation of Islamic education.[60] So it can be concluded that, Islamic education institution is an institution that carry out educational processes both in formal and non-formal environments with the

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[59] Moh. Roqib, Ilmu Pendidikan Islam; *Pengembangan Pendidikan Integratif di Sekolah, Keluarga, dan masyarakat*, (Yogyakarta: PT LKiS Printing Cemerlang, 2009), P. 122.

[60] Bukhari Umar, *Ilmu Pendidikan Islam*, (Jakarta: Amzah, 2010), P. 149.

aim of changing individual behavior in a better direction through the interaction with the surrounding environment based on Islamic values. To be able to proceed well, Islamic educational institution in this case is managed by education management.

F. Prior Research

To support a more comprehensive study, as stated in the background of the problem, the researcher conducted a preliminary study of previous studies that had relevance to the topic under study.

In this study, researchers took sources from reference books. Then the researcher also examined existing research. The researcher found several pre-existing studies, the research has similarities with the titles that the researchers carefully related to teacher competencies improvement which can be used as reference and input material in research.

The table below is some of the results of prior research that related to teacher Competencies improvement, namely:

Table I

The matrix of relevant research results

No	Researcher, Title, Year of the Research	Method	The Result Of Research
1	Anik Rohmah "*Peningkatan Kompetensi guru PAI melalui pendekatan model living values education (LVE) di Madrasah Aliyah Negeri Wonokromo Bantul*" 2015	Qualitative Descriptive Analytic	In this study, explained that efforts to improve the personality competencies of PAI teachers through the Living Values Education approach in MAN Wonokromo Bantu, can be well implemented and proved successful by producing differences between before and after the application of the LVE

			model. It based on various indicators of teacher personality and divided into five stages or five steps of change, namely: Changes in paradigm, Change of policy, Change in Program, Change of Personnel, and Change in Practice.
2	Muhammad Anwarudin “*Upaya Peningkatan Kompetensi Guru dengan Program Sertifikasi Guru dalam Jabatan di MTsN Klego Kecamatan Klego Kabupaten Boyolali Tahun 2011/ 2012*” 2011	Qualitative Descriptions	From the results of this research, it can be concluded that the improvement of teacher competency at the Klego State Islamic School goes well. This can be seen in the realization of the types of activities implemented include: trying to be the best for the sake of customer satisfaction, conducting madrasa evaluations, improving human resources and improving facilities and infrastructure as well improving the quality of madrasas by including teachers including already certified
3	Ainul Firdaus Analisis Strategi kepala sekolah dalam meningkatkan kompetensi guru	Qualitative Descriptions	In this research, a formulation was found by the principal in an effort to improve teacher Competencies, which included: 1. Dispatching teachers to

	(Study kasus di SD Insan terpadu Sumberanyar dan MI Raudlatul Munadhirin Pandean). 2015.		attend workshops that are directed, planned and sustainable 2. Hold an advanced study program 3. Utilizing journals, both articles and research 4. Strive to equalize academic qualifications and certifications 5. Make the teacher effective in the KKG activities 6. Hold courses or training on foreign languages and technology 7. Conduct behavioral and personality development 8. Provide motivation through reward and punishment.
4	Ashepi Zulham Manajemen Pengembangan Profesionalisme Guru (Studi kasus di sekolah menengah pertama Islam Terpadu Ar Raihan Bandar Lampung). 2016.	Qualitative (Case study)	The results of the research in this thesis are: 1. Management of teacher professionalism planning sees from program analysis that has been done as a reference in determining future program planning. 2. The Management of organizing teacher professionalism has not been maximized, there is still a

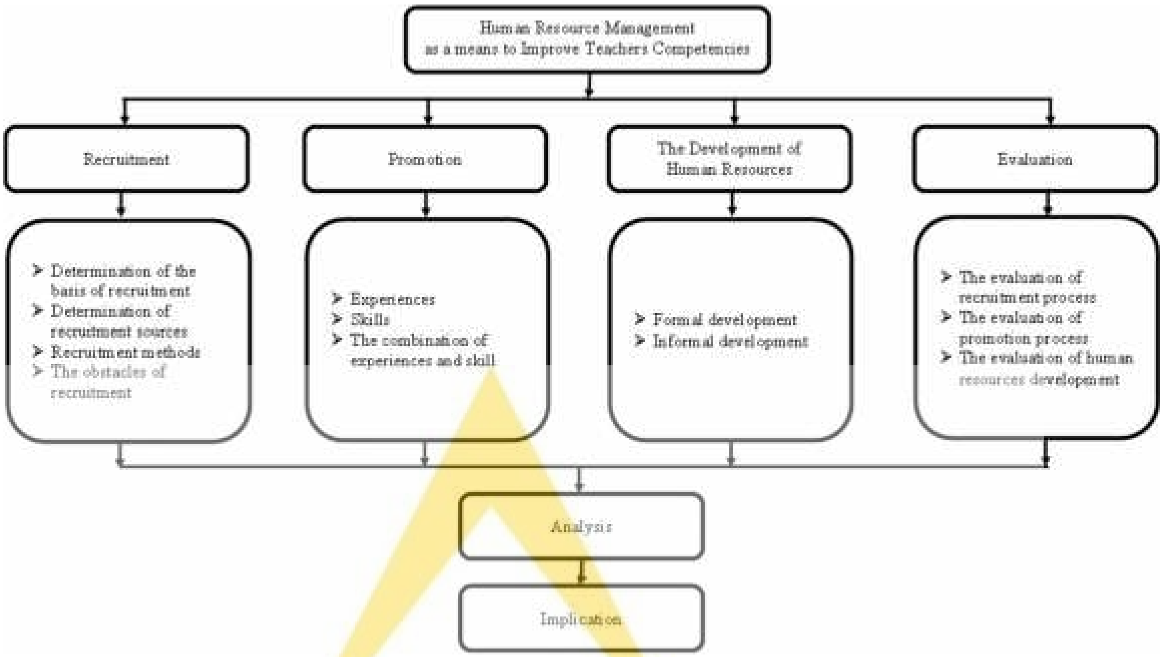
			discrepancy in educational background with the burden of the assignments given, MGMP still needs to be maximized both internally and externally 3. Management of the implementation of teacher professionalism is running well, it needs improvement in terms of training which has so far only been implemented in the form of learning clusters, in the future per IT subject and training both for scoring systems and learning media to be expanded more in a year 4. Management of supervision of teacher professionalism is carried out as a program evaluation that has been carried out and must be carried out periodically and optimizes education service supervisors in supporting supervisory activities.
5	Nuraidah Kompetensi Profesional Guru untuk meningkatkan mutu pembelajaran di	Qualitative Phenomenologist	The results of the research in this thesis are: 1. Teacher Competency at MIN Sei Agul Medan is relatively good, where all teachers

	Madrasah Ibtidaiyah Negeri Sei Agul Medan. 2013.		have a bachelor degree, have learning devices, apply learning with cooperative learning models, are certified, and have achievements at the national level. 2. Good teacher competency greatly influences the quality of learning and the quality of education, as is the case in at MIN Sei Agul Medan so that many achievements are achieved by students both in the fields of curricular and extracurricular 3. The Strategies and Methods that are realized by the application of Cooperative learning and active learning, innovative, creative, epective, and fun and through classroom action research. 4. The values shown by the teacher in the learning process begin with the internalization of values towards the teacher personally so that the teacher has a good personality as

			well as being realized to the students through exemplary in order to materialize students with good personalities. 5. The efforts made by teachers in developing professional competencies by participating in training, upgrading, workshops, and Teacher Working Groups, and making classroom action research.

From the results of the research described above it is emphasized that the research to be carried out is different from the results of previous studies. If there are similarities it does not mean exactly the same, but only in the aspect of business improvement in education quality, while the strategy used is different from the research that will be conducted by the researcher. The researcher tried to uncover the process of Human Resource management as a means to improve teachers' competencies in aspects of recruitment, promotion, teacher competency development, controlling, evaluation, and the implications of increasing teacher competency on the quality of education at Istiqomah MI Sambas Purbalingga.

G. The research frameworks


Human Resource Management
as a means to Improve Teachers Competencies
Recruitment
Promotion
The Development of Human Resources
Evaluation
Determination of the basis of recruitment
Determination of recruitment sources
Recruitment methods
The obstacles of recruitment
Experiences
Skills
The combination of experiences and skill
Formal development
Informal development
The evaluation of recruitment process
The evaluation of promotion process
The evaluation of human resources development
Analysis
Implication

Pictures 1

Research Framework

Based on the research framework above, researcher sees an interesting phenomenon, namely schools have begun to have awareness of the importance of Human Resource management as a means to improve teachers' competencies. In order to make the teacher as a professional person, it is necessary to conduct continuous coaching, and make the teacher become a professional workforce that needs to be considered, valued and recognized for his professionalism. Teachers must always be upgraded to knowledge and skills. This is in line with knowledge and information that must develop and change. When the teacher increasing his competence, it will make the vision of the teacher able to read the development of the times well and be able to make students able achieve achievement.. Increasing the competence possessed by teachers will certainly provide positive implications for an educational institution in achieving various achievements that make the school known as superior and quality.

In this case, the researcher looked at an educational institution MI Istiqomah Sambas. This educational institution has a high awareness of the importance of teacher competencies improvement in its educational institutions. Researcher sees this as a very interesting thing to study, researcher are interested in analyzing the process of Human Resource management as a means to improve teachers’ competencies, starting from the process of teacher recruitment, promotion, human resource development and evaluation so that it has an impact on the implications of quality education at MI Istiqomah Sambas Purbalingga.

CHAPTER III

METHOD OF RESEARCH

To provide an explanation of how researchers conduct research, the following researchers describe several things related to the way researchers conduct the research:

A. Time And Location of Research

This study will take a locus at MI Istiqomah Sambas Purbalingga, that located on Jl. A.W. Soemarno No. 52A Purbalingga Regency, Central Java. The reason for choosing MI Istiqomah Sambas Purbalingga as the locus in this study is because MI Istiqomah Sambas Purbalingga is an Islamic education institution that was founded in 2000, meaning that this school has quite a long experience as an Islamic education institution which is certainly rich in data and useful for research do. Then the next reason is MI Istiqomah Sambas Purbalingga is an Islamic educational institution in the area of Purbalingga regency which has many achievements ranging from sub-district, national and even international levels. MI Istiqomah Sambas Purbalingga is also an Islamic education institution that has its own quality assurance system, currently MI Istiqomah Sambas has implemented ISO 9001: 2015 Quality Management system. Some of these reasons include those that make researchers interested in doing research there. This research was conducted in May 2018 - January 2019.

B. The Type of Research

This study uses a qualitative approach, namely research that tries to describe phenomena/ facts that occur in the field systematically and factually without any engineering process (control) and explain the various relationships of all data obtained. Bogdan and Taylor in Moleong define qualitative approaches as "research procedures that produce descriptive data in the form of written or oral words from people and observed behavior."[1]

In qualitative research data collection is carried out in natural settings.[2] In qualitative research, data collection is not guided by theory, but is guided by facts found during research in the field.

In this research, the researcher describes human resource management as a means to improve teachers' competencies at MI Istiqomah Sambas Purbalingga as is. The researcher allows problems to emerge or from the data left open to be interpreted, then the data is collected by careful observation, including detailed descriptions along with notes on the results of in-depth interviews (interviews), as well as the results of analysis of documents and records.

C. The Subjects of Research

The data needed in this study was obtained by involving informants who were used as research subjects. They are people who know for certain the conditions and ins and outs of MI Istiqomah Sambas Purbalingga. The informants are expected to provide information that is open, accurate, and reliable. The subjects of research in this research included two data sources, namely:

1. Primary data

   Primary data is taken directly at the source, namely MI Istiqomah Sambas Purbalingga which includes:

   a. Principal
   b. Teachers
   c. Students
   d. Parents/ Guardians of students

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[1] Lexy, J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 2002), P.4.

[2] Sugiono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, (Bandung: Alfabeta,2009), P. 225.

2. Secondary Data

Secondary data taken is various literature and some research results related to this research such as books, school regulations, and related studies.

D. The Object of Research

The object of the research that the researcher will do is about human resource management as a means to improve theachers' competencies and its implications for the quality improvement of Islamic educational institutions at MI Istiqomah Sambas Purbalingga.

E. Data Collection Technique

Data collection techniques carried out in this research are:

1. Observation

Observation is a technique or means of collecting data by way of observing the on going activities.[3] According to Larry Cristensen in a book written by Sugiyono[4] entitled "Metode Penelitian Manajemen" it is said that "In research, observation is define as watching of behavioral patterns of people in certain situations to obtain information about phenomenon of interest . Observation is important ways of collecting information about people because people do not always do what they say do". It can be interpreted that in the study, observation is an observation of the pattern of human behavior in certain situations, to obtain information about the desired phenomenon. Observation is also an important way to get certain information about people, because what people say is not necessarily the same as what is done.

Observations are made to obtain information about human behavior as it happens in reality. With observation can be obtained a clearer picture of social life, which is difficult to obtain by other methods.[5] In this case, the researcher conducted an observation to retrieve information data about the human resource management as a means to improve theachers' competencies at MI Istiqomah Sambas Purbalingga.

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[3] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), P. 220.

[4] Sugiyono, *Metode Penelitian Manajemen…, P. 235.*

In terms of data collection process, the researcher uses non participant observation, where the researcher is not involved and only as independent observer.[6]

In this research, observation method is used to collect the data about school condition and environment, condition of facilities and infrastructure, all matters relating to the process of human resource management as a means to improve theachers' competencies and other data required.

2. Interview

An interview is a form of verbal communication, a kind of conversation aimed at obtaining information. In another sense the interview is a way to collect data by holding face-to-face directly between the person in charge of collecting data with the person who became the source of data or research object.[7]

The type of interview used is an unstructured interview, means that a non-strict interview has been predetermined regarding the types of question, sequences, and material question.[8]

This method was used to obtain information from several informants, namely the Principal of MI Istiqomah Sambas Purbalingga related to the policy of human resource management as a means to improve theachers' competencies, Vice Principal, teachers of MI Istiqomah Sambas Purbalingga who were directly involved in the process of human resource management as a means to improve theachers' competencies held

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[5] S. Nasution, *Metode Research: Penelitian Ilmiah,* (Jakarta: PT. Bumi Aksara, 2006), P. 106.

[6] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D,* (Bandung: Alfabeta, 2006), P. 204.

[7] Ahmad Tanzeh, *Pengantar Metode Penelitian*, (Yogyakarta: Penerbit Teras, 2009), P. 63-63.

[8] Ahmad Tanzeh, *Pengantar Metode…*, P. 63.

by MI Istiqomah Sambas Purbalingga and students of MI Istiqomah Sambas Purbalingga related to the quality and achievements achieved thanks to the education process carried out by competent educators.

With this method the researcher will get an explanation of the situation of the teacher, employees, students, and how the process human resource management as a means to improve theachers' competencies at MI IStiqomah Sambas Purbalingga.

3. Documentation

Documentation is data collection method in research which used to get data of note form, transcript, book, newspaper, magazine, document, regulation, agenda, etc.[9]

With this method the researcher obtained data about the general description of the school and matters relating to human resource management as a means to improve theachers' competencies and some supporting data that supported the research at MI Istiqomah Sambas Purbalingga.

F. Data Analysis Techniques

From the data that has been collected, the next step is that researchers analyze the data by understanding the overall research data. Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing into units, synthesizing, arranging into patterns, choosing which ones are important and that will be studied, and make conclusions so that it is easily understood by oneself and others.[10]

The data analysis technique used in this study is data analysis techniques in the field models of Miles and Huberman.[11] Where the researcher conducted an analysis when the process of collecting data, so that if found a deficiency or lack of understanding of the researcher about the information

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[9] Suharsimi Arikunto, *Prosedur Penelitian: Suatu…*, P. 126.

[10] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan…*, P. 244.

[11] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan…*, P. 246.

obtained will be immediately fulfilled and a way out was found to perfect the information obtained. The following are the components in data analysis:

1. Data Reduction

   Data reduction is the activity of sorting out and selecting relevant and meaningful data, focusing data leading to problem solving, categorization, and retrieving essential and important data.[12]

   Data reduction is a form of analysis which to sharpen, to classify, to direct and to discard unnecessary data and organize the data with in such a way so that the final conclusion can be drawn and can be verified.[13]

   In the process of data reduction, only the findings of data or findings relating to research problems are reduced. While data that is not related to research problems is discarded. In other words, data reduction is used for analysis that sharpens, classifies, directs and disposes of insignificance, and organizes data, making it easier for researchers to draw conclusions. The data that allows passing this process is information about the improvement of teacher Competencies at MI Istiqomah Sambas Purbalingga. that obtained from interviews, observation, documentation and triangulation.

2. Data Display

   In this research, the presentation of data was carried out in the form of descriptive descriptions, charts, and relationships between information obtained in the study. Information or data is carried out systematically and detail, so that it is easy to understand.

   Data display refers to the formulation of the problem that has been formulated so that the descriptions displayed are detailed depictions of information to answer existing questions.

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[12] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan…*, P. 247.

[13] Imam Suprayogo, Tobroni, *Metode Penelitian Sosial Agama*, (Bandung: Rosdakarya, 2003), P.167

3. Data Interpretation

After the data is presented, the next step is to interpret the data. Data interpretation is done by connecting data obtained with the theory used or interpreting with the existing theory.

4. Conclusions Drawing And Verification

The next component in data analysis is Conclusions Drawing And Verification. In this study, the initial conclusions put forward are still temporary, and will change if no strong evidence is found that supports the next stage of data collection. But if the conclusions raised at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

G. Testing The Validity of the Data

To test the validity of the data in this research, researcher used triangulation techniques. Trianggulasi is a technique of checking data that uses something else outside the data for checking or comparing data.[14] Triangulation used by researcher is triangulation of techniques and sources. Triangulation technique means researcher uses different data collection to get data from the same source. Whereas source triangulation is using the same technique to get data from different sources.[15]

According to Moleong, the cross check is carried out in the following ways:

1. Comparing results data from observations with interview data
2. Comparing what was said by the principal and educators at Istiqomah MI Sambas Purbalingga with what they did all the time in the observation activities.
3. Comparing the results of interviews with the contents of a document

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[14] Lexy. J. Moleong, *Metodologi Penelitian Kualitatif*, (bandung: PT Remaja Rosdakarya, 2004), P. 329.

[15] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif Dan R&D*, (Bandung: Alfabeta, 2011), P. 330.

CHAPTER IV

HUMAN RESOURCE MANAGEMENT AS A MEANS TO IMPROVE TEACHERS' COMPETENCIES AT MI ISTIQOMAH SAMBAS PURBALINGGA

Chapter IV will discuss and analyze the results of research on Human Resource management as a means to improve teachers' competencies at MI Istiqomah Sambas Purbalingga. It Consists of 2 sub-chapters, the first sub-chapter will discuss the description of the research place, the second sub-section will discuss the process of Human Resource management as a means to improve teachers' competencies which includes the process of recruitment at MI Istiqomah Sambas Purbalingga, the process of promotion and demotion at MI Istiqomah Sambas Purbalingga, the process of teacher competencies development at MI Istiqomah Sambas Purbalingga, the process of controlling human resources at MI Istiqomah Sambas Purbalingga, the process of teachers's evaluation performance at MI Istiqomah Sambas Purbalingga and the implications of teacher competencies improvement for the quality of educational institution at MI Istiqomah Sambas Purbalingga

A. Description of Research Place

The researcher conducted field research at Istiqomah MI Sambas Purbalingga. The following is a brief profile of MI Istiqomah Sambas Purbalingga as follows[1]:

1. Identity

Name of Foundation	: Istiqomah Sambas Purbalingga Foundation
Adress	: Jl. May.Jend Panjaitan 61 A Purbalingga Central Java
Name of School	: MI Istiqomah Sambas Purbalingga
Adress	: Jl. A.W. Soemarmo No. 52A Purbalingga

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[1] The results of observation and documentation at MI Istiqomah Sambas Purbalingga, which took place at Jl. A.W. Soemarno No. 52A Purbalingga Regency, Central Java. On May 9th, 2018, at 09.30-12.00 WIB.

Phone Number/Facs : (0281) 894594
Established : Juni 28th, 2000
Land Area : 13. 253 m2
Building Area : 4. 500 m2

2. Brief History of MI Istiqomah Sambas Purbalingga.

MI Istiqomah Sambas Purbalingga was established on June 28th, 2000, on an area of 4.500 m2 from a total area of over 13.253 m2 of land owned. MI Istiqomah Sambas Purbalingga was officially opened by the Regent of Purbalingga; he is Drs. Triyono Budi Sasongko, M.Si. This school is under the auspices of Istiqomah Sambas Purbalingga Foundation that was founded by Mr. H. Suchari Adi Mulyono (*The Late*) and his family.

This foundation was established because of a sense of deep apprehension toward the future generations that increasingly distant from the values of Islam. In addition, the challenge of globalization is rapidly increasing demands the Muslims to be able to adjust to dominate the field of education, especially science and technology. Based on this apprehension, Mr. H. Suchari Adi Mulyono (*The Late*) and his family felt compelled to participate in advancing the Muslims to establish a foundation that was specialized in social and religious education.

In the midst of his busy life as a businessman, he always took the time to fill the spiritual with religious activities such as attending a religious learning and inviting *Ulama* or *Kyai* specifically to guide him and his family. Based on the lessons learned from these activities, he wanted to do something useful for Muslims as well as a provision in the Hereafter later.

Based on the initial idea arose after establishing the foundation, he intended to establish the Modern Islamic Boarding school which good. However, after considering the existing constraints and consulting with *Kyai* or *Ulama*, Educational Figures and Society Figures, then came a new idea that no less good with the idea to establish the Modern Islamic Boarding School. The idea was to establish a superior educational institution. Then, he and his family did a comparative study to the several top schools. After having the comparative study, he was interested in MIN I Malang at East Java and SD Muhammadiyah Sapen Yogyakarta.

During its development, the Foundation of Istiqomah Sambas with the big family of SD Muhammadiyah Sapen Yogyakarta held a discussion which basically agreed on the establishement of the schools cooperatively. They make the division of duties, the Foundation of Istiqomah Sambas was responsible toward the facilities and infrastructure then SD Muhammadiyah Sapen Yogyakarta was responsible toward the education and agreed on the opening officially which held on July 2000.

However, on March 12nd, 2000 (before MIIS inaugurated), Mr. H. Suchari Adi Mulyono got ill grace from Allah and then he was taken to the Islamic Hospital, Jakarta. After being treated for 1 month, on Wednesday, 12nd April 2000 at 06.00 am, he was called by the God. The struggle of Mr. H. Suchari Adi Mulyono was eventually followed by his wife, Mrs. Hj. Iftitah Suchari Adi Mulyono with the whole families. Currently, the Head of the Foundation was his eldest son, Mr H. Eling Purwoko. Then, on 20 April, 2000, MI Istiqomah Sambas Purbalingga officially was written in the Office of Religious Affairs Purbalingga and got the status registered with the Statistics number madrasa: 112330305189.[2]

3. Vision and Mission of MI Istiqomah Sambas Purbalingga.
   a. Vision

      Vision of MI Istiqomah Sambas Purbalingga is "With the conscious quality be a superior school, school models and Islamic".[3] The indicators are as follows:

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[2] The results of observation and documentation at MI Istiqomah Sambas Purbalingga, which took place at Jl. A.W. Soemarno No. 52A Purbalingga Regency, Central Java. On May 9th, 2018, at 09.30-12.00 WIB.

[3] This source was obtained from the data documentation of MI Istiqomah Sambas Purbalingga, which was displayed on a school data board located at the entrance of MI Istiqomah Sambas Purbalingga. The school data board is a medium used to provide administrative data information carried out by schools to interested parties openly

1) Superior School

MI Istiqomah Sambas Purbalingga is a school that accepts the students who have a normal ability, and then they get the superior process thus obtained the superior result.

MI Istiqomah Sambas Purbalingga is a school that is able to create the Muslim scholars who understands and noble, broad minded open, skilled and creative.

2) School Models

MI Istiqomah Sambas Purbalingga as the school model strives to be a school that as a reference for other institutions, always sparks innovative ideas in the field of education in order to answer the challenges of the times.

3) Islamic School

MI Istiqomah Sambas Purbalingga in every step and movement should be able to create the feel of Islam, which includes teachers, parents/guardians, students and the surrounding environment.

b. Mission

Mission of MI Istiqomah Sambas Purbalingga is to provide the education services maximally and optimally for all students to realize:

1) The implementation of quality teaching and learning activities
2) The Provision of professional educators.
3) The Provision of infrastructure facilities reprsentatif.
4) Structuring the environments which are healthy, clean, safe, comfortable and orderly.
5) The spiritual guidance to improve the quality of faith and piety for the entire school community.
6) Emphasizing the high discipline.
7) Creating a harmonious relationship with the Association of Parents (IOM), the society, government and business.

8) The application of quality management systems.
9) Empowering various laboratories and libraries.[4]

4. Educator And Educational Staff.

The number of teaching staff due to 10th of January 2019 is 90 educators and 17 educational staff.[5]

5. Quality Policy.

The Quality policy in MI Istiqomah Sambas Purbalingga are[6]:

a. The quality of educational service is to shape the Excellence Students, independent, creative and islamic. It is a basic principle of the implementation of education at MI Istiqomah Sambas Purbalingga which is constantly being developed according to the demands of time.
b. To maintain the consistency in the application of principles that is mentioned above. MI Istiqomah Sambas Purbalingga implement a quality management system that is focused on continuous improvement in every aspect especially the resources and the enhancement of professionalism of teachers.
c. The Director and the entire staff have a strong commitment in the implementation and achievement of each goal and objectives which related with this quality policy.

6. Quality Management System at MI Istiqomah Sambas Purbalingga.[7]

MI Istiqomah Sambas officially implemented the ISO 9001: 2008 quality management system since 2010 with the acquisition of ISO 9001: 2008 certificate No.D004.1.104.1.11 from the ISO DELTA PAS

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[4] The results of observation and documentation at MI Istiqomah Sambas Purbalingga, which took place at Jl. A.W. Soemarno No. 52A Purbalingga Regency, Central Java. On May 9th, 2018, at 09.30-12.00 WIB.

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[6] The results of observation and documentation at MI Istiqomah Sambas Purbalingga, which took place at Jl. A.W. Soemarno No. 52A Purbalingga Regency, Central Java. On May 9th, 2018, at 09.30-12.00 WIB.

[7] The results of observation and documentation at MI Istiqomah Sambas Purbalingga, which took place at Jl. A.W. Soemarno No. 52A Purbalingga Regency, Central Java. On May 9th, 2018, at 09.30-12.00 WIB.

INTERNATIONAL certification institution which was valid for 3 years and was updated in 2013 with a certificate No.D004.1.104.02.14.

Although MI Istiqomah Sambas has implemented an ISO 9001: 2008 Quality Management System, it does not mean that there is a dualism in the management system implemented at Istiqomah Sambas MI. This is because MI Istiqomah Sambas applies "One System Management". That is, even though MI Istiqomah Sambas applies the ISO 9001: 2008 International Quality Management System but the references used in the preparation of the ISO 9001: 2008 Quality Management System still refer to the regulatory requirements imposed by the government, so that what is required by the government continues and even more secure implementation with the implementation of the ISO 9001: 2008 Quality Management System.

The application of the ISO 9001: 2008 Quality Management System at MI Istiqomah Sambas is intended to improve the quality of education services carried out by MI Istiqomah Sambas so as to provide and improve customer / stakeholder related satisfaction and madrasa performance. Then now MI Istiqomah Sambas Purbalingga has implemented an ISO 9001: 2015 Quality Management system.

7. The facilities and Infrastructures of MI Istiqomah Sambas Purbalingga.[8]

Table 2

The facilities and Infrastructures of MI Istiqomah Sambas Purbalingga[9]

NO	THE FACILITIES AND INFRASTRUCTURES	AMOUNT	CONDITIONS
1	Principal’s Room	1 Unit	WELL
2	Teacher’s Room	1 Unit	WELL

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[8] The results of observation and documentation at MI Istiqomah Sambas Purbalingga, which took place at Jl. A.W. Soemarno No. 52A Purbalingga Regency, Central Java. On May 9th, 2018, at 09.30-12.00 WIB.

[9] This source was obtained from the data documentation of MI Istiqomah Sambas Purbalingga, which was displayed on a school data board located at the entrance of MI Istiqomah Sambas Purbalingga. The school data board is a medium used to provide administrative data information carried out by schools to interested parties openly

3	Library	1 Unit	WELL
4	Classroom	38 Units	WELL
5	School Healt Room	1 Unit	WELL
6	Mosque	1 Unit	WELL
7	School Canteens	1 Unit	WELL
8	Music Room	1 Unit	WELL
9	Foundation Room	1 Unit	WELL
10	Computer Room	1 Unit	WELL
11	Administration Room	1 Unit	WELL
12	Financial Room	1 Unit	WELL
13	Hall	1 Unit	WELL
14	Sport Field	1 Unit	WELL
15	Ceremony Yard	1 Unit	WELL
16	Toilet	39 Units	WELL
17	Radio / Tape Recorder	2 Units	WELL
18	TV 24 Inch	1 Unit	WELL
19	Lcd	28 Units	WELL
20	Cctv	16 Units	WELL
21	Computer	24 Units	WELL
22	Laptop	4 Units	WELL
23	Music Band Tools	1 Unit	WELL
24	Music Rebana Tools	1 Unit	WELL
25	Drum Band	1 Unit	WELL
26	Sound System	4 Units	WELL
27	Motorcycle (R 4220 Rc)	1 Unit	WELL
28	Federal Bike Cycle	1 Unit	WELL
29	Tennis Table Field	1 Unit	WELL
30	Machine Copier	3 Units	WELL

31	Cut Machine Copier	1 Unit	WELL
32	Laminating Machine	1 Unit	WELL
33	Paper Shredder	1 Unit	WELL
34	Camera	1 Unit	WELL
35	Handycam	1 Unit	WELL
36	Warintek (Donation From The Minister Of Research And Technology)	1 Unit	WELL
37	Telephone	4 Units	WELL
38	Facsimile	1 Unit	WELL
39	Avanza Car	1 Unit	WELL
40	Grandmax Car	1 Unit	WELL
41	Motorcycle (Honda Beat)	1 Unit	WELL

a. Classroom

The room size is 7.8 x 7.8 m2 (24 rooms), for a maximum capacity of 35 students. Each classroom is equipped with:

1) 1 unit almari
2) 1 unit cupboard
3) 20 units of student desks and benches
4) 1 unit table and chairs teacher
5) 1 piece of dust bin
6) 1 sink, wiper, liquid soap.
7) Some windows and ventilation (curtained)
8) 1 unit door (right and left)
9) 1 unit whiteboard
10) 1 clock
11) A number of props to support the teaching and learning success
12) A board of toothbrush
13) 1 unit of data boards
14) Ceramic floors on each room.

15) 1 unit flag
16) 1 unit mirror
17) Posters that nuanced of education and health

The atmosphere in the classroom was so cool, tidy, beautiful, clean, bright, comfortable and very conducive to learn.

b. School Health Unit Room

The wide of the room is about 7.5 x 7.2 m^2 which equipped with:

1) 8 bed check (4 for male and 4 for female)
2) 2 medicine chest
3) 1 snellen chart
4) 1 unit sink
5) 1 unit mirror
6) 1 unit completeness of P3K
7) 2 unit weight scales
8) 2 unit gages of body height
9) 3 steteskops
10) 1 unit dental examination equipment
11) 1 unit tuning fork
12) 1 towel rack with some of small towel
13) 3 unit tension meter for measuring blood pressure
14) 2 unit tables dan 4 buah chairs doctor/ nurse
15) The display of health
16) 1 corner unit (ORS)
17) 1 unit dispenser
18) 1 unit human skeleton
19) 1 set of oxygen
20) 1 unit cart
21) 1 unit walker
22) 1 unit props of health
23) 1 set of wireless amplifier
24) 1 unit dragbard

25) Drugs available include: wounds medicine, liniment, plasters, gauze pads, bandages for teacher/ female students who are suddenly menstruation, alcohol, hot antidote, ORS, multi-vitamins, and others.

The infirmary room of MI Istiqomah Sambas Purbalingga is very representative to help teachers/students who experience health problems. However MI Istiqomah Sambas Purbalingga always holds the principle of "better maintain health rather than treating"

B. Human Resource Management as a Means to Improve Teachers' Competencies

1. The process of recruitment at MI Istiqomah Sambas Purbalingga

The recruitment process to get the right teachers who are qualified to work in positions that are in accordance with the needs is carried out with a series of procedures that have been determined by the educational institution MI Istiqomah Sambas Purbalingga. The determined procedure aims to ensure the achievement of the "right man on the right place". This recruitment process is carried out systematically and planned, so that the results obtained can also be maximally in accordance with the objectives.It means, the teachers who will be recruited are teachers who are in accordance with the qualifications required by MI Istiqomah Sambas.

The process of teachers' recruitment at MI Istiqomah Sambas Purbalingga was carried out by the LPIS (Istiqomah Sambas Educational Institution) at the request of the principal.[10] This is in accordance with the results of the interviews that the researcher did with Ms. Nurlaila Okiwati as the representative Management of LPIS. She said that:

> "Proses rekrutmen di MI Istiqomah Sambas sekarang diambil alih oleh LPIS, jadi kalau dulu biasanya yang mengadakan rekrutmen dari MI nya langsung, kalau sekarang sudah ada prosedur yang baru yakni menggunakan sistem manajemen yang terpusat di LPIS. prosedurnya yaitu pihak MIIS membuat pengajuan daftar tenaga

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[10] The results of observation and documentation at MI Istiqomah Sambas Purbalingga, which took place at Jl. A.W. Soemarno No. 52A Purbalingga Regency, Central Java. On May 9th, 2018, at 09.30-12.00 WIB.

> pendidik yang diperlukan apa saja nanti tinggal diajukan kepada LPIIS, nah selanjutnya pihak LPIS lah yang akan memproses soal rekrutmen guru baru sesuai dengan kebutuhan yang ada. Nantinya kemudian pihak MI Sambas hanya menerima guru baru yang telah kami seleksi dan siap ditempatkan di MIIS"[11]

From the statement said by Ms. Nurlaila Okiwati, It can be concluded that the recruitment of teachers there was not carried out in the education unit itself, but was carried out by the management of the LPIS. In this case the education unit makes submissions/requests for the needs of teachers carried out by the Academic Department which is approved by the principal, and then be submitted to the LPIS for processing. This was also supported by a statement from the principal of MI Istiqomah Sambas Purbalingga, he said that:

> "Iya mba, jadi kami tidak melakukan rekrutmen sendiri melainkan dibantu oleh LPIS. kami hanya membuat pengajuan jumlah kebutuhan guru untuk tahun pelajaran selanjutnya dengan jumlah yang sesuai dengan yang kami butuhkan. prosedurnya, mulai dari Kabid akademik yang membuat pengajuan, lalu saya membuat analisis dengan berbagai pertimbangan sampai pada akhirnya diperoleh hasil final, sekiranya butuh berapa guru untuk diajukan kepada LPIS. setelah hasilnya sudah final baru saya ajukan kepada LPIS untuk ditindak lanjuti.Semua ini sudah kami sesuaikan dengan prosedur mutu yang kami miliki yaitu menggunakan sistem Manajemen Mutu ISO 9001:2015. Nanti mba baca juga ya prosedur mutu yang kami miliki"[12]

From the statement delivered by Mr. Ikhwandi Arifin, it can be concluded that the recruitment process carried out by MI Istiqomah Sambas has been running well and systematically in accordance with the procedures owned. MI Istiqomah Sambas only focuses on the education system and the development of learning only, if it then requires a new teacher then they only make submissions and then wait until the process is completed. New teachers who have passed the recruitment process until the placement stage will be accepted by MI Istiqomah Sambas Purbalingga as well as possible.

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[11] Interview with Ms. Nurlaila Okiwati as the Representative Management of LPIS, on January 14th, 2019 at 09.30 - finished.

[12] Interview with Mr Ikhwandi Arifin, M.Pd on January 14th, 2019 at 09.30 - finished.

The procedure of teachers' recruitment at MI Istiqomah Sambas Purbalingga is carried out through the following stages[13]:

a. Determine the basis of recruitment

In determining the basis for teachers' recruitment, first a mapping is carried out at the beginning of the school year through the personnel section or in this case represented by the Academic Department and their staff. They conduct an analysis to find out how many teachers are needed. This is in accordance with the results of the interviews that the researcher did with Ms Tri Asih Yulianingrum as the head of academic departement at MI Istiqomah Sambas Purbalingga. She said:

> "Jadi, setiap awal tahun pelajaran, saya dan seluruh staf saya melakukan analisis kebutuhan tenaga pendidik baru, misalnya ada yang mengundurkan diri karena sesuatu hal otomatis kami membutuhkan tenaga pendidik baru sebagai pengganti selanjutnya. lalu kami adakan rapat pertemuan untuk membahas hal ini. setelah diketahui berapa guru baru yang kami butuhkan maka kami segera membuat pengajuanya di sebuah form sesuai dnegan prosedur mutu yang kami miliki, setelah dibuat form pengajuan lalu saya menyampaikan kepada kepala sekolah untu dipertimbangkan dan diajukan kepada LPIS. Termasuk juga kami buat standar kualifikasinya apa saja. untuk kualifikasinya apa sjaa nanti mba bisa lihat di contoh lowongan pekerjaan yang di share di media sosial ya. begitu kira-kira mba."[14]

Then what qualification standards are needed as well. For teachers themselves, the required qualification standards include general and special qualification standards. For general qualification standards, namely a minimum level 1 education, a minimum grade point average score (GPA) of 3.00, and a maximum age of 35 years. then the specific qualification standard, which is Muslim, has the ability to read the Al-qur'an well prioritized, memorizes 30 Juz (for Muhafid teachers), has the ability to read *kitab kuning*, is fluent in foreign languages (Arabic and English).

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[13] The results of observation, documentation and interview at MI Istiqomah Sambas Purbalingga, which took place at Jl. A.W. Soemarno No. 52A Purbalingga Regency, Central Java. On May 9th, 2018, at 09.30-12.00 WIB.

[14] Interview with Ms Tri Asih Yulianingrum on January 15th, 2019 at 12.30 - finished.

After finding out the number of techers needed and their qualifications, the Academic Head made a letter of submission of teaching staff submitted to the headmaster, after which it was re-analyzed by the principal or reviewed through several considerations. After that the principal makes an agreement on the submission and submits it to the LPIS for processing according to the prescribed procedures

b. Determine the recruitment sources

In determining the teachers' recruitment, MI Istiqomah Sambas Purbalingga, was conducted through two sources, namely internal and external sources.

Withdrawals through internal sources, namely the MI Istiqomah Sambas, took educators from within the education unit who had worked there. So it does not go through the recruitment process from the start but they take on existing educators. The educators who are drawn are educators who have few teaching hours. This is in accordance with the results of the interviews that the researcher did with Mr Ratman Saefuddin Soleh, he said that:

> "Emmm...., Selama menjadi guru di MIIS, saya pernah itu mba, menjadi guru pengganti karena pada saat itu ada guru yang mengundurkan diri dikarenakan dia akan menikah dan setelah itu langsung ikut suaminya di luar kota. Guru tersebut mengundurkan diri tidak di akhir tahun pelajaran, jadi kan ga mungkin langsung dapet pengganti yang baru. karena disini sudah ada prosedurnya sendiri kalo mau membuka lowongan pekerjaan untuk guru baru. jadi saya kebetulan masih sedikit jam mengajarnya ya saya dijadikan pengganti sementara sampai nanti dari LPIS mendatangkan guru barunya."[15]

From the statement delivered by Mr. Ratman Saefuddin Soleh, it can be concluded that withdrawals through internal sources are carried out if there are educators who must immediately resign in the near future for some reason. Usually the reason they resign is because there are several personal reasons such as the reason for getting married and having to move out of town to join a husband, and there are still many other compelling reasons.

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[15] Interview with Mr Ratman Saefuddin Soleh on January 15th, 2019 at 13.30 - finished

If the things mentioned above occur then efforts are made to interpret educators through internal sources to overcome vacancies in certain positions so that problems can be resolved immediately.

Furthermore, withdrawals via external sources were also carried out by MI Istiqomah Sambas Purbalingga. Withdrawal through external sources is routinely carried out at the beginning of each school year. Withdrawals through internal sources are carried out through several ways, namely through cooperation with several higher education institutions, such as STAIN Purwokerto and Muhamadiyah University Purwokerto (UMP). This is in accordance with the results of the interviews that the researcher did with Ms. Nurlaila Okiwati as the representative Management of t LPIS. She said:

> "Dalam melaksanakan proses rekrutmen, dulu kita juga pernah bekerja sama dengan beberapa kampus di wilayah purwokerto mba, salah staunya ya itu STAIN Purwokerto dan UMP. bentuk kerjasamanya si lebih kepada permohonan bantuan untuk ikut share informasi lowongan pekerjaan dalam bentuk slebaran yang kami tempel di papan pengumuman mba. soalnya kalau kami nempel pengumuman di kampus-kampus kan yang baca mahasiswa sana kemudian bs tersebar ke beberapa alumni pendidik disana"[16]

From the statement said by Ms. Nurlaila Okiwati, It can be concluded that MI Istiqomah Sambas gave a kind of announcement about the opening of job vacancies in the field of education through these campuses with the aim of the graduates of the targeted campuses being able to see the announcement and then they came to enter job applications. This was done several years ago.

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[16] Interview with Ms. Nurlaila Okiwati as the Representative Management of LPIS, on January 14th, 2019 at 09.30 - finished

Then, in addition to cooperate with certain universities, MI Istqiomah Sambas also opens job vacancy through mass media and social media such as Facebook and Instagram. This is in accordance with the results of interviews conducted by researcher with one of the teachers who had just passed the selection at MI Istiqomah Sambas Purbalingga, namely Ms. Cahyaningsih Utami, she said:

> "Sebelum saya memasukan lamaran pekerjaan di MIIS awalnya saya mendapat informasi melalui media sosial yaitu whatssapp, saya mendapat info tersebut di chat grup whatsapp alumni bahwa di Sambas katanya sedang ada lowongan, yaudah aku langsung cek di FB dan Instagramnya MIIS, eh ternyata memang benar sedang membuka lowongan. dengan senang hati saya melamar kesana. Alhamdulillah setelah mengikuti serangkaian proses rekrutmen saya dinyatakan lolos."[17]

From the statement delivered by Mr. Ms. Cahyaningsih Utami, it can be concluded that MI Istiqomah Sambas including educational institutions that are quite active in the world of social media both provide information about the activities carried out, they also use social media to withdraw educators by sharing information on job vacancies needed at Istiqomah MI Sambas Purbalingga.

c. Determine the methods of recruitment

In conducting recruitment, MI Istqiomah Sambas Purbalingga uses an open method, meaning that job information is widely informed through social media, so that it is widely distributed to the public quickly. Social media used include, Facebook, Instagram and also via Whatssapp. This is in accordance with the results of the interviews that the researcher did with Ms. Nurlaila Okiwati as the representative Management of t LPIS. She said:

> "Sekarang kami kalau membuka lowongan pekerjaan sudah tidak melalui slebaran yang kami tempel di beberapa titik lokasi, tapi

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[17] Interview with Ms. Cahyaningsih Utami, on January 20th, 2019 at 13.30 - finished.

> kami lebih memkasimlakan media sosial sebagai penyebar informasi tercepat saat ini mba, beneran itu kami baru share di medsos beberapa hari langsung pelamar yang datang banyak sekali, bahkan kami wkatu itu cm butuh 22 orang yang melamar sampai sekitar 200an pelamar, itu angka yang luarbiasa bagi kami, apalagi kami hanya menggunakan media sosial dalam penyebaran informasinya, selain menghemat biaya hal ini juga bisa begitu cepat tersebar ke masyarakat umum"[18]

From the statement said by Ms. Nurlaila Okiwati, It can be concluded that the dissemination of information about recruitment at MI Istiqomah Sambas Purbalingga through social media can actually spread to the wider community very quickly, this is evident when withdrawals were only conducted through social media for 4 days, there were already around 200 applicants, even though the power needed is only 22 people. So, with this open method, it does not require a long time, this MI Istiqomah Sambas can already get hundreds of applicants who enter.

d. The obstacles of recruitment

In each process there will certainly be various obstacles, but the constraints that must be realized as material for consideration in the evaluation later. Means, the obstacles that arise are not then used as something that can hinder all recruitment processes that have been well planned.

2. The process of promotion and demotion at MI Istiqomah Sambas Purbalingga

MI Istiqomah Sambas Purbalingga in this case, provides an opportunity for all existing educators to improve their careers through promotional programs. Promotion in question is the transfer from one position to another higher position, greater authority and responsibility, higher status and income.

In this case an educator is the main position received after going through the recruitment process. After carrying out the procedure as an

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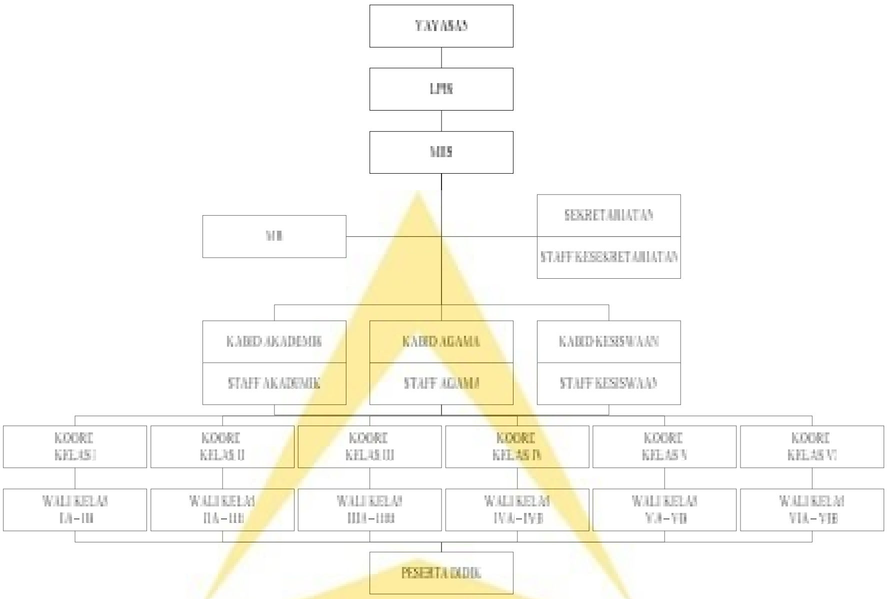
[18] Interview with Ms. Nurlaila Okiwati as the Representative Management of LPIS, on January 14th, 2019 at 09.30 - finished

educator, if it fulfills the qualifications of feeding educators, the position will be promoted to a higher position, so this promotion process is a promotion from the lowest position to going upstairs in accordance with the existing structure. The structure that is available at Istiqomah MI Sambas purbalingga is that it can be seen in the chart below:


YAYASAN
LPIS
MIS
MB
SEKRETARIATAN
STAFF KESEKRETARIATAN
KABID AKADEMIK
STAFF AKADEMIK
KABID AGAMA
STAFF AGAMA
KABID KESISWAAN
STAFF KESISWAAN
KOORD KELAS I
KOORD KELAS II
KOORD KELAS III
KOORD KELAS IV
KOORD KELAS V
KOORD KELAS VI
WALI KELAS IA – IB
WALI KELAS IIA – IIB
WALI KELAS IIIA – IIIB
WALI KELAS IVA – IVB
WALI KELAS VA – VB
WALI KELAS VIA – VIB
PESERTA DIDIK

Pictures. 2
Organizational Structure of MI Istiqomah Sambas Purbalingga[19]

If viewed from the organizational structure of MI Istiqomah Sambas Purbalingga as shown above, the position at the bottom is teacher/homeroom teacher, so an educator who experiences a promotion will rise to the position above. from starting the homeroom experience to being a class coordinator, then from the class coordinator going up to staff both in the academic, student and religious fields, then from the staff up to being the head of the academic, student, and religious fields, then from the chief to the principal and so on . This promotion process is the authority of the management in the LPIS formed in the formation team. Regarding this

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[19] This source was obtained from the data documentation of MI Istiqomah Sambas Purbalingga, which was displayed on a school data board located at the entrance of MI Istiqomah Sambas Purbalingga. The school data board is a medium used to provide administrative data information carried out by schools to interested parties openly

promotion process the researcher conducted an interview with the head of academic at MI Istiqomah Sambas Purbalingga, namely Ms. Tri Asih Yulianingrum, she said:

> "Untuk promosi di MIIS sendiri sudah berjalan dengan baik sesuai prosedur mutu yang kami miliki mba, jadi guru yang telah berpengalaman dan sudah diangkat sebagai pegawai tetap yayasan dia akan mendapatkan promosi jabatan jika memenuhi standar kualifikasi. biasanya yang dapat promosi jabatan ya guru yang aktif dalam berbagai kegiatan, punya skill manajerial yang menonjol, memiliki hasil penilaian kinerja yang bagus, hasil supervisinya juga bagus. tapi juga kami para kepala bidang ikut serta dalam menentukan promosi jabatan, misalnya dengan mengamati keprbiadaianya sehari-hari, keaktifanya bagaimana, perilakunya bagaimana, disiplin atau tidak dan sebagainya. Hasil pengamatan ini nantinya kami serahkan kepada LPIS nanti LPIS dan tim formasi lah yang menentukan promosi tersebut, dan jabatan apa kiranya yang sesuai dengan guru tersebut."[20]

From the statement said by Ms. Tri Asih Yulianingrum, It can be concluded that a decision to give promotion to existing educators is certainly done through several considerations. So it is not only allowing someone from a lower level position to the top level for free but there are some things that are taken into consideration. As for matters that are used as material for consideration to give a promotion that is seen from managerial skills, the results of performance appraisal are carried out 2 times in one year of study, the results of supervision of learning activities, observations by Head of Department, Principal and LPIS about personality and social scope. Some considerations or conditions that must be fulfilled by the teacher to get this promotion are also known openly by the existing teachers, meaning that this can be a motivation for teachers to continue to improve their competencies.

Furthermore, the demotion process is the opposite of promotion, meaning that if the teacher who gets a promotion is a teacher who has a pretty good performance on the contrary, the teacher whose performance is declining or not good, the teacher will get demotion as a form of punishment that educates them. This is in accordance with the interview process with Ms. Nurlaela Okiwati as the representative management at MI Istiqomah Sambas Purbalingga. She said that:

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[20] Interview with Ms Tri Asih Yulianingrum on January 15th, 2019 at 12.30 – finished

> “.....jadi hasil temuan dari audit internal kita combine dengan hasil penilaian kinerja dan proses pengamatan dalam kegiatan sehari-hari selama guru tersbeut bekerja dijadikan sebagai bahan pertimbangan. jika hasilnya bagus maka sebagai bahan pertimbangan untuk proses promosi, dan jika hasilnya belum bagus maka bisa jadi bahan pertimbangan juga untuk pemberian demosi”[21]

So this demotion process will really be accepted by human resources whose performance still needs to be improved. This can be referred to as a form of punishment that educates the LPIS for human resources which is indeed still very necessary to improve its performance. this is expected to be a motivation for all HR to always improve their performance in a better direction. The choice between promotion and demotion can actually depend on each choice. If you want to get a promotion, of course, each teacher tries to improve and try to change to a better direction by improving performance through the competencies they have. The teacher must compete to make achievements at MI Istiqomah Sambas as proof of his sincerity in educating the nation's best sons and daughters. On the contrary if the spirit is loose and decreases, the teacher must be prepared to get demotion, which of course everyone does not want to get it.

Furthermore, it was concluded that the demotion process would certainly be used as an introspection material for teachers who got it, self-introspection in the sense of learning by the mistakes that have been made so as not to repeat them in the future. This is of course accompanied by a change in performance patterns that are getting better and better. The demotion that runs at MI Istiqomah Sambas Purbalingga is an educational punishment for employees so that employees can learn to improve the

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[21] Interview with Ms. Nurlaila Okiwati as the Representative Management of LPIS, on July 14th, 2019 at 19.00 – finished.

quantity and quality of their work so that they can improve their work performance and productivity.

3. The process of teacher competencies development at MI Istiqomah Sambas Purbalingga

After obtaining new educators through a series of recruitment processes, MI Istiqomah Sambas conducted a teacher competencies development program. This development program includes two types, namely informal development and formal development. Informal development, namely the teacher of his own desire and effort to train and develop himself by studying literature books that have to do with work or position. Informal development shows that the teacher is eager to progress by improving his work ability. This is beneficial for MI Istiqomah Sambas itself, because the teachers' work performance will be even greater, besides efficiency and productivity will also be better.

Then, the formal development is the teacher who is assigned by the school to take part in education and training, both conducted inside the school and carried out by other institutions from external parties.

Teacher competencies development at MI Istiqomah Sambas Purbalingga was carried out in the form of education and training. This education and training program is carried out to improve the level of competence that they have. The focus point in this program is to focus on pedagogical competencies improvement, personality competencies, social competencies, and teacher professional competencies.

The teacher development program is not only needed for new educators, but also for educators who have long worked. This is done to improve their competence so that their performance can improve. The teacher education and training process at MI Istiqomah Sambas Purbalingga is carried out in a variety of activities tailored to the needs. The intended needs are adjusted to the competencies to be achieved by educational institutions, namely:

a. Pedagogical competencies

The pedagogical competence improvement of teachers at MI Istiqomah Sambas Purbalingga means teachers are required to have the ability to carry out teaching and learning activities, be able to master subject matter, be able to motivate students, complete teacher administration, be able to conduct guidance and counseling, are able to recite the Qur'an well and correctly. This is in accordance with the results of the interviews that the researcher did with Ms. Eny Isnawati. She said that:

> "Waduh mba, saya ini lulusan sarjana ekonomi, saya disini mengajar mata pelajaran bahasa Indonesia. Dulu sempat khawatir ga bisa menyesuaikan diri, tapi alhamdulillah di MIIS saya dapat banyak pelatihan tentang berbagai kompetensi yang membuat saya bisa tetap bertahan untuk mengajar mapel bahasa Indonesia dari tahun 2003 sampai 2019 sekarang ini. meskipun background saya bukan orang pendidikan tapi disaini saya mampu mengajar materi yang sebetulnya bukan dijalur jurusan saya sewaktu kuliah. saya sangat berterimakasih sekali kepada pihak sekolah yang membuat saya seperti sekarang ini. saya jadi bisa bikin RPP, bikin desain dan strategi pembelajaran, baca qur'an juga jadi lebih baik. ya itu saya dapatkan dari hasil pendidikan dan pelatihan selama saya bekerja disini mba. banyak deh pelatihan-pelatihanya, hehehe.."[22]

From the statement delivered by Ms. Eny Isnawati, it can be concluded that MI Istiqomah Sambas is very concerned about improving teacher competencies. MIIS always strives to be able to adapt its teachers to their duties and responsibilities as an educator. To be able to improve the pedagogical competence of teachers, various kinds of education and training are supported, including:

1) Internship program

The Internship program is intended for new teachers who have passed a series of recruitment processes and are declared to have been accepted to work at MI Istiqomah Sambas Purbalingga. This is in accordance with the results of the interviews that the researcher did with Ms.Erna Ma’rifah. She said:

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[22] Interview with Ms Eny Isnawati on January 15th, 2019 at 14.00 – finished

> “Dulu pas saya sudah diterima disini, saya ndak langusng dapet jam mengajar mba. saya harus melewati proses magang dulu selama 2 bulan, lalu masa percobaan 8 bulan, dan masa pembinaan 18 bulan. nanti setelah 2,2 tahun baru diangkat sebagai pegawai tetap yayasan. selama magang saya diberi pembelakan dulu selama satu minggu, kemudian setelah pembekalan saya dapat tugas untuk melakukan observasi lingkungan sekolah, jadi ya lihat lihat bagaimana cara guru disini mengajar lalu saya bikin semacam catatan harian selama disana apa saja yang dapat saya pelajari dan saya juga disuruh kasih masukan atau saran dari hasil observasi saya. Selama proses magang didalamnya kan ada pembinaan ya mba, nah disitu saya dapet materi pedagogik, ya meskipun selama kuliah saya sudah pernah belajar itu tapi disini diajarkan lagi katanya untuk menyamakan persepsi dengan lembaga sini. saya menikmati proses ini dengan senang”[23]

Based on the results of interviews with Ms. Erna and adapted to the book quality procedures at MI Istiqomah Sambas Purbalingga the researcher can conclude that the internship program is held for two months. During the internship process, new teachers have not received active hours of teaching. They are given two activities, namely:

a) Provisioning

New teachers get provisioning for approximately one week. In the provisioning process they were given various kinds of material which had been prepared by the educational institution MI Istiqomah Sambas Purbalingga including orientation material, so new teachers were expected to recognize the school environment well along with school culture and all activities, orientation material was delivered directly by the principal.

Furthermore, they were provided with material on pedagogic competencies, namely the understanding of teachers' insights on the foundation and philosophy of education. they learn how to understand the potential and diversity of students so that they can make learning designs that are in accordance with the curriculum at MI Istiqomah Sambas Purbalingga, they are also provided on how to develop curriculum/syllabus both in document and implementation. They also get provisions about educational learning with a dialogical and interactive atmosphere. So that learning becomes active, innovative, creative, effective and fun.

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[23] Interview with Ms Erna Ma’rifah on January 15th, 2019 at 14.00 – finished

In this case the new teacher may have learned about pedagogical material as long as they go through the process of education in college, but this material is conveyed again so that the material they have learned before can be aligned or in one principle with what is understood by MI Istiqomah Sambas Purbalingga. This material is also very important for new teachers who are not graduates from education programe, of course this material becomes very useful for those who have not used pedagogical material during their previous education.

b) Observation

In addition to get a new teacher from the education institution, new teachers were given the task of: observing in classes that were carrying out teaching and learning activities. During evaluating the observation process in the school environment, new teachers are expected to be able to learn and manage the school environment, understand students, analyze the process of teaching and learning activities carried out by the teacher in the classroom, and prepare themselves so that they can be used and possible with the environment work.

In this internship activity, the teachers are given guidance by the Academic Head. They are also required to make a daily journal. This Daily Journal contains reports/information about what activities were carried out during observations in MI Istiqomah

Sambas Purbalingga. The journal that has been made, then verified by the head of the secretariat and validated by the head of the academic field. Then the resume report during the trading period prepared by the new teacher is legalized by the principal. the resume report is duplicated by 3 copies and transferred to the academic, LPIS and personal files.

In this observation activity, the teacher could only immediately gain knowledge from seeing and getting various teaching experiences from other teachers who had experience teaching at MI Istiqomah Sambas purbalingga. So in the discussion of this observation activity, the teacher just gained new knowledge that could improve competence, especially in the realm of pedagogic competence.

2) Inhouse training (IHT)

To improve the pedagogical competence of teachers at MI Istiqomah Sambas Purbalingga, an education program and training in the form of Inhouse Training (IHT) were conducted. The existence of this program, teachers will more easily absorb and apply training materials to solve and overcome work problems that are often experienced and able to improve teacher competence in the pedagogical field. This data is obtained in accordance with the results of interviews that the researcher did to Ms. Tri Asih Yulianingrum, she said that:

> “Dalam rangka peningkatan kompetensi guru di sekolah kami, biaanya kami mengadakan program pendidikan dan pelatihan guru dalam berbagai jenis kegiatan. salah satunya adalah kegiatan IHT. dimana kegiatan ini berisi pelatihan untuk guru-guru dalam mningkatkan kompetensi pedagogik dan profesionalnya. untuk tema atau materi IHT nya kami rumuskan sesuai dengan haisl rapat dari beberapa kepala bidang. kami biasanya menyesuaikan tema sesuai dengan perkembangan sistem pendidikan di Indonesia. kami bertusaha menyajikan materi-materi yang up to date dengan jaman, misalnya lagi ramai tentang kebijakan penerapan kurikulum 2013, kami tentunya adakan tentang pelatihan kurikulum

> 2013. dan tentunya dengan tema-tema lain sesuai dengan kebutuhan lembaga pendidikan di MI Istiqomah sambas ini mba. Nanti akan kami beri data tertulis tentang jenis dan tema pelatihan apa saja yang sudah kami laksanakan selama ini.”[24]

Inhouse training activities related to the improvement of teacher pedagogical competencies were initiated by the chairman of the academic field and his staff, and then they were also carried out. Meaning in terms of the committee is also held by the academic field.

The themes of the Inhouse training activities that have been carried out by MI Istiqomah Sambas Purbalingga are as follows:

a) Workshop of motivation building and learning strategy

This workshop was held on December 22nd-24th, 2011, which was held in the hall of MI Istiqomah Sambas Purbalingga. This activity is organized by the school. The speaker in this activity was a lecturer from STAIN Purwokerto.

b) Workshop of curriculum 2013

This workshop was held on December 22nd-24th, 2014, which was held in the hall of MI Istiqomah Sambas Purbalingga. This activity is organized by the school. The speakers in this activity were lecturers from the UNNES Semarang

c) Refresh of fun learning in the classroom and tahfidzul quran learning

This activity was held on December 19th-22nd, 2016, which was held in the hall of MI Istiqomah Sambas Purbalingga. This activity is organized by the school. Speakers in this activity are from the internal school, namely the head of the academic field and the head of the school's religious field and staff.

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[24] Interview with Ms Tri Asih Yulianingrum on January 15th, 2019 at 12.30 – finished

d) Workshop of the evaluation of curriculum 2013

This workshop was held on December 18th-20th, 2017 which took place in the hall of MI Istiqomah Sambas Purbalingga. This activity is organized by the school. The speakers in this activity were from the internal school, namely the Head of the academic field along with staff and also from the LPIS Research and Development field

e) Training of evaluation learning and maing oriented WOTS questions (Higher order thinking skills)

This training was held on December 17th-19th, 2018, which took place in the hall of MI Istiqomah Sambas Purbalingga. This activity is organized by the school. Speakers in this activity are from internal schools, namely the Head of Academics and staff.

Some information data on the themes taken from the Inhouse Training program above are themes related to education and training aimed at teacher pedagogical competencies improvement at Istiqomah MI Sambas Purbalingga.

3) School Partnership

MI Istiqomah Sambas Purbalingga has conducted training through school partnerships, namely partnering with universities, such as STAIN Purwokerto and UNNES Semarang.

The form of partnership that is carried out is that the school collaborates with universities to make a request for speakers as speakers in education and training activities for teachers at Istiqomah MI Sambas Purbalingga. This is done so that the training carried out can be directly received through the expert (lecturer) in the intended college to deliver the material to the training participants. The location of the training will continue at the Istiqomah MI Sambas Purbalingga. It’s just that for the speakers taken from the institutions that have partnered. In this case the training carried out was related to material about teacher pedagogical competencies, namely training on learning strategies and workshop of curriculum 2013

4) Internal school development

Education and training are also carried out through internal school development. All teachers at MI Istiqomah Sambas will receive internal guidance in the field of pedagogic competence. This internal coaching aims to solve the problems faced by the teacher related to the process of teaching and learning activities. all problems will be discussed and communicated and then a solution will be found.

Internal school development is carried out in the form of formal communication between fields and functions through meetings, namely as follows:

a) Meeting (formal Communication) of the head of departement

This meeting is held every Wednesday morning at 08.00 - finished. This meeting is held to ensure that the interaction between the processes involved in the implementation of the quality management system runs effectively, including if problems are found to be solved together.

The formal communication of the head of departements is led by the proncipal. It is carried out through a coordination meeting. Participants in this meeting are management representatives, head of departemens and staff. the results of the meetings in formal communication will be recorded, documented and followed up.

The agenda in the implementation of head of departemens communication includes issues related to students and alumni, problems related to organizational performance, and also problems related to third parties and the government.

b) Class coordinator meetings

This meeting is held 1 week 1 time, for the time of implementation determined by the coordinator of each class.

Participants from this meeting are homeroom teacher and parallel teacher. The agenda in this meeting is covering issues related to students, problems related to internal performance, problems related to third parties and the government.

This meeting is accompanied by a head of departemen or staff of the head of the departemen on schedule, at least 1 month 1 time. The results of this meeting are recorded, documented and followed up.

c) Subject teachers meeting

This meeting is held 1 week 1 time, while the time of implementation is determined by the coordinator of each. Participants in this meeting are subject teachers and attended by heads of academic departemen or staff at least once a month.

The agenda in this meeting covers issues related to the teaching and learning process, problems related to the development and deepening of the material, problems related to students and problems related to the internal performance of the organization.

The results of this meeting are then communicated by the study coordinator to the head of the academic departemen, then to be followed up by the subject teacher with the set schedule.

d) Special meetings

This meeting is only carried out if there are problems that must be addressed immediately

e) Combined meetings with LPIS and education units

This meeting is held in the first week of each month. In this meeting, all teachers will provide guidance from the LPIS and the school principal regarding their duties and functions as a teacher.

These formal communication activities between departemens and position functions through the meetings mentioned above are included in the education process through internal develpoment from the school and among fellow teachers at MI Istiqomah Sambas Purbalingga.

5) Advanced education

Advanced education in order to improve the competencies of teachers at MI Istiqomah Sambas was carried out through two channels, namely the personal way and the scholarship way. Personal way, namely the teacher continues advanced education, namely taking a postgraduate program by using personal costs with enthusiasm and awareness of the importance of increasing self competence

Then for the scholarship way, the teacher continued his education to a higher level, funded by the educational institution MI Istiqomah Sambas Purbalingga. the scholarship program is intended for certain teachers who have the results of evaluating good performance and achievement.

By participating in advanced education programs, the competencies possessed by the teachers will increase, this will also have a positive effect on the progress and quality of educational institutions. This advanced education program can also increase knowledge about teacher pedagogical competencies if the department taken is a department related to education.

b. Personality Competence

Educators at MI Istiqomah Sambas Purbalingga are required to be noble and religious persons. However, the teacher is a person who is a role model for the teacher, himself, the students and the community. Therefore the teacher must have a strong personality character, so that he can be a source of inspiration for everyone, especially the school people. Meanwhile, MI Istiqomah Sambas is also an educational institution with Islamic nuances, of course the teachers within the institution must also have religious characters that can be emulated and become role models for school members and the community.

In the terms of improving the personality competence of teachers at MI Istiqomah Sambas Purbalingga, it was carried out through several efforts, including through internal school development which included regular scheduled communication forums at Istiqomah MI Sambas purbalingga. In routine meetings between all teachers, heads of departemens and staff, principal and LPIS always begins with a *kultum* delivered both by the principal and the LPIS that has been scheduled at each meeting. This is in accordance with the results of the interviews that the researcher did with Ms.Erna Ma'rifah. She said:

> "Kalo dalam hal kompetensi kepribadian kita dapat pembinaan khusus pada setiap pertemuan/rapat mba, biaanya disetiap pertemuan dengan LPIS maupun pertemuan internal sekolah kami guru-guru selalu dapat semacam kultum dan arahan mengenai bagaimana menjadi pribadi yang baik, santun dan religius di lingkungan sekolah maupun masyarakat"[25]

Based on the results of interviews with Ms. Erna, the researcher concluded that the pmrovement of teacher personality competencies at MI Istiqomah Sambas Purbalingga was carried out through the *kultum* or personality development of the teacher. Through the *kultum* the teacher can understand the material presented, namely how to compete with a teacher who is noble and becomes a role model for all school members and the community, after listening to the material from this culture it is expected that all teachers can implement it in daily life. So that finally a teacher can be formed that can be used as an example for others. This is where the competence of the teachers' personality at MI Istiqomah Sambas Purbalingga is fostered to be better and better.

c. Social Competence

As social beings, teachers in MI Istiqomah Sambas Purbalingga must always behave politely, and be able to communicate well with others. In terms of fostering and developing social competency at MI

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[25] Interview with Ms Erna Ma'rifah on January 15th, 2019 at 14.00 – finished

Istiqomah Sambas Purbalingga, it was conducted simultaneously with the development of personality competence, namely through cults which were carried out before the internal communication forum began. So the teacher is trained both in terms of personality and social.

Besides that the teacher can also learn to be a socially polite person through daily interactions with all school members. teachers can emulate the attitudes and behaviors of other teachers who have good social personality. By becoming a person who has social ethics, he can adapt well to the environment of MI Istiqomah Sambas Purbalingga.

d. Professional Competence

Professional competence refers to actions/performance that are rational and meet certain specifications in carrying out educational tasks. In this case, MI Istiqomah Sambas Purbalingga in conducting professional competence training carried out various kinds of supporting education and training which included inhouse training, internship programs, school partnerships, internal school development, and advanced education.

The professional competence development program is more emphasized in the Inhouse Training (IHT) activity, where the purpose of the activity is one of which is to improve teacher professional competence. The themes in the Inhouse Training activity at MI Istiqomah Sambas Purbalingga are:

1) Training of Alqur’an learning in the tamyiz method

This training was conducted on March 27th-April 1st, 2012 which took place in the hall of MI Istiqomah Sambas Purbalingga. This activity was organized by the LPIS. The speaker in this activity was from Bani Tamyiz Indramayu.

2) Training of *tashih* and *tahsin Alqur’an* with UMMI method

This training was conducted on May, 9th-12nd, 2013, which took place in the hall of MI Istiqomah Sambas Purbalingga. This activity was organized by the LPIS. The speaker in this activity was from UMMI Foundation Bandung.

3) Training of *Tahfidzul Qur'an* learning

Pelatihan ini dilakukan pada tanggal 21-23 Desember 2015, yang bertempat di aula MI Istiqomah Sambas Purbalingga. Kegiatan ini diselenggarakan oleh sekolah. Pemateri dalam kegiatan ini adalah SD IT Harapan Bunda Purwokerto.

4) Training of alqur'an learning with *Hanifida* method

This training was held on January 7th-10th, 2019 which was held at the hall of MI Istiqomah Sambas Purbalingga. This activity was organized by the LPIS. The speaker in this activity was the inventor of the Hanifida method itself, namely Dr. Hanifuddin Mahadun, M.Ag and Dr. Khoirotul Idawati Mahmud, M.Pd.I.

Then, in the process of teacher competencies development at MI Istiqomah Sambas Purbalingga, evaluation was always carried out as a material consideration to determine the next program of activities so that it could be better. This is in accordance with the results of the interviews that the researcher did with Ms. Nurlaila Okiwati as the representative Management of t LPIS. She said:

> "Di dalam proses peningkatan kompetensi guru melalui serangkaian kegiatan yang sudah tersusun dengan baik sesuai dengan prosedur mutu yang kami miliki, kami selalu mengadakan evaluasi, kiranya apa sjaa kekurangan yang perlu diperbaiki dan apa saja hal baik yang mesti dipertahankan dan ditingkatkan. Evaluasi ini dilakukan oleh LPIS maupun MIIS tergantung kebutuhannya mba."[26]

Based on the results of interviews and data matching, researcher can conclude that the evaluation was carried out by LPIS and education unit of MI Istiqomah Sambas Purbalingga itself, of course in terms of the type of activities. For a series of recruitment and promotion activities, evaluations are carried out by LPIS and staff.

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[26] Interview with Ms. Nurlaila Okiwati as the Representative Management of LPIS, on January 14th, 2019 at 09.30 - finished.

While the teacher competencies development activities were carried out by both LPIS and MI Istiqomah Sambas Purbalingga, namely the principal, the heads of departement and staff. The results of this evaluation meeting will later be used as material for consideration to determine the next program.

4. The Process of controlling human resources at MI Istiqomah Sambas Purbalingga

The activity of controlling all employees aims to comply with company regulations and work according to plan. If there are irregularities or errors, corrective actions and improvements are made. Employee control includes attendance, discipline, behavior, cooperation, carrying out work, and maintaining the work environment situation.

At Mi Istiqomah Sambas Purbalingga, the controlling process is carried out through three stages, namely the use of an internal audit system, joint coordination meetings and performance appraisal. These three stages are carried out as a controlling form of LPIS towards its human resources. for internal audits carried out by a team formed specifically by the LPIS by taking people who have competencies based on observations from the management, those chosen are then included as training auditors, until they graduate and have certificates, after that they are elected to be auditor team trusted by the LPIS to conduct an internal audit. This is in accordance with the interview conducted by researcher to Mrs. Nurlaela Okiwati, shee said that:

> “Kalo kita, emm controllingnya diantaranya pertama, ada audit internal mbak, jadi audit internal itu karena semua satuan sudah diminta untuk menerapkan sistem Manajemen mutu ISO. Meskipun yang bersertifikasi baru MI Istiqomah Sambas nya, tapi satuan yg lain kan sudah ISO semua, nah kemudian dari LPIS mengadakan audit internal. nah itu dikoordinasi oleh manajer organisasi dan SDM yaitu saya sendiri yang kemudian dibentuk satu tim khusus yang ditunjuk oleh LPIS sebagai pellaksana, kan itu sudah bersertifikat sebagai auditor, nah disitu nanti kita melaksanaan sistem manajemen

> mutu di masing-masing satuan trmsk sdm nya bagaimana kinerja mereka. itukan sudah bisa dilihat dari proses audit internal. nah audit internal ini paling tidak dilaksanakan 3 kali dalam setahun. kemudian yang kedua, kita tentu ada setiap bulan kan kita ada koordinasi gabungan dengan kepala satuan, dimana disitu salah satu point acaranya adalah laporan dari masing-masing satuan, tentunya disitu berkaitan dengan kinerja sdm juga, gitu.. nah kemudian yang ketiga ada yang namanya penilaian kinerja, bagi seluruh sdm yang mana pelaksananya kita serahkan ke satuan pendidikan masing-masing untuk pelaksanaan kinerjanya, tetappi tentu dari masing-masing satuan harus melaporkan hasil penilaian kinerjanya ke LPIS, seperti itu..nah kalau penilaian kinerja itu dilaksanakan setiap akhir semester."[27]

Based on the interview conducted by the researcher with Mrs. Nurlaela Okiwati it was clear that the controlling process carried out at the Istiqomah Sambas Purbalingga MI was through 3 stages, from internal audits, joint coordination meetings and performance assessments. In the three stages, of course, there will be many findings which the results will be used as consideration for decisions for teachers to obtain reward and punishment.

5. The process of teachers' evaluation performance at MI Istiqomah Sambas Purbalingga

The performance evaluation process at MI Istiqomah Sambas Purbalingga actually falls into the controlling process, which is to assess how the performance carried out during the process at Sambas Purbalingga MI Istiqomah whether the results are good or vice versa.

The performance appraisal process is carried out at the end of each semester, which means that the implementation is carried out twice during one lesson. The executor of this performance evaluation was from MI Istiqomah Sambas Purbalingga himself on the orders of the LPIS which then the results were reported to the LPIS for the results to be used as material for consideration of the decision of all teachers / employees. Of course the results of performance appraisal are not the only way to assess, of course the

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[27] Interview with Ms. Nurlaila Okiwati as the Representative Management of LPIS, on July 14th, 2019 at 19.00 – finished.

assessment is based on the results of internal audits, joint coordination meetings and the results of teacher performance evaluations.

The process of evaluating teacher performance is done by the teacher evaluating himself by filling out the assessment form provided by the assessment team, which the results will be re-confirmed by the principal whether the results are in accordance with what has been done or not. if appropriate, the assessment becomes the final result which will be combined with other findings.

6. The implications of teacher competencies improvement for the quality of educational institution at MI Istiqomah Sambas Purbalingga

The whole series of teacher competencies improvement carried out at MI Istiqomah Sambas Purbalingga from the process of recruitment, promotion and reaching the stage of teacher competencies development certainly provided a positive implication for the quality of education at MI Istiqomah Sambas Purbalingga.

The quality of education is the degree of excellence in the management of education effectively and efficiently to give birth to excellence both academically and non-academically in an educational institution. These advantages can be seen from the achievements achieved by schools, teachers and students. The achievement in question is academic and non-academic achievements. The following are the achievements of MI Istiqomah Sambas Purbalingga:

a. The Achievement of students at MI istiqomah Sambas Purbalingga

Students at MI Istiqomah Sambas Purbalingga have many achievements, ranging from achievements at the sub-district, district, provincial, national and even achievements at the international level. This is in accordance with the interview with one of the outstanding students in Sambas MI, namely Naya Agustina Salsabila, she said that:

> “aku sangat senang bisa sekolah di MIIS, guru disini baik baik, aku juga sering dapet bimbingan untuk ikut berbagai lomba. aku pernah si dapet juara 1 lomba tahfidz, juara 2 lomba Jamran di UNNES, juara duta lingkungan sehat, juara tratil, dan juara

> Jumbara PMR juga pernah. Itu semua kuraih berkat hasil bimbingan para guru disini. seneng deh pokoknya sekolah disini”[28]

From the statement delivered by students named naya Agustina Salsabila, researcher can conclude that the ability of students at MI Istiqomah Sambas Purbalingga to achieve their achievements is certainly due to the hard work and guidance of the competent teachers at MI Istiqomah Sambas. Without the assistance and guidance of the teachers it seems this is difficult to achieve.

With the existence of a number of data on student achievement at MI Istiqomah Sambas Purbalingga, it can be concluded that MI istiqomah Sambas managed to deliver students to the gate of success and achievement. Information about the achievements achieved by these students is certainly a separate selling power for MI Istiqomah Sambas Purbalingga. This encouraged the community to continue to entrust the education process of their children at MI Istiqomah Sambas Purbalingga.

The details of the achievement can be seen from the data obtained by researcher in the table below:

Table 3

Student Achievements data for MI Istiqomah Sambas Purbalingga From 2000-2019

No	PRESTASI	TAHUN	KETERANGAN
1	Juara I MTQ pelajar	2000	Tk. Kecamatan
2	Juara I MTQ pelajar	2001	Tk. Kecamatan
3	Juara II Adzan & Iqomah	2001	Tk. Provinsi
4	Juara I Drum Band SD/MI	2002	Tk. Kabupaten
5	Juara I Gita Pati Terbaik	2002	Tk. Kabupaten
6	Juara I Seni Islami	2002	Tk. Kecamatan

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[28] The results of interviews with students named naya Agustina Salsabila on January 15th, 2019 at 08.00 until finished.

7	Juara II Pend. Agama Islam Putra	2002	Tk. Kecamatan
8	Juara III Pend. Agama Islam Putri	2002	Tk. Kecamatan
9	Juara Kendaraan Hias Kreatif	2002	Tk. Kabupaten
10	Juara I Hafalan Surat-Surat Pendek	2002	Tk. Kabupaten
11	Juara I Drum Band SD/MI	2003	Tk. Exs-Kars Banyumas
12	Juara I Lomba Karnaval Mobil Hias	2003	Tk. Kabupaten
13	Juara I Bidang Study IPA	2003	Tk. Kecamatan
14	Juara I Bidang Study IPU	2003	Tk. Kecamatan
15	Juara I Bidang Study Matematika	2003	Tk. Kecamatan
16	Juara I Bidang Study Bhs. Inggris	2003	Tk. Kecamatan
17	Juara I Seni Islami	2003	Tk. Kecamatan
18	Juara I Bidang Study Bhs. Indonesia	2003	Tk. Kecamatan
19	Juara I Bidang Study Bhs. Arab	2003	Tk. Kecamatan
20	Juara II Bidang Study IPA	2003	Tk. Kabupaten
21	Juara I Bidang Study IPU	2003	Tk. Kabupaten
22	Juara I Bidang Study Bhs. Inggris	2003	Tk. Kabupaten
23	Juara I Bidang Study Bhs. Indonesia	2003	Tk. Kabupaten
24	Juara I Lomba Busana Muslim	2003	Tk. Kabupaten
25	Juara I Mapel PAI	2004	Tk. Kabupaten
26	Juara I Mapel B. Inggris	2004	Tk. Kabupaten
27	Juara I Khot Indah Putra	2004	Tk. Kabupaten
28	Juara I Puitisasi Al Qur’an Putra	2004	Tk. Kabupaten
29	Juara I Puitisasi Al Qur’an Putri	2004	Tk. Kabupaten
30	Juara I Puitisasi Al Qur’an Putri	2005	Aksioma Kab Pbg
31	Juara II Kaligrafi Putri	2005	Aksioma Kab Pbg
32	Juara II Kaligrafi Putra	2005	Aksioma Kab Pbg
33	Juara III Seni Islami	2005	Aksioma Kab Pbg
34	Juara Harapan III Olimpiade IPA	2005	Tk Provinsi
35	Juara I Seni Baca Al Qur’an Putri/MI	2006	Tk Kabupaten
36	Juara II Seni Baca Al Qur’an Putra/MI	2006	Tk Kabupaten
37	Juara I Kaligrafi	2006	Tk Kecamatan
38	Juara I Lomba Pidato Bahasa Inggris Putri	2006	Tk Kecamatan
39	Juara I Lomba Pidato Bahasa Arab Putri	2006	Tk Kecamatan
40	Juara I Lomba Pidato Bahasa Arab Putra	2006	Tk Kecamatan
41	Juara III Pidato Bahasa Inggris Putra	2006	Tk Kecamatan
42	Juara I Lomba Pidato Bahasa Jawa Putra	2006	Tk Kecamatan
43	Juara II Lomba Pidato Bahasa Jawa Putri	2006	Tk Kecamatan

44	Juara I MTQ Putra	2006	Tk Kecamatan
45	Juara I MTQ Putri	2006	Tk Kecamatan
46	Juara I Kaligrafi Putri	2006	Tk Kecamatan
47	Juara III Cerdas Cermat SD-MI	2006	Tk Kecamatan
48	Juara I Kaligrafi	2006	Tk Kabupaten
49	Juara I Bulutangkis	2006	Tk Kabupaten
50	Juara I Pidato Bahasa Jawa	2006	Tk Kabupaten
51	Juara II Matematika IV	2007	Tk Kabupaten
52	Juara Favorit Lomba Bercerita B. Inggris Untuk anak	2007	Tk. Eks. Kars. Banyumas
53	Juara II Lomba Mapel Matematika	2007	Tk. Eks. Kars. Banyumas
54	Juara Harapan II Lomba Mapel Matematika	2007	Tk. Karesidenan Banyumas
55	Juara Harapan II Lomba Mapel B.Inggris	2007	Tk. Karesidenan Banyumas
56	Juara Harapan II Lomba Mapel IPA	2007	Tk. Karesidenan Banyumas
57	Juara III Olimpiade IPA	2008	Tk Kecamatan
58	Juara II Cerdas cermat	2008	Tk Kecamatan
59	Juara II IPA Sederhana	2008	Tk Kecamatan
60	Juara II TIK SD/MI	2008	Tk Kecamatan
61	Juara I Siswa Berprestasi	2008	Tk Kecamatan
62	Juara I Siswa Berprestasi	2008	Tk Kabupaten
63	Juara II Mapel Bahasa Indonesia	2008	Tk Kecamatan
64	Juara Harapan II Mapel IPA	2008	Tk Karesidenan
65	Juara Harapan II Matematika	2008	Tk Karesidenan
66	Juara III Mapel Matematika	2008	Tk Karesidenan
67	Juara Harapan II Bahasa Inggris	2008	Tk Karesidenan
68	Juara Harapan I Bahasa Inggris	2008	Tk Karesidenan
69	Juara II Mapel Bahasa Inggris	2008	Tk Karesidenan
70	Juara I Mapel Bahasa Inggris	2008	Tk Karesidenan
71	Juara III Menyayi Tunggal	2008	Tk Karesidenan
72	Juara II Kata Perseorangan Karate Putra	2008	POPDA
73	Juara I Mapel Bahasa Indonesia	2009	Tk Kecamatan
74	Juara I Mapel IPA	2009	Tk Kecamatan
75	Juara III Dokter Kecil	2009	Tk Kecamatan
76	Juara II Mapel Bahasa Indonesia	2009	Tk Kabupaten
77	Juara II Mapel IPA	2009	Tk Kabupaten
78	Juara I Lomba Pidato Bahasa Arab	2009	Tk Kabupaten
79	Juara II Lomba Pidato Bahasa Arab	2009	Tk Provinsi

80	Juara I Mapel PKn	2011	Tk Kecamatan
81	Juara I Mengarang Bahasa Indonesia	2011	Tk Kecamatan
82	Juara II Mapel Bahasa Indonesia	2011	Tk Kecamatan
83	Juara II Kinerja IPA	2011	Tk Kecamatan
84	Juara II Cipta Karya Puisi	2011	Tk Kecamatan
85	Juara II Sinopsis	2011	Tk Kecamatan
86	Juara II LCC	2011	Tk Kecamatan
87	Juara III Seni Lukis	2011	Tk Kecamatan
88	Juara I Kata Perorangan Karate Putra	2012	Tk. Kabupaten
89	Juara I Catur Standar Putra	2012	Tk. Kabupaten
90	Juara I Madrasah Award	2012	Tk. Nasional
91	Juara I Pidato B. Indonesia Putra	2013	Tk. Kecamatan
92	Juara I Pidato B. Indonesia Putri	2013	Tk. Kecamatan
93	Juara I MTQ Putri	2013	Tk. Kecamatan
94	Juara II 200 M Renang Gaya Bebas Putri	2013	Tk. Kabupaten
95	Finalis OSN	2013	Tk. Provinsi
96	Juara I Hadroh	2014	Tk. Karesidenan
97	Juara I IMSO	2014	Tk. Kabupaten
98	Finalis Olimpiade Online	2014	Nasional
99	Juara I Renang Putri	2014	POPDA
			Tk. Kabupaten
100	Juara I Taekwondo Putra	2014	POPDA
101	Juara I Bulutangkis Tunggal Putra	2014	POPDA
102	Juara II Menyanyi Tunggal Putri	2014	Tk. Karesidenan
103	Juara II OSN	2014	Tk. Kabupaten
104	Juara II Lomba Mapel Matematika	2014	Tk. Karesidenan
105	Juara I OSN	2014	Tk. Kabupaten
106	Juara I OSN	2014	Tk.Propinsi
107	Juara II OSN	2014	Tk.Nasional
108	Finalis Olimpiade Online	2015	Tk.Nasional
109	Juara 1 POPDA Takwondo	2015	Tk.Kabupaten
110	Juara 2 POPDA Taekwnado	2015	Karsedinan
111	Juara 2 Invitasi bulutangkis antar Klub	2015	Tk Propinsi
112	Juara 1 Olimpiade Online Nasional (OON)	2016	Tk. Nasional
113	Juara 2 cerdas cermat UMP	2016	UMP
114	Juara I Kompetisi sains madrasah (IPA)	2016	Tk.Propinsi
115	Juara I Kompetisi sains madrasah (IPA)	2016	Tk.Nasional
116	Juara III Bahasa Inggris	2016	Karsedinan

117	Juara II Matematika	2016	Karsedinan
118	Juara III Matematika	2016	Karsedinan
119	Juara III Tilawah	2016	Karsedinan
120	Juara I Tartil	2016	Karsedinan
121	Juara III Bercerita	2016	Tk.Kabupaten
122	Juara III Menulis Artikel Kesehatan	2016	Tk.Kabupaten
123	Juara II Menulis Sinopsis Kesehatan	2016	Tk.Kec.Purbalingga
124	Juara III Menulis Sinopsis Kesehatan	2016	Tk.Kec.Purbalingga
125	Juara I story telling	2016	Tingkat Kecamatan
126	Juara I Lomba tahfidz	2016	
127	Juara II Peraih medali perak (IMSO)	2016	International mathematic and sains olimpiad
128	Juara I tahfidz	2016	
129	Juara II kata perorangan pra pemula putra	2016	Tk. Kabupaten Purbalingga
130	Juara II kumite 35 kg pra pemula putra	2016	Tk. Kabupaten Purbalingga
131	Juara I Bulu tangkis tunggal usia dini putri madya	2016	Tk. Kabupaten Purbalingga
132	Juara I Tahfidz dan Tajwid	2017	Tk. Barlingmascakeb
133	Juara Harapan II Tahfidz	2017	Tk. Barlingmascakeb
134	Juara harapan I Matematika	2017	Tk. Provinsi Jateng
135	Juara harapan 3 Matematika	2017	Undip’s mathematic competition
136	Juara I Pesta Siaga Putra	2017	Tk. Kwaran Purbalingga
137	Juara III Pesta Siaga Putri	2017	Tk. Kwaran Purbalingga
138	Juara III Matematika	2017	SMP Al-Irsyad Purwokerto
139	Juara harapan I Story telling	2017	SMP Al-Irsyad Purwokerto
140	Juara I karate	2017	Tk.Kec.Purbalingga
141	Juara II karate	2017	Tk.Kec.Purbalingga
142	Juara I karate kumite	2017	Tk. Kab.Purbalingga
143	Juara III karate	2017	Tk. Kab.Purbalingga
144	Juara III lomba cerdas cermat	2017	Tk. Se-Jateng-DIY
145	Juara I tahfidz	2017	Tk. Se-Jateng-DIY
146	Juara 1 MTQ (Aksioma)	2017	Tk.Kecamatan Purbalingga
147	Juara 1 MTQ Putra (Aksioma)	2017	Tk.Kecamatan Purbalingga
148	Juara 1 Pidato Bahasa Indonesia Putra (Aksioma)	2017	Tk.Kecamatan Purbalingga

149	Juara II Pidato Bahasa Indonesia Putri (Aksioma)	2017	Tk.Kecamatan Purbalingga
150	Juara I Kompetisi sains Madrasah (KSM) Cabang IPA	2017	Tk.Kecamatan Purbalingga
151	Juara I Kompetisi sains Madrasah (KSM) Cabang Matematika	2017	Tk.Kecamatan Purbalingga
152	Juara III Pidato Bahasa Indonesia Putri (Aksioma)	2017	Tk.Kabupaten Purbalingga
153	Juara III Pidato Bahasa Indonesia Putri (Aksioma)	2017	Tk.Kabupaten Purbalingga
154	Juara I Kompetisi sains Madrasah (KSM) Cabang IPA	2017	Tk.Kabupaten Purbalingga
155	Juara I Kompetisi sains Madrasah (KSM) Cabang Matematika	2017	Tk.Kabupaten Purbalingga
156	Juara II Sains (OMNAS)	2017	Tk. Provinsi Jawa Tengah
157	The best ten Matematika Level 1 (OMNAS)	2017	Tk. Provinsi Jawa Tengah
158	The best ten sains Level 3 (OMNAS)	2017	Tk. Provinsi Jawa Tengah
159	The best ten Bahasa Inggris Level 3 (OMNAS)	2017	Tk. Provinsi Jawa Tengah
160	Kompetisi Sains Madrasah	2017	Tk. Provinsi Jawa Tengah
161	The best ten sains (OMNAS)	2017	Tk. Nasional
162	Story Telling	2017	Tk. Kabupaten
163	Juara 1 Tartil	2017	Tk. Kabupaten
164	Juara III Bulutangkis tunggal usia dini putra madya	2017	Tk. Kabupaten
165	Juara harapan III olimpiade sains SD/Sederajat PIF UNNES	2017	Tk. Nasional
166	Juara II Bulutangkis Tunggal Usia Dini Putra Utama	2017	Tk.Kabupaten
167	Juara II Story telling	2018	Tk. Karesidenan
168	Juara harapan II Matematika	2018	Tk. Nasional
169	Peringkat VII Matemmatika	2018	Tk. Jateng
170	Juara II Bercerita	2018	Tk. Kabupaten
171	Juara II OSN Matematika	2018	Tk. Kecamatan
172	Juara II OSN IPA	2018	Tk. Kecamatan
173	Juara II OSN Matematika	2018	Tk. Kabupaten
174	Juara II OMNAS Matematika	2018	Tk.Provinsi
175	Juara III OMNAS Matematika	2018	Tk. Provinsi
176	Juara I FLS2N gambar bercerita	2018	Tk. Kecamatan
177	Juara I FLS2N Cipta pantun	2018	Tk. kecamatan
178	Juara I Tahfidz	2018	Tk. Jateng-DIY
179	Juara II KSM SAINS	2018	Tk.Kabupaten

180	Juara I Tartil Putra	2018	Tk. Kec.Purbalingga
181	Juara II Tilawah Putra	2018	Tk. Kec.Purbalingga
182	Juara II Tilawah Putri	2018	Tk.Kec.Purbalingga
183	Juara harapan I Tartil Putra	2018	Tk.Kab.Purbalingga
184	Juara harapan I Tilawah Putra	2018	Tk.Kab.Purbalingga
185	Juara harapan I Tahfidz I Juz dan Tilawah Kategori umum Putri	2018	Tk.Kab.Purbalingga
186	Juara II K3 Perkemahan Putra	2018	Tk.Kec.Purbalingga
187	Juara II K3 Perkemahan Putri	2018	Tk.Kec.Purbalingga
188	Juara II Pentas Seni	2018	Tk.Kec.Purbalingga
189	Juara I Story Telling	2018	Tk.Kec.Purbalingga
190	Juara II Story Telling	2018	Tk.Kab.Purbalingga
191	Juara Harapan III Olimpiade Sains PIF UNNES	2018	Tk.Nasional
192	Juara I Pertolongan pertama	2018	Tk.Kab.Purbalingga
193	Juara I Kepalangmerahan	2018	Tk.Kab.Purbalingga
194	Juara I Ayo siaga Bencana	2018	Tk.Kab.Purbalingga
195	Juaa III Perawatan Keluarga	2018	Tk.Kab.Purbalingga
196	Juara III Paduan Suara	2018	Tk.Kab.Purbalingga
197	Juara I Tahfidz Perkemahan Pramuka Madrasah	2019	Tk.Kabupaten Purbalingga
198	Juara Harapan I Hadroh Modern Perkemahan Pramuka Madrasah	2019	Tk.Kabupaten Purbalingga
199	Juara II OSN IPA	2019	Tk. Kec. Purabalingga

b. The achievements of teachers at MI Istiqomah Sambas Purbalingga

In MI Istiqomah Sambas Purbalingga, it turned out that not only were the students getting various kinds of championship achievements, but the teachers also got some achievements that made them proud. In this case, the teachers at MI Istiqomah Sambas Purbalingga had participated in contributing to the achievement of the good name of MI Istiqomah Sambas Purbalingga in terms of quality.

The achievements of the teachers at MI Istiqomah Sambas Purbalingga that have been achieved will be mentioned in the table below:

Table 4

Teacher achievements data for MI Istiqomah Sambas Purbalingga From 2003-2019

No	PRESTASI	TAHUN	KETERANGAN
1	Juara I Guru Teladan	2003	Tk. Provinsi
2	Penghargaan dari PGRI sebagai guru inspiratif sebagai pembina lomba OON Juara I	2017	Tk. Kecamatan
3	Juara I Lomba Penulisan Local Content Guru SD/MI	2018	Tk. Kabupaten Purbalingga

Based on teacher achievement data in the table above, maybe it is not much compared to the achievements of the students. According to the researcher, teacher who guides and accompanies students to take part in the race to get success in the competition is also an achievement that is not written. More than that, the teachers who succeed in delivering the subject matter until the students really understand the material presented are also part of the teacher's own achievements. moreover this is supported by various teacher competency improvement programs organized by MI Istiqomah Sambas Purbalingga, this is of course interrelated with each other and mutually supportive as well.

c. School Achievements

In Mi Istiqomah Sambas Purbalingga, the achievements that have been achieved not only come from students and teachers, but MI Istiqomah Sambas Purbalingga itself has also made achievements, even at the national level. This is proof that the Islamic education institution MI Istiqomah Sambas Purbalingga is a quality educational institution

Table 5
The achievements data of MI Istiqomah Sambas Purbalingga From 2003-2019

No	PRESTASI	TAHUN	KETERANGAN
1	Juara I Lomba Sekolah Sehat	2003	Tk. Kecamatan
2	Juara I Lomba Sekolah Sehat SD/MI	2003	Tk. Provinsi
3	Juara I Lomba Sekolah Sehat Madrasah	2003	Tk. Kabupaten
4	Juara I Lomba Sekolah Sehat SD/MI	2003	Tk. Provinsi
5	Juara I Lomba Sekolah Sehat MI	2003	Tk. Provinsi
6	Juara II Lomba Sekolah Sehat	2004	Tk. Nasional
7	Juara Umum Apresiasi MI	2004	Tk. Kabupaten
8	Juara III Madrasah Berprestasi	2005	Tk Nasional
9	Juara I Madrasah Award	2012	Tk. Nasional
10	Juara Sekolah Berpotensi Prestasi	2015	UNDIP

Based on information on achievement data obtained by researcher at MI Istiqomah Sambas Purbalingga, it shows that the achievements that have been achieved by students, teachers and educational institutions MI Istiqomah Sambas itself is an extraordinary effort carried out by LPIS in collaboration with educational units.

These achievements are the result of the implications of the process of teacher competencies improvement at MI Istiqomah Sambas Purbalingga. These achievements were what made the community continue to entrust their children's education process to MI Istiqomah Sambas Purbalingga. This is in accordance with the interview conducted by the researcher with one of the guardians of the students who sent their children to MI Istiqomah Sambas Purbalingga. She said that:

> “Saya menyekolahkan anak saya disini biar pinter mba, kan itu loh banyak banget anak-anak yang pada ikut lomba dan menang juga. saya juga pengin anak saya begitu. ternyata setelah anak saya

> sekolah disini banyak banget perubahan mba, meski belum ikut lomba seperti anak-anak yang lainya tapi anak saya mengalami perubahan yang cukup besar, dia sangat mandiri, hafalan alqur'annya juga cukup kuat, dia rajin belajar juga. entah bagaimana gurune ngajari mba, yang jelas saya salut dengan guru-guru disini luarbiasa dalam membimbing anak-anak. saya juga cukup hemat dalam pembiayaan pendidikan karena tidak perlu memasukan anak saya ke dalam lembaga bimbel, anak saya sudah cukup banyak kegiatan di sekolah baik kegiatan akademik maupun non akademik."[29]

Based on the results of interviews with Mrs. Lusi Anggraini researcher concluded that the community that has sent their children feels comfortable when their children are educated and guided in the learning process there. They believe that students there are guided by reliable educators and educational institutions that continue to maintain the quality of their education quality.

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[29] Interview with Ms Lusi Anggraini on January 15th, 2019 at 14.00 – finished

CHAPTER V
DATA ANALYSIS

In chapter V will be explained about the data analysis of the results of research on the process of Human Resource management as a means to improve teachers' competencies at MI Istiqomah Sambas Purbalingga which consists of four sub-chapters which includes the process of recruitment at MI Istiqomah Sambas Purbalingga, the process of promotion and demotion at MI Istiqomah Sambas Purbalingga, the process of teacher competencies development at MI Istiqomah Sambas Purbalingga, the process of controlling human resources at MI Istiqomah Sambas Purbalingga, the process of teachers's evaluation performance at MI Istiqomah Sambas Purbalingga and the implications of teacher competencies improvement for the quality of educational institution at MI Istiqomah Sambas Purbalingga

A. Data Analysis of The Process of Recruitment at MI Istiqomah Sambas Purbalingga

The process of recruitment of new teacher at MI Istiqomah Sambas Purbalingga includes several stages, namely:

1. The stage of determining the basis of wihdrawal

   In this stage, the basics of withdrawal are determined, both from the number of teaching staff and the qualification standards required by educational institutions. This is done with the aim that applicants who come are applicants who are in accordance with the required qualifications. The qualification standards set out in the recruitment process that have been running at MI Istiqomah Sambas Purbalingga include general qualification standards and special qualification standards, as described below:

   a. General Qualification Standards, including:
      1) Minimum level 1 (S-1) Education
      2) Has a minimum cumulative grade point average (GPA) of 3.00
      3) Has a maximum age of 35 years.

b. Special Qualification Standards, including:
    1) Muslim
    2) Having good reading skills
    3) Memorize 30 juz of Al-quran (for Muhafid teachers)
    4) Having the ability to read “kitab kuning”
    5) Have good foreign language skills (Arabic and English).
    6) Have the ability to operate the computer properly
    7) Having good communication skills

2. The stage of determining withdrawal sources

    In determining the source of withdrawal of educators at MI Istiqomah Sambas Purbalingga, it was conducted through two sources, namely internal and external sources. Withdrawals through internal sources are carried out if in an urgent and immediate situation. for withdrawal through external sources carried out after each new school year based on those established through the basics of withdrawal

3. The stage of determining the withdrawal method

    In conducting recruitment, MI Istqiomah Sambas Purbalingga uses an open method, meaning that job information is widely informed through social media, so that it is widely distributed to the public quickly. Social media used include, among others, Facebook, Instagram and Whatssapp.

4. The analysis phase of the recruitment obstacles

    In analyzing existing obstacles discussed through an evaluation meeting, all obstacles that arise in the recruitment process are recorded, communicated, and immediately followed up. Furthermore, the results of the analysis will be used as material for consideration to determine the next recruitment process.

Based on the data presented above, the recruitment process at MI Istiqomah Sambas Purbalingga is in accordance with the recruitment stage theory from Malayan S.P Hasibuan. The data above was obtained through observation, documentation and interviews with principals, LPIS and teachers at Istiqomah MI Sambas Purbalingga.

Recruitment activities are one of the most important activities in HR management, recruitment regarding how the organization is able to get the right and qualified employees to work in positions/positions that are appropriate to the needs of the institution/organization. That is, if this process is carried out in accordance with existing procedures, the results obtained will be more maximal.

B. Data Analysis of The Process of Promotion and Demotion at MI Istiqomah Sambas Purbalingga

The process of teacher promotion at MI Istiqomah Sambas Purbalingga is a process of moving from one position to another higher position, greater authority and responsibility, higher status and income.

Educators at MI Istiqomah Sambas Purbalingga will get a promotion after going through a number of considerations and observations from the school principal and several chairmen in the structural MI Istiqomah Sambas Purbalingga. As for some of the considerations and observations referring to managerial skills possessed, the results of teacher performance appraisal, the results of supervision in learning activities and the results of observations by the Head of Department, Principal and LPIS regarding the personality and social scope. The process of observation and consideration is processed in a teacher formation meeting.

Some considerations or conditions that must be met by the teacher to get this promotion are also known openly by the existing teachers, meaning that this can be a motivation for teachers to continue to improve their competencies.

Based on the data obtained by the researchers above, it can be concluded that MI Istiqomah Sambas Purbalingga in determining promotion to existing educators is not carried out without requirements, many requirements must be met by the teacher to get the promotion. This is in accordance with what was stated by Malayu S.P. Hasibuan that in promoting employees must have certain requirements that have been planned and set forth in the company's promotion program, the promotional requirements for each company are not always the same depending on their respective companies. In this case, MI Istiqomah Sambas Purbalingga has also determined teacher promotion requirements in accordance with school operational standards.

Furthermore, the demotion process is the opposite of promotion, meaning that if the teacher who gets a promotion is a teacher who has a pretty good performance on the contrary, the teacher whose performance is declining or not good, the teacher will get demotion as a form of punishment that educates them.

So this demotion process will really be accepted by human resources whose performance still needs to be improved. This can be referred to as a form of punishment that educates the LPIS for human resources which is indeed still very necessary to improve its performance. This is expected to be a motivation for all HR to always improve their performance in a better direction. The choice between promotion and demotion can actually depend on each choice. If you want to get a promotion, of course, each teacher tries to improve and try to change to a better direction by improving performance through the competencies they have. The teacher must compete to make achievements at MI Istiqomah Sambas as proof of his sincerity in educating the nation's best sons and daughters. On the contrary if the spirit is loose and decreases, the teacher must be prepared to get demotion, which of course everyone does not want to get it.

Furthermore, it was concluded that the demotion process would certainly be used as an introspection material for teachers who got it, self-introspection in the sense of learning by the mistakes that have been made so as not to repeat them in the future. This is of course accompanied by a change in performance patterns that are getting better and better. The demotion that runs at MI Istiqomah Sambas Purbalingga is an educational punishment for employees so that employees can learn to improve the quantity and quality of their work so that they can improve their work performance and productivity.

C. Data Analysis of The process of Teachers' Competencies Development at MI Istiqomah Sambas Purbalingga

Teacher competencies development at MI Istiqomah Sambas Purbalingga is carried out in the form of education and training, where the focal point of education and training is on improving pedagogical competencies, personality competencies, social competencies, and teacher professional competencies which will be explained as follows:

1. Pedagogical Competencies

   The process of improving pedagogic competence through education and training at MI Istiqomah Sambas Purbalingga was carried out in the form of:

   a. Internship Program
   b. Inhouse Training
   c. School Partnership
   d. Internal development by the School
   e. Advanced Education

2. Personality Competence

   The process of improving personality competencies through education and training at MI Istiqomah Sambas Purbalingga was carried out in the school's internal development program.

3. Social Competence

   The process of improving social competence through education and training at MI Istiqomah Sambas Purbalingga was carried out in an internal school development program.

4. Professional Competence

   The process of improving professional competence through education and training at MI Istiqomah Sambas Purbalingga was carried out in the form of:

   a. Inhouse Training
   b. Internship Program
   c. School Partnership

d. School Internal Development
e. Advanced Education

Based on the data above, this improvement of teacher competencies at MI Istiqomah Sambas Purbalingga can be grouped into two, namely in terms of improving pedagogical competence and professional competence through education and training in the same form, inhouse training, apprenticeship programs, school partnerships, internal development school, and advanced education.

While in improving personal competence and social competence, the education and training activities carried out were emphasized more in internal coaching activities directly from the school.

Seeing the implementation of teacher competencies improvement in MI istiqomah Sambas Purbalingga, researcher concluded that the process of teacher competencies improvement carried out there was in accordance with the theory that the researchers learned, namely the theory taken from the Education and Training Management book written by Hasan Basri and A. Rusdiana, it's just not exactly the same, there are some differences, in the theory the forms of education and training are not just like what has been done by the istiqomah Sambas Purbalingga MI but there are some additions, such as distance learning, tiered training and special training and short courses at LPTK or other educational institutions. This difference can later be used as a recommendation for educational institutions istiqomah Sambas Purbalingga.

Furthermore, at the end of teachers' competencies development process, there is a process of teacher competencies improvement at MI Istiqomah Sambas Purbalingga was carried out by LPIS and MI Istiqomah Sambas Purbalingga itself. For a series of recruitment and promotion activities, evaluation is carried out by LPIS and its staff.

While the teacher competencies development activities were carried out by both, namely LPIS and MI Istiqomah Sambas Purbalingga. they are the principal, the heads of departements and staff. The results of this evaluation meeting will later be used as material for consideration to determine the next program.

In the evaluation process of teacher competencies improvement, both LPIS and the education unit carried out an analysis of good things that needed to be maintained and improved in the process of improving teacher competencies that had been carried out, starting from recruitment, promotion and development of teacher competencies. Then also analyzed what things need to be improved so that later can do better, everything that becomes an obstacle is certainly evaluated. The results of this evaluation meeting are recorded to be communicated and followed up by LPIS and the education unit.

D. Data Analysis of the process of Controlling human resources at MI Istiqomah Sambas Purbalingga

At Mi Istiqomah Sambas Purbalingga, the controlling process is carried out through three stages, namely the use of an internal audit system, joint coordination meetings and performance appraisal. These three stages are carried out as a controlling form of LPIS towards its human resources. for internal audits carried out by a team formed specifically by the LPIS by taking people who have competencies based on observations from the management, those chosen are then included as training auditors, until they graduate and have certificates, after that they are elected to be auditor team trusted by the LPIS to conduct an internal audit. In the three stages, of course, there will be many findings which the results will be used as consideration for decisions for teachers to obtain reward and punishment.

E. Data Analysis of teachers' evaluation performance at MI Istiqomah Sambas Purbalingga

The performance evaluation process at MI Istiqomah Sambas Purbalingga actually falls into the controlling process, which is to assess how the performance carried out during the process at Sambas Purbalingga MI Istiqomah whether the results are good or vice versa.

The performance appraisal process is carried out at the end of each semester, which means that the implementation is carried out twice during one lesson. The executor of this performance evaluation was from MI Istiqomah Sambas Purbalingga himself on the orders of the LPIS which then the results were reported to the LPIS for the results to be used as material for consideration of the decision of all teachers / employees. Of course the results of performance appraisal are not the only way to assess, of course the assessment is based on the results of internal audits, joint coordination meetings and the results of teacher performance evaluations.

The process of evaluating teacher performance is done by the teacher evaluating himself by filling out the assessment form provided by the assessment team, which the results will be re-confirmed by the principal whether the results are in accordance with what has been done or not. if appropriate, the assessment becomes the final result which will be combined with other findings.

F. Data Analysis of The Implications of Teacher Competencies Improvement for The Quality of Educational Institution at MI Istiqomah Sambas Purbalingga

The whole series of teacher competencies improvement carried out at MI Istiqomah Sambas Purbalingga from the process of recruitment, promotion and reaching the stage of teacher competencies development certainly provided a positive implication for the quality of education at MI Istiqomah Sambas Purbalingga. This is evidenced by the many achievements obtained by MI Istiqomah Sambas Purbalingga, the results obtained from students, teachers and institutions.

Based on information on achievement data obtained by researcher at MI Istiqomah Sambas Purbalingga, it shows that the achievements that have been achieved by students, teachers and educational institutions of MI Istiqomah Sambas itself is an extraordinary effort carried out by LPIS in collaboration with educational units. These achievements are the result of the implications of the process of teacher competencies improvement at MI Istiqomah Sambas Purbalingga.

Seeing data on student achievement, teachers and MI Istiqomah Sambas itself, the researcher concluded that the achievements achieved showed that MI Istiqomah Sambas was a quality school. This is in accordance with the quality theory in Deming's concept, that quality education is education that can produce output, both services and graduates that meet the needs or expectations of (market) customers.[1]

The quality possessed by MI Istiqomah Sambas purbalingga is indeed in accordance with the needs and expectations of the community. The conclusion that the researcher wrote was referring to the results of interviews with students, parents of students and the surrounding community. that they entrust the education process of their children at MI Istiqomah Sambas purbalingga because of the quality of education owned by MI Istiqomah Sambas purbalingga itself. The quality they mean is covering the various achievements that have been achieved by students, teachers and MI Istiqomah itself.

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[1] Armand V Fiegenbaum, *Total Quality Control*, (3rd Edition, 1991), P.7.

CHAPTER VI
CLOSING

A. CONCLUSION

Based on the results of the research and discussion that the researcher described about Human Resource management as a means to improve teachers' competencies at MI Istiqomah Sambas Purbalingga, then finally the following conclusions can be taken:

1. The process of recruitment of new teachers at MI Istiqomah Sambas Purbalingga includes several stages, namely:
   a. The stage of determining the basis of wihdrawal

      In this stage, the institution determines general and specific qualification standards that must be fulfilled by applicants.

   b. The stage of determining withdrawal sources

      In this stage, it is carried out through two sources, namely internal sources and external sources. Internal sources take educators from within, while external sources are obtained by opening the job vacancy through social media.

   c. The stage of determining the withdrawal method

      The method used is an open method. That is, information on job vacancies is widely informed through social media, so that it is widely distributed to the public quickly. Social media used include, among others, Facebook, Instagram and also via Whatssapp

   d. Analysis of constraints in recruitment.

      All obstacles that arise in the recruitment process are recorded, communicated, and immediately followed up. Furthermore, the results of the analysis will be used as material for consideration to determine the next recruitment process.

2. The process of teacher promotion and demotion at MI Istiqomah Sambas Purbalingga is carried out through several considerations, namely managerial skills possessed, results of teacher performance appraisal, results

of supervision in learning activities and observations bythe head of departements, principals and LPIS regarding the scope of personality and social. The teacher who gets a good evaluation on some considerations will get a promotion in accordance with the competencies he has. Furthermore, the demotion process is the opposite of promotion, meaning that if the teacher who gets a promotion is a teacher who has a pretty good performance on the contrary, the teacher whose performance is declining or not good, the teacher will get demotion as a form of punishment that educates them. The demotion process would certainly be used as an introspection material for teachers who got it, self-introspection in the sense of learning by the mistakes that have been made so as not to repeat them in the future. This is of course accompanied by a change in performance patterns that are getting better and better. The demotion that runs at MI Istiqomah Sambas Purbalingga is an educational punishment for employees so that employees can learn to improve the quantity and quality of their work so that they can improve their work performance and productivity

3. The process of teacher competencies development at MI Istiqomah Sambas Purbalingga is carried out in the form of education and training, which focuses on improving pedagogical competencies, personality competencies, social competencies, and professional competence of teachers. Increasing pedagogical and professional competence is carried out through education and training in the same form, namely inhouse training, internship programs, school partnerships, internal school coaching, and further education. Increased personal and social competencies, education and training activities carried out were emphasized more in internal coaching activities directly from the school. In the process of teacher competencies development, there is an evaluation process of teacher competencies improvement at MI Istiqomah Sambas Purbalingga was carried out by LPIS and MI Istiqomah Sambas Purbalingga itself. For a series of recruitment and promotion activities, evaluation is carried out by LPIS and its staff. While the teacher competencies development activities were carried out by LPIS

and MI Istiqomah Sambas Purbalingga, they are the principal, the heads of fields and staff. The results of this evaluation meeting will later be used as material for consideration to determine the next program.

4. The process of controlling human resources at MI Istiqomah Sambas Purbalingga is carried out through three stages, namely the use of an internal audit system, joint coordination meetings and performance appraisal. These three stages are carried out as a controlling form of LPIS towards its human resources. for internal audits carried out by a team formed specifically by the LPIS by taking people who have competencies based on observations from the management, those chosen are then included as training auditors, until they graduate and have certificates, after that they are elected to be auditor team trusted by the LPIS to conduct an internal audit. In the three stages, of course, there will be many findings which the results will be used as consideration for decisions for teachers to obtain reward and punishment.
5. The process of teachers's evaluation performance at MI Istiqomah Sambas Purbalingga is to assess how the performance carried out during the process at Sambas Purbalingga MI Istiqomah whether the results are good or vice versa. The performance appraisal process is carried out at the end of each semester, which means that the implementation is carried out twice during one lesson. The executor of this performance evaluation was from MI Istiqomah Sambas Purbalingga on the orders of the LPIS which then the results were reported to the LPIS for the results to be used as material for consideration of the decision of all teachers/employees.
6. The implications of teacher competencies improvement in the quality of education at MI Istiqomah Sambas Purbalingga can be seen from the achievements of MI Istiqomah Sambas Purbalingga namely the achievements of students, teachers and the achievements achieved by MI Istiqomah Sambas itself. Schools can be said to be a high quality if they have good achievements produced by students, teachers and educational institutions itself.

B. RECOMMENDATIONS

Based on the results of the research, the researcher in this case gave a recommendation to MI Istiqomah Sambas Purbalingga specifically relating to the improvement of teacher competencies, namely:

1. True human resources must be seen as assets of institutions or institutions. Therefore, Management at MI Istiqomah Sambas Purbalingga is expected to continuously improve the human resource management system in order to increase the contribution and role of the teaching staff and education in achieving the institution's vision and mission.
2. To LPIS, in the terms of improving welfare for teachers, it will be further improved. especially for new teachers who are still undergoing an internship and probation period to be more enthusiastic in carrying out their duties at Istiqomah MI Sambas Purbalingga
3. To the principal of MI Istiqomah Sambas Purbalingga, in the terms of teacher competencies improvement through education and training, a type of training that focuses on the use of information technology that is related to teaching and learning activities needs to be made.
4. To all teachers at MI Istiqomah Sambas Purbalingga, it is hoped that they can always maintain and improve all the competencies that they have in pedagogic competence, personality competence, social competence, and professional competence and still provide the best to advance performance as competent teachers.
5. To the next researchers to be able to conduct better research, considering the research on Human Resource management as a means to improve teachers' competencies at MI Istiqomah Sambas Purbalingga are still have many shortcomings, hopefully for further research can be maximized and bring something new compared to previous research.

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DAFTAR PENDIDIK DAN TENAGA KEPENDIDIKAN MI ISTIQOMAH SAMBAS PURBALINGGA

10-Jan-19

NO	NAMA	JENIS KELAMIN	N.I.Y	Tgl Masuk Ke Lembaga Istiqomah Sambas Purbalingga	MASA KERJA	KET.
PENDIDIK						
1	IKHWANDI ARIFIN, S. Ag, M.Pd.I	L	28.06.00.002	01/07/2000	18 Tahun 7 Bulan	
2	NURHAYATI, S. Ag	P	28.06.00.006	01/07/2000	18 Tahun 7 Bulan	
3	PUSPITA WIJAYANTI,S. Pd	P	28.06.00.007	01/07/2000	18 Tahun 7 Bulan	
4	NUR CHOLIS PUJIYONO, S. Pd	L	28.06.00.010	01/10/2000	18 Tahun 4 Bulan	
5	SRI MULYANI BAROKAH, S.E	P	28.06.01.014	01/03/2001	17 Tahun 11 Bulan	
6	NURLAILA OKIWATI, S.Ag.	P	28.06.01.015	01/03/2001	17 Tahun 11 Bulan	
7	ELUH SABEKTI, S.Sos.	P	28.06.01.020	01/07/2001	17 Tahun 7 Bulan	
8	SRI SUPRIJATNI, SE	P	28.06.03.030	01/02/2003	16 Tahun 0 Bulan	
9	FARKHAH SUGIYANTI, S. Ag	P	28.06.03.032	01/02/2003	16 Tahun 0 Bulan	
10	ELIS NGAEFATURROHMAH, SE	P	28.06.03.033	01/02/2003	16 Tahun 0 Bulan	

11	FATUCHAH, SH	P	28.06.03.037	01/03/2003	15 Tahun 11 Bulan	
12	ENY ISNAWATI, SE	P	28.06.03.038	01/03/2003	15 Tahun 11 Bulan	
13	KASYOTO, SE	L	28.06.03.039	01/03/2003	15 Tahun 11 Bulan	
14	ELITE ZAHIYAH, S. Ag	P	28.06.03.040	01/03/2003	15 Tahun 11 Bulan	
15	NUNIK IMAWATI, S. Ag	P	28.06.03.041	01/03/2003	15 Tahun 11 Bulan	
16	SITI FATIMAH, S. Pd .I	P	28.06.04.053	01/03/2004	14 Tahun 11 Bulan	
17	BAMBANG EKO SAPUTRO, S. Pd	L	28.06.04.057	01/03/2004	14 Tahun 11 Bulan	
18	BAKHRON SODIK, S.Pd	L	28.06.05.066	01/03/2005	13 Tahun 11 Bulan	
19	AGUSTIN SETYO DINARTO, S. Pd	L	28.06.05.067	01/03/2005	13 Tahun 11 Bulan	
20	ARIF RAHMAN, SE	L	28.06.05.068	01/03/2005	13 Tahun 11 Bulan	
21	MUKTI ALI, S.Ag.	L	28.06.05.063	01/03/2005	13 Tahun 11 Bulan	
22	DHORIS MARANTIKA, SP	P	28.06.05.070	01/04/2005	13 Tahun 10 Bulan	
23	NUR FARIDA MURIATUN, S. Pd	P	28.06.05.074	01/04/2005	13 Tahun 10 Bulan	
24	YULIHATIN , S. Sos	P	28.06.05.075	01/04/2005	13 Tahun 10 Bulan	
25	ANA ROFINGAH, S. Pd. I	P	28.06.06.076	01/03/2006	12 Tahun 11 Bulan	

26	ARIE KUSNIARTI, S. Pi	P	28.06.06.077	01/03/2006	12 Tahun 11 Bulan	
27	ARI SULISTYOWATI, SE	P	28.06.06.078	01/03/2006	12 Tahun 11 Bulan	
28	ENOK ROHAYATI, S. Pd. I	P	28.06.06.079	01/03/2006	12 Tahun 11 Bulan	
29	NUR FAOZIYYAH, S. Pd. I	P	28.06.06.080	01/03/2006	12 Tahun 11 Bulan	
30	ISTIQOMAH NUR KHASANAH, S. Sos. I	P	28.06.06.100	01/07/2006	12 Tahun 7 Bulan	
31	KHOLIK AGUS NUROKHMAN, S. Pd .I	L	28.06.06.101	01/07/2006	12 Tahun 7 Bulan	
32	MUKHTAR ARIEF MAHMUDI, SKM	L	28.06.06.102	01/07/2006	12 Tahun 7 Bulan	
33	ARIFIN BUDIANTO, SE	L	28.06.07.114	01/06/2007	11 Tahun 8 Bulan	
34	DWI SUSILOWATI,SE	P	28.06.07.115	01/06/2007	11 Tahun 8 Bulan	
35	ANIS NOVIE PURWANINGTYAS, S.Si	P	28.06.09.129	01/01/2009	10 Tahun 1 Bulan	
36	DADAN DARYANA, S.Sos	L	28.06.09.130	01/01/2009	10 Tahun 1 Bulan	
37	ENDAH PURWANI, S.Si	P	28.06.09.131	01/01/2009	10 Tahun 1 Bulan	
38	RATMAN SAEFUDDIN SOLEH, S.Si	L	28.06.09.134	01/01/2009	10 Tahun 1 Bulan	
39	ARIEF RAHMAT HIDAYAT, S.Pd.I	L	28.06.10.151	01/01/2010	9 Tahun 1 Bulan	
40	DEWI ASTUTI, S.Si	P	28.06.10.152	01/01/2010	9 Tahun 1 Bulan	

41	NURNIYATI YUWONO, S.Pd.I	P	28.06.10.153	01/01/2010	9 Tahun 1 Bulan	
42	TRI ASIH YULIANINGRUM, S.Pd.Si	P	28.06.10.154	01/01/2010	9 Tahun 1 Bulan	
43	TITIK LESTARI SATRIANI, S.Si	P	28.06.11.172	01/10/2011	7 Tahun 4 Bulan	
44	SITI LATIFAH, S.Si	P	28.06.12.176	01/10/2012	6 Tahun 4 Bulan	
45	DWI RESTU HESTIANI, S.Pd	P	28.06.13.186	01/03/2013	5 Tahun 11 Bulan	
46	WIDI ASTUTI, S.Pd	P	28.06.13.187	01/03/2013	5 Tahun 11 Bulan	
47	FITRI YASTOFI NURHIDAYAH, S.Pd.	P	28.06.13.192	01/09/2013	5 Tahun 5 Bulan	
48	IMAS MASITOH, S.Sos.I	P	28.06.13.193	01/09/2013	5 Tahun 5 Bulan	
49	MUHAYATUN, S.Pd.I	P	28.06.13.196	01/09/2013	5 Tahun 5 Bulan	
50	NUR KHAMDAN, S.Pd	L	28.06.13.197	01/09/2013	5 Tahun 5 Bulan	
51	ALIF WULANDARI, S.Pd	P	28.06.14.213	01/08/2014	4 Tahun 6 Bulan	
52	KHUSNUL KHOTIMAH, S.Pd.I	P	28.06.14.214	01/08/2014	4 Tahun 6 Bulan	
53	ARINAH, S.Pd	P	28.06.14.217	01/10/2014	4 Tahun 4 Bulan	
54	SITI KHUSNUL SANGADAH, S.Pd.I	P	28.06.14.219	01/10/2014	4 Tahun 4 Bulan	
55	RANI SETIOWATI, S.Pd	P	28.06.14.221	01/10/2014	4 Tahun 4 Bulan	

56	NURAINI UMI SAFANGATI, S.Pd	P	28.06.14.222	01/10/2014	4 Tahun 4 Bulan	
57	ERNA MA'RIFAH, S.Pd	P	28.06.15.226	01/04/2015	3 Tahun 10 Bulan	
58	IDHA ALVIANTI, S.Pd	P	28.06.15.232	01/07/2015	3 Tahun 7 Bulan	
59	NUR KHASANAH, S.Pd.I	P	28.06.15.236	01/07/2015	3 Tahun 7 Bulan	
60	KHOMSAH AKHSINAH, S.Pd.Si.	P	28.06.15.237	01/07/2015	3 Tahun 7 Bulan	
61	TRI NOFIATUN, S.Pd	P	28.06.15.238	01/07/2015	3 Tahun 7 Bulan	
62	CAHYANI SUHERISTYANINGRUM, S.Pd	P	28.06.15.239	01/07/2015	3 Tahun 7 Bulan	
63	ARI NUR APRIYANI, S.Pd.I	P	28.06.15.240	01/07/2015	3 Tahun 7 Bulan	
64	PUJIATI, S.Kom.I	P	28.06.15.245	01/11/2015	3 Tahun 3 Bulan	
65	MERIANA RASMUN, S.Pd.I	P	28.06.15.247	01/11/2015	3 Tahun 3 Bulan	
66	SRI ULFAH JAMILAH, S.K.M.	P	28.06.16.259	01/04/2016	2 Tahun 10 Bulan	
67	TUTI HERNING, S. Kom	P	28.06.16.260	01/04/2016	2 Tahun 10 Bulan	
68	INTANDARI ROSALINA,S.Pd.I	P	28.06.16.261	01/04/2016	2 Tahun 10 Bulan	
69	MASRIANI, S.Pd.I.	P	28.06.16.262	01/04/2016	2 Tahun 10 Bulan	
70	URIP LUKMAN HAKIM, S.Pd.I.	L	28.06.16.263	01/04/2016	2 Tahun 10 Bulan	

71	LINA ANGGRAENI, S.Pd.	P	28.06.16.264	01/04/2016	2 Tahun 10 Bulan	
72	NADIYA WAHYU CIPTA SARI, S.Pd.	P	28.06.16.265	01/04/2016	2 Tahun 10 Bulan	
73	IRFAN KHAMILUDIN, S.Pd.I.	L	28.06.16.288	01/08/2016	2 Tahun 6 Bulan	
74	ADE AYU FIRDAUSI, S.Pd.	P	28.06.17.315	01/04/2017	1 Tahun 10 Bulan	
75	ALFINA HIDAYATI, S.Pd.I.	P	28.06.17.316	01/04/2017	1 Tahun 10 Bulan	
76	NITAMI SETYA ANDRIANI, S.Psi	P	28.06.17.324	01/06/2017	1 Tahun 8 Bulan	
77	DWI DESTIANA, S.Pd.I.	P	28.06.17.325	01/06/2017	1 Tahun 8 Bulan	
78	RIAN DWI CAHYONO, S.Pd.I.	L	28.06.17.327	01/06/2017	1 Tahun 8 Bulan	
79	ISNAENI KHOTIMATUN SA'DIYAH, S.Pd.I.	P	28.06.17.328	01/06/2017	1 Tahun 8 Bulan	
80	MUCHAMAD MA'MUN, S.Pd.I	L	28.06.17.329	01/06/2017	1 Tahun 8 Bulan	
81	UMU ARIFAH RAHMAWATI, S.Pd.I.	P	28.06.17.337	01/08/2017	1 Tahun 6 Bulan	
82	CITRA WAWALADIN SHOLIH, S.Pd.	P		01/02/2018	1 Tahun 0 Bulan	
83	CHOERUL ANNA, S.Pd.	P		01/03/2018	0 Tahun 11 Bulan	
84	UMI KHASANAH, S.Pd.	P		01/05/2018	0 Tahun 9 Bulan	
85	SUNDARI LISTIANA, S.Pd, Gr.	P		01/05/2018	0 Tahun 9 Bulan	

86	LAELATUL MA'LAH, S.Pd.	P		01/05/2018	0 Tahun 9 Bulan	
87	MEI DIAN TARINI, S.Pd.	P		01/05/2018	0 Tahun 9 Bulan	
88	AZIS SUWARNO,S.Pd.	L		01/09/2018	0 Tahun 5 Bulan	
89	MUNAWAROH ULFAH, S.Pd.	P		01/10/2018	0 Tahun 4 Bulan	
90	IKHMA ILMI USTANTI, S.Pd.	P		01/10/2018	0 Tahun 4 Bulan	
TENAGA KEPENDIDIKAN						
91	TONI KURNIAWAN	L	28.06.02.022	01/03/2002	16 Tahun 11 Bulan	
92	ANDI DWI WAHYUDI, A.Md..	L	28.06.05.069	01/03/2005	13 Tahun 11 Bulan	
93	EKO PRASETYO JANUARISASI	L	28.06.05.124	01/04/2005	13 Tahun 10 Bulan	
94	SITO	L	28.06.09.139	01/05/2009	9 Tahun 9 Bulan	
95	SANTOSA	L	28.06.13.199	01/09/2013	5 Tahun 5 Bulan	
96	HERMANTORO	L	28.06.14.204	01/03/2014	4 Tahun 11 Bulan	
97	ENDAH TRIANAH	P	28.06.14.215	01/10/2014	4 Tahun 4 Bulan	
98	BIMANTOROJATI	L	28.06.15.231	01/07/2015	3 Tahun 7 Bulan	
99	WAWAN KURNIAWAN, Amd.Kom.	L	28.06.15.248	01/11/2015	3 Tahun 3 Bulan	

100	ANGGIT DIAN KURNIAWAN	L	28.06.15.249	01/03/2016	2 Tahun 11 Bulan	
101	BUDI SUSMONO	L	28.06.16.258	01/04/2016	2 Tahun 10 Bulan	
102	DENI HERMAWAN	L	28.06.16.276	01/05/2016	2 Tahun 9 Bulan	
103	PARYONO	L	28.06.16.277	01/05/2016	2 Tahun 9 Bulan	
104	SUTARTO	L	28.06.16.278	01/05/2016	2 Tahun 9 Bulan	
105	ASEP WIDI OKTIAN	L	28.06.16.293	01/09/2016	2 Tahun 5 Bulan	
106	SELVI DINI NUGRAHANI	P	28.06.17.301	01/02/2017	2 Tahun 0 Bulan	
107	MIKE RAHMA SARI, S.E.	P	28.06.17.351	01/12/2017	1 Tahun 2 Bulan	

DAFTAR KEIKUTSERTAAN KEGIATAN PELATIHAN DAN WORKSHOP GURU

NO	NAMA	KEGIATAN	WAKTU
1	Ratman Saefudin Soleh S.Si	Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
2	Muhayatun, S.Pd.I	Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	15 - 17 April 2016
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
3	Imas Masitoh, S.Sos.I	Perkembangan Kreatif	21 Mei 2008
		Diklat Pelatihan Peningkatan Kompetensi Kepala dan Guru RA/MI	3 - 4 Februari 2009
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
		Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	15 - 17 April 2016
4	Dwi Restu Hestiani, S.Pd	Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
		Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	15 - 17 April 2016
5	Tititk Lestari, S.Si	Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	01 April 2011

		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	4 - 6 Juli 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
6	Nurniyati Yuwono, S.Pd.I	Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	01 April 2011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	4 - 6 Juli 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
7	Elite Zahiyah, S.Ag	Pelatihan Pendidikan Berwawasan Islam (LP3T) Jakarta	7 - 9 Juli 2004
		Seminar Nasional Pendidikan "Becoming" Teacher Excellent (Yayasan & Depdiknas)	3 Juli 2005
		Workshop on Active Learning Strategies Held (STAIN Purwokerto)	24 - 25 Januari 2005
		Workshop KTSP dan Penyusunan Perangkat Pembelajaran MI dilingkungan KEMENAG PBG	23 - 25 Juli 2007

		Pendidikan dan Pelatihan Penyusunan Kisi-kisi, Soal, dan Perangkat Pembelajaran bagi Kepsek/Guru SD/MI (Diknas Purbalingga)	14 - 16 Januari 2008
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
8	Nunik Imawati, S.Ag	Pembinaan Kemampuan Al Qur'an Bagi Siswa Melalui Metode Iqro' di MIIS (LPIS)	16 Juli - 6 Oktober 2001
		Pembinaan Kemampuan Al Qur'an Bagi Siswa Melalui Metode Iqro' di MIIS (LPIS)	15 Juli - 12 Oktober 2002
		Pelatihan Pendidikan Berwawasan Islam (LP3T) Jakarta	7 - 9 Juli 2004
		Pelatihan Kurikulum Berbasis Kompetensi (KBK) (Yayasan IS & PD Muh. Pbg)	15 Januari 2004
		Workshop on Active Learning Strategies Held (STAIN Purwokerto)	24 - 25 Januari 2005
		Seminar Nasional Pendidikan "Becoming" Teacher Excellent (Yayasan & Depdiknas)	3 Juli 2005
		Seminar Pembelajaran Tematik (PGRI)	19 Juni 2007
		Pendidikan dan Pelatihan Telaah Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Penyusunan Perangkat Pembelajaran bagi Kepsek/Guru SD/MI (Dinas Pendidikan) (Dinas Pendidikan)	25 - 28 Juni 2007

		seminar nasional denagn Tema "Implementasi Strategi Praktis Metode PAIKEM Dalam Menigkatkan Kompetensi dan Kreatifitas Peserta Didik" (LPKP Jawa Tengah)	31 Mei 2009
		ESQ Basic Training Peduli Pendidikan Purbalingga Angkatan 005	6 - 8 November 2009
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	4 - 6 Juli 2013
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Pelatihan Internal Audit ISO 9001:2008 (Nadiya Consultants)	7 Januari 2014
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
		Sertifikat Sebagai Pendamping dalam Kegiatan Olimpiade Sains dan Agama	26 September 2015
9	Endah Purwani, S.Si	Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop on Active Learning Strategies Held (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014

		Certificate National English And Math Olympic Gadjah Mada Student Association	10 Nopember 2015
10	Sri Suprijatni, S.E	Pelatihan Pendidikan Berwawasan Islam (LP3T) Jakarta	7 - 9 Juli 2004
		Pelatihan Kurikulum Berbasis Kompetensi (KBK) (Yayasan IS & PD Muh. Pbg)	15 Januari 2004
		Piagam Perhargaan dalam Rangka Mensukseskan Pelaksanaan Pemilu Anggota DPR, DPD, dan DPRD Serta Pilpres 2004	5 Oktober 2004
		Piagam Perhargaan dalam Rangka Mensukseskan Pelaksanaan Pemilihan Bupati dan Wakil Bupati Purbalingga Tahun 2005	27 Juni 2005
		Workshop on Active Learning Strategies Held (STAIN Purwokerto)	24 - 25 Januari 2005
		Seminar Nasional Pendidikan "Becoming" Teacher Excellent (Yayasan & Depdiknas)	3 Juli 2005
		Talkshow "Jarimatika, Solusi Berhitung Anak Kita: Mudah dan Menyenangkan" bagi Guru SD, TK dan Play Group	20 Juli 2008
		Piagam Penghargaan Sebagai Juri Dalam Acara Gema Ramadhan Ke VIII Tahun 2008	28 September 2008
		National Workshop Level "Quantum Teaching" Method For Be a Genius Teacher (Gedung KORPRI Purbalingga)	4 - 5 April 2009
		seminar nasional denagn Tema "Implementasi Strategi Praktis Metode PAIKEM Dalam Menigkatkan Kompetensi dan Kreatifitas Peserta Didik" (LPKP Jawa Tengah)	31 Mei 2009
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Pendidikan dan Pelatihan Perpustakaan Sekolah yang diselenggarakan Dinas Pendidikan Kabupaten Purbalingga	25 - 27 Mei 2011

		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
		Sertifikat Bintek Tenaga Pustakawan Angkatan II yang diselenggarakan oleh Bidang Pendidikan Madrasah KEMENAG KANWIL Provinsi Jawa Tengah	4 - 7 Maret 2014
		Piagam Penghargaan Sebagai Bina Damping Pesta Siaga KWARTIR Cabang Kabupaten Purbalingga Tahun 2016	27 Februari 2016
11	Dadan Daryana, S.Sos	Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Certificate National English And Math Olympic Gadjah Mada Student Association	10 Nopember 2015
12	Nur Farida Muriatun, S.Pd	Seminar Nasional Pendidikan "Becoming" Teacher Excellent (Yayasan & Depdiknas)	3 Juli 2005
		seminar nasional denagn Tema "Implementasi Strategi Praktis Metode PAIKEM Dalam Menigkatkan Kompetensi dan Kreatifitas Peserta Didik" (LPKP Jawa Tengah)	31 Mei 2009
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011

		Sertifikat Bintek Penulisan Soal UN Guru MI angkatan I yang diselenggarakan oleh Bidang Mapenda KEMENAG KANWIL Jateng	18 - 21 September 2012
		Sosialisasi Implementasi kurikulum 2013 Angkatan V,VI,VII,VIII (KEMENAG)	6 - 9 Desember 2013
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Pelatihan Internal Audit ISO 9001:2008 (Nadiya Consultants)	7 Januari 2014
13	Nuraini Umi Safangati, S.Pd	Pelatihan Tingkat Gugus Buku Bacaan Berjenjang Untuk Kelas Awal Di SD/MI Kabupaten Purbalingga (USAID)	11 - 13 April 2016
14	Eny Isnawati	seminar nasional denagn Tema "Implementasi Strategi Praktis Metode PAIKEM Dalam Menigkatkan Kompetensi dan Kreatifitas Peserta Didik" (LPKP Jawa Tengah)	31 Mei 2009
		Seminar Nasional Pendidikan "Pengembangan Karya Tulis Ilmiah dalam Meningkatkan Profesionalisme Guru" (DPD KNPI Purbalingga)	7 Juni 2009
		Pendidikan dan Pelatihan Guru Mata Pelajarn UASBN bagi Guru SD Kelas VI Kabupaten Purbalingga Tahun 2009	26 - 28 Oktober 2009
		Workshop Pengembangan Stnadart Isi Mapel UN dan UASBN Bahasa Indonesia MI Se-Jawa Tengah	20 - 23 September 2010
		Piagam Penghargaan Tim Pengembangan Kurikulum MI Se-Jawa Tengah	16 - 18 Oktober 2010
		Sertifikat Sebagai Peserta Penyusunan Kurikulum Madrasah Ibtidaiyah Tingkat Provinsi Jawa Tengah Tahun 2011	13 April 2011
		Workshop Guru Mapel UASBN Bahasa Indonesia MI	15 - 18 Mei 2011
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011

		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Sosialisasi Peraturan Pemerintah Nomor 53 Tahun 2010	13 - 15 Maret 2013
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Pelatihan Internal Audit ISO 9001:2008 (Nadiya Consultants)	7 Januari 2014
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
15	Kusnul Khotimah, S.Pd.I	Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
		Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	15 - 17 April 2016
16	Elis Ngaefaturohmah, S.E	Pelatihan Pendidikan Berwawasan Islam (LP3T) Jakarta	7 - 9 Juli 2004
		Seminar Nasional Pendidikan "Becoming" Teacher Excellent (Yayasan & Depdiknas)	3 Juli 2005
		Seminar Pembelajaran Tematik (PGRI)	19 Juni 2007
		Piagam Penghargaan Sebagai Juri Dalam Acara Gema Ramadhan Ke VIII Tahun 2008	28 September 2008
		seminar nasional denagn Tema "Implementasi Strategi Praktis Metode PAIKEM Dalam Menigkatkan Kompetensi dan Kreatifitas Peserta Didik" (LPKP Jawa Tengah)	31 Mei 2009
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011

		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Sosialisasi Implementasi kurikulum 2013 Angkatan I,II,III,IV	2 - 5 Desember 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
17	Idha Alvianti, S.Pd.I	Seminar Internasional Metodologi Memahami As-Sunnah An-Nabawiyah	6 Juni 2012
		Sertifikat Pembekalan Dewan Sughli Gerakan Kepanduan Hizbul Wathan Se-Jawa Tengah	25 - 27 Januari 2013
18	Rani Setyowati, S.Pd	Pelatihan Tingkat Gugus Buku Bacaan Berjenjang Untuk Kelas Awal Di SD/MI Kabupaten Purbalingga (USAID)	11 - 13 April 2016
19	Siti Khusnul Sangadah, S.Pd.I	Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	15 - 17 April 2016
20	Arief Rahmat Hidayat, S.Pd.I	Pelatihan Senam Kesehatan Jasmani (SKJ) Tahun 2008	07 April 2009
		Piagam Penghargaan Pelaksanaan Porseni	14 Junin 2009
		Seminar Pendidikan "Kiat Sukses Mengajar Anak Berbasis PAKEM Se-Kabupaten Purbalingga	31 Desember 2009
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011

		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	4 - 6 Juli 2013
		Pelatihan Internal Audit ISO 9001:2008 (Nadiya Consultants)	7 Januari 2014
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
		Sertifikat Partisipasi Sebagai Pendamping Lomba Tahfidzul Qur'an yang diselenggrakan LPIT Harapan Ummat Boarding School Purbalingga	30 - 31 Oktober 2015
		Training of Trainer Menghafal Al Qur'an Semudah Tersenyum Metode Kauny Quantum Memory	1 - 3 Desember 2015
21	Sri Mulyani Barokah, S.E	Pembinaan Kemampuan Al Qur'an Bagi Siswa Melalui Metode Iqro' di MIIS (LPIS)	17 Juli - 7 Oktober 2000
		Pelatihan Kurikulum Berbasis Kompetensi (KBK) (Yayasan IS & PD Muh. Pbg)	15 Januari 2004
		Pelopor Penggerak Budi Pekerti Lomba PPKn SD/MI Se-Indonesia (LIPI)	11 Februari - 11 April 2008
		Sertifikat Pendidik Guru Kelas SD (UNS)	28 Desember 2009
		Sosialisasi Peraturan Pemerintah Nomor 53 Tahun 2010 (KEMENAG)	15 Maret 2013

		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Pelatihan Tingkat Gugus Buku Bacaan Berjenjang Untuk Kelas Awal Di SD/MI Kabupaten Purbalingga (USAID)	11 - 13 April 2016
22	Alif Wulandari	Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
23	Siti Latifah	Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Sosialisasi Implementasi kurikulum 2013 Angkatan V,VI,VII,VIII (KEMENAG)	6 - 9 Desember 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
24	Arif Rahman	Workshop Persiapan Implementasi Kurikulum SMK (LPMP Jateng)	09 Oktober 2004
		Seminar Nasional Pendidikan "Becoming" Teacher Excellent (Yayasan & Depdiknas)	03 Juli 2005
		Pelatihan Kurikulum Berbasis Kompetensi (KBK) Kelas III (KEMENAG)	18 - 20 September 2006
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014

25	Bakhron Sodik, S.Pd	Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
26	Nurhayati	Pelatihan Kurikulum Berbasis Kompetensi (KBK) (Yayasan IS & PD Muh. Pbg)	15 Januari 2004
		Pelatihan Pendidikan Berwawasan Islam (LP3T) Jakarta	7 - 9 Juli 2004
		Sosialisasi Kurikulum Berbasis Kompetensi (KBK) 2004 (KEMENAG)	9 - 10 Oktober 2004
		Seminar Pembelajaran Tematik (PGRI)	19 Juni 2007
		Pendidikan dan Pelatihan Telaah Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Penyusunan Perangkat Pembelajaran bagi Kepsek/Guru SD/MI (Dinas Pendidikan) (Dinas Pendidikan)	25 - 28 Juni 2007
		National Workshop Level "Quantum Teaching" Method For Be a Genius Teacher (Gedung KORPRI Purbalingga)	4 - 5 April 2009
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Sertifikat Pendidik Guru Kelas MI (IAIN Walisongo)	28 September 2012
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Sosialisasi Implementasi kurikulum 2013 Angkatan I,II,III,IV	2 - 5 Desember 2013

		Pelatihan Internal Audit ISO 9001:2008 (Nadiya Consultants)	07 Januari 2014
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
27	Siti Fatimah, S.Pd.I	Pelatihan Pendidikan Berwawasan Islam (LP3T) Jakarta	7 - 9 Juli 2004
		Workshop on Active Learning Strategies Held (STAIN Purwokerto)	24 - 25 Januari 2005
		Seminar Nasional Pendidikan "Becoming" Teacher Excellent (Yayasan & Depdiknas)	03 Juli 2005
		Pendidikan dan Pelatihan Penyusunan Kisi-kisi, Soal, dan Perangkat Pembelajaran bagi Kepsek/Guru SD/MI (Diknas Purbalingga)	14 - 16 Januari 2008
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
28	Erna Ma'rifah, S.Pd	Certificate National English And Math Olympic Gadjah Mada Student Association	25 - 30 September 2015
29	Tri Asih Yulianingrum, S.Pd.Si	Workshop Guru Bahasa Inggris MI (Mapenda KEMENAG KANWIL Jateng)	28 April - 1 Mei 2011
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013

		Pelatihan Internal Audit ISO 9001:2008 (Nadiya Consultants)	07 Januari 2014
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
		Certificate National English And Math Olympic Gadjah Mada Student Association	25 - 30 September 2015
		Pelatihan Tingkat Gugus Buku Bacaan Berjenjang Untuk Kelas Awal Di SD/MI Kabupaten Purbalingga (USAID)	16 - 19 Februari 2016
		Pelatihan Tingkat Gugus Buku Bacaan Berjenjang Untuk Kelas Awal Di SD/MI Kabupaten Purbalingga (USAID)	11 - 13 April 2016
		Pelatihan Tingkat Gugus Buku Bacaan Berjenjang Untuk Kelas Awal Di SD/MI Kabupaten Purbalingga (USAID)	25 - 27 April 2016
		Pelatihan Tingkat Gugus Buku Bacaan Berjenjang Untuk Kelas Awal Di SD/MI Kabupaten Purbalingga (USAID)	17 - 19 November2016
		Mengatasi Tantangan Pendidikan Keagamaan Pada Era Digital (PGRI Purbalingga)	24 November 2016
30	Pustita Wijayanti, S.Pd	Hiperaktif & Autisme Anak Defeksi Dini dan Penanganannya (UNSOED PWT)	09 Juni 2002
		Pelatihan Kurikulum Berbasis Kompetensi (KBK) (Yayasan IS & PD Muh. Pbg)	15 Januari 2004
		Pelatihan Pendidikan Berwawasan Islam (LP3T) Jakarta	7 - 9 Juli 2004
		Workshop on Active Learning Strategies Held (STAIN Purwokerto)	24 - 25 Januari 2005

		Seminar Nasional Pendidikan "Becoming" Teacher Excellent (Yayasan & Depdiknas)	03 Juli 2005
		Seminar Pembelajaran Tematik (PGRI)	19 Juni 2007
		Penyusunan Dokumen Portofolio Tingkat Kabupaten Purbalingga	05 Juni 2009
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Sosialisasi Implementasi kurikulum 2013 Angkatan I,II,III,IV	2 - 5 Desember 2013
31	Fatuchah, S.H	Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Sosialisasi Peraturan Pemerintah Nomor 53 Tahun 2010	13 - 15 Maret 2013
		Bintek Kurikulum 2013 (KEMENAG Purbalingga)	7 - 11 Desember 2013
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	4 - 6 Juli 2013

		Sosialisasi Implementasi kurikulum 2013 Angkatan I,II,III,IV	2 - 5 Desember 2013
32	Arinah, S.Pd	Pelatihan Senam Poco-poco Nusantara	10 April 2016
33	Sri Ulfah Jamilah	Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	15 - 17 April 2016
34	Masriani, S.Pd.I	Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	15 - 17 April 2016
35	Arie Kusniarti, S.Pi	Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	4 - 6 Juli 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
36	Ana Rofingah, S.Pd.I	Sebagai Guru Wiyata Bhakti Pada MI YAPPI Karang Tengah - Pengadegan	18 Juli 2005
		Piagam Penghargaan Sebagai Juri Dalam Acara Gema Ramadhan Ke VIII Tahun 2008	28 September 2008
		Sertifikasi Guru dalam Jabatan sebagai Guru MI KEMENAG (IAIN)	28 Desember 2013

		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
37	Yulihatin, .S.Sos	Seminar Nasional Pendidikan "Becoming" Teacher Excellent (Yayasan & Depdiknas)	03 Juli 2005
		Pelatihan Kurikulum Berbasis Kompetensi (KBK) Kelas III (KEMENAG)	18 - 20 September 2006
		Seminar regional Pendidikan Anak (MAN Purbalingga)	07 Januari 2008
		Pendidikan dan Pelatihan Penyusunan Kisi-kisi, Soal, dan Perangkat Pembelajaran bagi Kepsek/Guru SD/MI (Diknas Purbalingga)	14 - 16 Januari 2008
		Sertifikasi Guru dalam Jabatan sebagai Guru MI KEMENAG (IAIN Surakarta)	28 Desember 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
38	Enok Rohayati	Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	4 - 6 Juli 2013
39	Nur Faoziyah, S.Pd.I	Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011

		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
40	Meriana Rasmun, S.Pd.I	Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	15 - 17 April 2016
41	Tuti Herning, S.Kom	Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	15 - 17 April 2016
42	Istiqomah Nur Khasanah, S.Sos.I	Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
43	Arifin Budianto, S.E	Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014

44	Widi Astuti, S.Pd	Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	4 - 6 Juli 2013
		Sosialisasi Implementasi kurikulum 2013 Angkatan V,VI,VII,VIII (KEMENAG)	6 - 9 Desember 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
		Pembimbing Lomba Matematika XII (SMK Muh. Bobotsari)	14 Februari 2015
44	Dewi Astuti, S.Si	Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	4 - 6 Juli 2013
		Pelatihan Internal Audit ISO 9001:2008 (Nadiya Consultants)	07 Januari 2014
45	Anis Novie P., S.Si	seminar nasional denagn Tema "Implementasi Strategi Praktis Metode PAIKEM Dalam Menigkatkan Kompetensi dan Kreatifitas Peserta Didik" (LPKP Jawa Tengah)	31 Mei 2009
		Seminar Nasional Pendidikan "Pengembangan Karya Tulis Ilmiah dalam Meningkatkan Profesionalisme Guru" (DPD KNPI Purbalingga)	7 Juni 2009

		Pelatihan Aplikasi Program Komputer & Metode Pembelajaran Guru Matematika Se-Jawa Tengah (UNDIP)	15 - 17 Oktober 2010
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	4 - 6 Juli 2013
		Pelatihan Internal Audit ISO 9001:2008 (Nadiya Consultants)	07 Januari 2014
46	Eluh Sabekti. S.Sos	Pendidikan Komputer (Pusdik Komputer DANA.COM)	06 Maret 2000
		Workshop 2000 Teknologi Internet dan Aplikasinya (Div. Litbang LPPK DANA.COM)	19 Maret 2000
		Pelatihan Kurikulum Berbasis Kompetensi (KBK) (Yayasan IS & PD Muh. Pbg)	15 Januari 2004
		Pelatihan Pendidikan Berwawasan Islam (LP3T) Jakarta	7 - 9 Juli 2004
		National Seminar English Teaching Methodology Theme Collaborate Language Learning (Internasional Collage)	19 Desember 2006
		Seminar "Perspektif ICT" (MAN Purbalingga)	16 Agustus 2007
		Talkshow & Workshop "Biarkan Mereka Menata Dunia, Biarkan Mereka Membuat Peradaban baru" (SRAMBI Learning Center)	26 April 2008

		Monitoring LPJ Dana BOS (Pusdik & Pengkajian Keuangan Indonesia)	21 Agustus 2010
		TOT Pembinaan Nasionalisme Pendidikan Guru SMP Prov. Jateng (Diknas Prov. Jateng)	26 - 29 September 2010
		Workshop Peningkatan Kompetensi Kepsek, MKKS SMP Kab. Purbalingga (Diknas Pbg)	12 - 15 Oktober 2010
		Workshop Peningkatan Kompetensi Pengawas Kepsek SMP/MTs (Diknas Pbg)	20 - 22 Juni 2011
		Seminar Parenting Education (Yayasan Istiqomah Sambas)	28 Januari 2012
		Diklat Pembuatan PTK Tahun 2012 (Forum Ilmiah Guru Kab. Purbalingga)	8 Januari - 26 Februari 2012
		Simposium Model Penanaman Nilai-nilai Wawasan Kebangsaan bagi Guru SMP Tingkat Prov. Jateng (Diknas Prov. Jateng)	9 - 12 April 2012
		Juara Harapan III Simposium Model Penanaman Nilai-nilai Wawasan Kebangsaan bagi Guru SMP Tingkat Prov. Jateng (Diknas Prov. Jateng)	9 - 12 April 2012
		Penilaian Kinerja Guru Kepala TK,SD/MI,SMP/MTs, dan SMA/SMK (Diknas Pbg)	5 - 7 November 2012
		Bintek Peningkatan Kompetensi Pendidik SMP Wawasan Kebangsaan dan Nasionalisme Prov. Jateng (Diknas Prov. Jateng)	6 - 9 Mei 2013
		Workshop Penyusunan Instrumen SMP Calon SSN Tingkat Prov. Jateng (Diknas Prov. Jateng)	11 - 13 November 2013
		Peningkatan Kemampuan Menulis bagi Guru SMP Kab. Purbalingga (Diknas Pbg)	19 - 21 Agustus 2014
		Komite Lokal Olimpiade Nasioanal Bahasa Indonesia 7& Bahasa Inggris (Magna Olympus Indonesia)	1 November 2014

		National Integrated Science Olympic (Nasogama UGM Yogyakarta)	10 Februari 2014
		Pelatihan Implementasi Kurikulum 2013 Kepala Sekolah SMP (Diknas Prov. Jateng)	4 - 8 November 2014
		Pendampingan Kurikulum 2013 TP. 2014/2015 (SMPN 3 Purbalingga)	16 Oktober - November 2014
		Panitia Sambas Science Language (SSLC) ke II (SMP Istiqomah Sambas Purbalingga)	07 Februari 2015
		Pelatihan Tata Kelola BOS SMP 2015 (Diknas Purbalingga)	9 - 11 November 2015
		Workshop Penilaian Pendidikan (MGMP Bahasa Inggris Kab. Purbalingga)	17, 19 Oktober - 9, 16 November 2015
		Safari Gerakan Nasional Pembudayaan Kegemaran Membaca (Perpustakaan Nasional RI)	07 Desember 2015
		Panitia Sambas Science Language (SSLC) ke XV (SMP Istiqomah Sambas Purbalingga)	06 Februari 2016
47	Fitri Yastofi N, S.Pd	Peserta Seminar Nasional Pendidikan " Sosialisasi Wawasan Rintisan Sekolah Bertaraf Internasional bagi Pendidik dalam Menghadapi Persaingan di Era Global (UMP)	13 April 2010
		Seminar Nasional "Uji Kompetensi Dan Kualitas Guru Di Indonesia" (UMP)	24 November 2012
		Pembimbing Lomba Matematika XI (SMK Muh. Bobotsari)	15 Februari 2014
		Sertifikat Sebagai Mentor at National Pasiad Mathematics Competition (PASIAD)	15 Maret 2014

		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
		Certificate National English And Math Olympic Gadjah Mada Student Association	10 Nopember 2015
		Guru Pembimbing pada Lomba "Undip Mathematics Competition" Tingkat SD,SMP,SMA/SMK Se-Jawa Tengah (UNDIP)	31 Januari 2016
48	Kholik Agus Nurokhman, S.Pd.I	Pendidikan dan Pelatihan In House Training (IHT) (SMP PGRI 03 Boja)	19 - 21 Maret 2004
		Sertifikat Partisipasi "Bedah Buku Pembelajaran Berbasis Fitrah" (SMAN 2 PWT) (ISPI Cabang Banyumas)	26 Maret 2009
		Workshop Penulisan Artikel pada Media Massa "Menjadi Guru Penulis Siapa Takut" (SMAN 2 PWT) (ISPI Cabang Banyumas)	26 Maret 2009
		National Workshop Level "Quantum Teaching" Method For Be a Genius Teacher (Gedung KORPRI Purbalingga)	05 April 2009
		seminar nasional denagn Tema "Implementasi Strategi Praktis Metode PAIKEM Dalam Menigkatkan Kompetensi dan Kreatifitas Peserta Didik" (LPKP Jawa Tengah)	31 Mei 2009
		Orientasi Penyusunan Bahan Ajar Mata Pelajaran Bahasa Arab Madrasah Ibtidaiyah Se-Jawa Tengah (KEMENAG KANWIL Jateng)	5 - 8 November 2009
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013

49	Dhoris Marantika, SP	Seminar Nasional Pendidikan "Becoming" Teacher Excellent (Yayasan & Depdiknas)	03 Juli 2005
		Workshop KTSP dan Penyusunan Perangkat Pembelajaran MI dilingkungan KEMENAG PBG	23 - 25 Juli 2007
		Seminar Regional "Cara Membangkitkan Kehebatan Anak " (MAN Purbalingga)	06 Januari 2008
		Pendidikan dan Pelatihan Guru Mata Pelajarn UASBN bagi Guru SD Kelas VI Kabupaten Purbalingga Tahun 2009	26 - 28 Oktober 2009
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Sertifikasi Guru dalam Jabatan sebagai Guru MI KEMENAG (IAIN Surakarta)	28 Desember 2013
		Pelatihan Internal Audit ISO 9001:2008 (Nadiya Consultants)	07 Januari 2014
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
		Sertifikat Bimbingan Teknis Kurikulum 2013 Bagi Guru Madrasah Se-KabupatenPurbalingga (KEMENAG Purbalingga)	18 - 21 September 2015
50	Kasyoto, S.E	Pendidikan dan Pelatihan Kurikulum 2004 bagi Kepsek, Guru Kelas II dan Guru Kelas V (Diknas Purbalingga)	25 - 27 Agustus 2005
		Pendidikan dan Pelatihan Di Tempat Kerja (DDTK) Penelitian Tindakan Kelas (PTK) Madrasah Ibtidaiyah (Balai Pendidikan dan Keagamaan Semarang)	21 - 24 Desember 2010

		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Sosialisasi Peraturan Pemerintah Nomor 53 Tahun 2010	13 - 15 Maret 2013
51	Adi Subandi, S.E	Sertifikasi Guru dalam Jabatan sebagai Guru MI KEMENAG (Universitas Sebelas Maret)	28 Desember 2009
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Kegiatan Orientasi Pengenalan Akademik & Kemahasiswaan (OPAK) Tahun 2013 "Movement Spirit For Brighter Nation Future" (STAIN Purwokerto)	02 September 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
		Sertifikat English Language Course in Intermediate (STAIN Purwokerto)	11 Desember 2014
52	Nurhati Puji Utami, S.H	Sertifikasi Guru Al Qur'an Metode Ummi (Ummi Foundation)	4 - 6 Juli 2013
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014

53	Ari Sulistyowati, S.E	Piagam Penghargaan Sebagai Juri Dalam Acara Gema Ramadhan Ke VIII Tahun 2008	28 September 2008
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Pelatihan Internal Audit ISO 9001:2008 (Nadiya Consultants)	07 Januari 2014
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014
54	Mukhtar Arief M,. S.K.M	Pelatihan Tanaman Obat Kelas Pengobat Tradisional (Yayasan Pengembangan Tanaman Obat Karyasari)	28 Februari 2004
		Pelatihan Tanaman Obat Kelas Pengobat Herbal (Yayasan Pengembangan Tanaman Obat Karyasari)	28 Februari 2004
		Talkshow "Jarimatika, Solusi Berhitung Anak Kita: Mudah dan Menyenangkan" bagi Guru SD, TK dan Play Group	20 Juli 2008
		Piagam Penghargaan Sebagai Juri Dalam Acara Gema Ramadhan Ke VIII Tahun 2008	28 September 2008
		Sertifikat Partisipasi "Bedah Buku Pembelajaran Berbasis Fitrah" (SMAN 2 PWT) (ISPI Cabang Banyumas)	26 Maret 2009
		National Workshop Level "Quantum Teaching" Method For Be a Genius Teacher (Gedung KORPRI Purbalingga)	05 April 2009

		seminar nasional denagn Tema "Implementasi Strategi Praktis Metode PAIKEM Dalam Menigkatkan Kompetensi dan Kreatifitas Peserta Didik" (LPKP Jawa Tengah)	31 Mei 2009
		Seminar Nasional Pendidikan "Pengembangan Karya Tulis Ilmiah dalam Meningkatkan Profesionalisme Guru" (DPD KNPI Purbalingga)	7 Juni 2009
		Workshop "Education For Curiculum" (Laboratorium Jurusan Administrasi Pendidikan FIP UPI)	20 -21 Desember 2009
		Seminar Nasional "Profesionalisme Guru : Antara Harapan dan Kenyataan (ISPI Jawa Tengah)	23 Januari 2010
		Lomba Penulisan Artikel Pendidikan Guru Se-Indonesia (ISPI Jawa Tengah)	23 Januari 2010
		Pelatihan Pembelajaran Al Qur'an dengan Metode Tamyiz (LPIS)	1 April 20011
		Workshop Motivation Building dan Strategi Pembelajaran (STAIN Purwokerto)	22 - 24 Desember 2011
		Pembimbing Lomba Matematika X (SMK Muh. Bobotsari)	16 Februari 2013
		Pelatihan Tashih & Tahsin Guru Al Qur'an Metode Ummi (LPIS)	9 - 12 Mei 2013
		Pelatihan Internal Audit ISO 9001:2008 (Nadiya Consultants)	07 Januari 2014
		Pembina Bidang Studi IPA Tingkat MI KSM Tingkat Nasional 2014 (KEMENAG RI)	25 - 29 Agustus 2014
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014

		Guru Pembimbing Olimpiade Sains SD/Sederajat Tingkat Nasional Tahun 2014 (UNNES)	14 September - 9 November 2014
		Pembimbing Tim Finalis Tingkat SD Peserta Olimpiade Online Nasioanal 2014 (Piala Hasri Ainun Habibie)	17 Desember 2014
		Guru Pembimbing Undip's Mathematics Competition Tingkat SD,SMP,SMA/SMK Se-Jawa Tengah Tahun 2015 (UNDIP)	1 & 15 Februari 2015
		Pendamping Olimpiade MIPA Tingkat SD/MI Se-Masbarlingcakeb (SMP Al Irsyad Al Islamiyah Purwokerto)	07 Maret 2015
		Guru Pendamping Olimpiade Sains SD/Sederajat Tingkat Nasional Tahun 2015 (UNNES)	13 September - 8 November 2015
		Guru Pembimbing Undip's Mathematics Competition Tingkat SD,SMP,SMA/SMK Se-Jawa Tengah Tahun 2016 (UNDIP)	31 Januari & 14 Februari 2016
		Guru Pembimbing Tim MIIS Juara I Tingkat SD Olimpiade Online Nasioanal 2016 (Piala Hasri Ainun Habibie)	30 Mei 2016
		Pembina Bidang Studi IPA Tingkat MI KSM Tingkat Nasional 2016 (KEMENAG RI)	23 - 27 Agustus 2016
		Guru Pendamping Olimpiade Sains SD/Sederajat Tingkat Nasional Tahun 2016 (UNNES)	18 September - 13 November 2016
		Guru Pembimbing Undip's Mathematics Competition Tingkat SD,SMP,SMA/SMK Se-Jawa Tengah Tahun 2017 (UNDIP)	29 Januari & 12 Februari 2017
55	Ikhwandi Arifin, S.Ag,M.Pd.I	Sertifikasi Guru dalam Jabatan sebagai Guru MI KEMENAG (IAIN Walisongo)	30 Oktober 2009
		Kursus Pramuka Mahir Tingkat Dasar (KMD) (KWARCAB Purbalingga)	8 - 14 September 2014

DATA PESERTA DIDIK
MI ISTIQOMAH SAMBAS PURBALINGGA
Tahun Pelajaran 2018/2019
Semester II

Rombel	Kelas	L	P	Jumlah	Wali Kelas
1	I A	16	14	30	Arifin Budianto, S.E. Siti Fatimah, S.Pd.I.
2	I B	16	14	30	Fatuchah, S.H., S.Pd.
3	I C	16	14	30	Istiqomah Nur Khasanah, S.Sos. Arie Kusniarti, S.Pi.
4	I D	16	14	30	Yulihatin, S.Sos. Enok Rohayati, S.Pd.I.
5	I E	16	13	29	Nurhayati, S.Ag. Meriana Rasmun, S.Pd.I.
6	I F	17	12	29	Puspita Wijayanti, S.Pd. Tuti Herning, S.Kom.
7	I G	18	12	30	Nur Faoziyyah, S.Pd.I. Sundari Listiana, S.Pd.
8	I H	18	12	30	Siti Khusnul Sangadah, S.Pd.I. Umi Khasanah, S.Pd.
9	I I	18	11	29	Ari Nur Apriyani, S.Pd.I. Dwi Destiana, S.Pd.I.
	JUMLAH	151	116	267	
10	II A	19	15	34	Titik Lestari Satriani, S.Si.
11	II B	17	17	34	Lina Anggraeni, S.Pd.
12	II C	18	16	34	Ade Ayu Firdausi, S.Pd.
13	II D	17	17	34	Nuraini Umi Safangati, S.Pd.
14	II E	17	17	34	Elite Zahiyah, S.Ag.
15	II F	17	17	34	Dadan Daryana, S.Sos.
16	II G	17	17	34	Muhayatun, S.Pd.I.
17	II H	17	16	33	Isnaeni Khotimatun S., S.Pd.
	JUMLAH	139	132	271	
18	III A	15	19	34	Elis Ngaefaturrohmah, S.E., S.Pd.
19	III B	15	19	34	Urip Lukman Hakim, S.Pd.I.
20	III C	15	19	34	Arif Rahman, S.E.
21	III D	14	19	33	Sri Suprijatni, S.E.
22	III E	14	19	33	Khomsah Akhsinah, S.Pd.
23	III F	14	19	33	Nur Khasanah, S.Pd.I.
24	III G	14	20	34	Imas Masitoh, S.Sos.I.
25	III H	14	20	34	Masriani, S.Pd.I.
	JUMLAH	115	154	269	
26	IV Al Fatihah	9	24	33	Nurfarida Muriatun, S.Pd.
27	IV Al A'raf	11	23	34	Muchamad Ma'mun, S.Pd.I.
28	IV Al Mu'minun	11	23	34	Pujiati, S.Kom.I.
29	IV An Nur	16	18	34	Tri Nofiatun, S.Pd.
30	IV Al Furqon	21	12	33	Alif Wulandari, S.Pd.
31	IV As Shaffat	21	13	34	Citra Wawaladin Sholih, S.Pd.
32	IV Al Mu'min	25	6	31	Agustin Setyo Dinarto, S.Pd.
33	IV Az Zuhruf	23	4	27	Endah Purwani, S.Si.
	JUMLAH	137	123	260	
34	V Al Fath	15	22	37	Dhoris Marantika, SP.
35	V An Najm	16	17	33	Rani Setiowati, S.Pd.
36	V Al Qomar	22	14	36	Alfina Hidayati, S.Pd.I.
37	V Ar Rahman	14	21	35	Nadiya Wahyu Ciptasari, S.Pd.
38	V As Shaf	19	15	34	Siti Latifah, S.Si.
39	V Al Ma'arij	24	10	34	Kholik Agus Nurokhman, S.Pd.I.
	JUMLAH	110	99	209	

40	VI Al Insan	12	26	38	Dewi Astuti, S.Si.
41	VI Al A'la	12	25	37	Rian Dwi Cahyono, S.Pd.I.
42	VI Asy Syams	17	19	36	Ari Sulistyowati, S.E.
43	VI Al Ma'un	14	19	33	Kasyoto, S.E.
44	VI Al Kautsar	17	2	19	Anis Novie Purwaningtyastuti, S.Si., S.Pd.
	JUMLAH	72	91	163	
TOTAL		724	715	1439	

Update Bulan Januari 2019

Koordinator Kelas I : Arifin Budianto, S.E.
Koordinator Kelas II : Nunik Imawati, S.Ag.
Koordinator Kelas III : Sri Mulyani Barokah, S.E.
Koordinator Kelas IV : Arief Rahmat Hidayat, S.Pd.I.
Koordinator Kelas V : Dhoris Marantika, SP.
Koordinator Kelas VI : Dewi Astuti, S.Si.

The observation guidelines

The Research of Human Resource Management as a Means to Improve Teachers' Competencies at MI Istiqomah Sambas Purbalingga

1. Geographical Overview
2. The facilities and Infrastructures of MI Istiqomah Sambas Purbalingga that includes schools building and the condition of environment in the office
3. The process of human resource management as a means to improve teachers' competencies at MI Istiqomah Sambas Purbalingga

The Documentation Guidelines

The Research of Human Resource Management as a Means to Improve Teachers' Competencies at MI Istiqomah Sambas Purbalingga

1. Profil of MI Istiqomah Sambas Purbalingga
2. The Identity
3. The Brief History of MI Istiqomah Sambas Purbalingga.
4. Vision and Mission of MI Istiqomah Sambas Purbalingga
5. Human Resources
6. Infrastructures
7. School Achievements

The Interview Guidelines

The Research of Human Resource Management as a Means to Improve Teachers' Competencies at MI Istiqomah Sambas Purbalingga

1. Bagaimana proses rekrutmen tenaga pendidik baru di MI Istiqomah Sambas Purbalingga
2. Bagaimana tahapan-tahapan rekrutmen di MI Istiqomah Sambas Purbalingga
3. Metode apa yang dipakai dalam proses rekrutmen di MI Istiqomah Sambas Purbalingga?

4. Kendala apa yang biasanya terjadi di dalam proses rekrutmen?
5. Bagaimana proses promosi dan demosi di MI Istiqomah Sambas Purbalingga?
6. Bagaimana proses pengembangan kompetensi guru di MI Istiqomah Sambas Purbalingga?
7. Bagaimana proses peningkatan kompetensi pedagogik guru di MI Istiqomah Sambas Purbalingga?
8. Bagaimana proses peningkatan kompetensi kepribadian guru di MI Istiqomah Sambas Purbalingga?
9. Bagaimana proses peningkatan kompetensi sosial guru di MI Istiqomah Sambas Purbalingga?
10. Bagaimana proses peningkatan kompetensi profesional guru di MI Istiqomah Sambas Purbalingga?
11. Bagaimana proses pengendalian sumber daya manusia di MI Istiqomah Sambas Purbalingga?
12. Bagaimana proses evaluasi peningkatan kinerja guru di MI Istiqomah Sambas Purbalingga?
13. Bagaimana implikasi peningkatan kompetensi guru di MI Istiqomah Sambas Purbalingga?
14. Apakah ada perbedaan antara kondisi guru sebelum mendapatkan program pengembangan kompetensi guru dengan sesudah mendapatkan program pengembangan kompetensi guru di MI Istiqomah Sambas Purbalingga?
15. Bagaimana prestasi siswa dan siswi di MI Istiqomah Sambas Purbalingga?
16. Bagaimana prestasi guru di MI Istiqomah Sambas Purbalingga?
17. Bagaimana prestasi sekolah di MI Istiqomah Sambas Purbalingga?
18. Bagaimana tanggapan orangtua siswa terkait kompetensi guru di MI Istiqomah Sambas Purbalingga?

The transcript of interview

The Research of Human Resource Management as a Means to Improve Teachers' Competencies at MI Istiqomah Sambas Purbalingga

A. Hasil wawancara dengan manajemen representatif MI Istiqomah Sambas Purbalingga

Narasumber : Ibu Nurlaela Okiwati, S.Ag
Hari, Tanggal : Senin, 14 Januari 2019
Waktu : Pukul 09.30 s/d selesai

1. Bagaimana proses rekrutmen tenaga pendidik baru di MI Istiqomah Sambas Purbalingga?

   Proses rekrutmen di MI Istiqomah Sambas sekarang diambil alih oleh LPIS, jadi kalau dulu biasanya yang mengadakan rekrutmen dari MI nya langsung, kalau sekarang sudah ada prosedur yang baru yakni menggunakan sistem manajemen yang terpusat di LPIS. prosedurnya yaitu pihak MIIS membuat pengajuan daftar tenaga pendidik yang diperlukan apa saja nanti tinggal diajukan kepada LPIIS, nah selanjutnya pihak LPIS lah yang akan memproses soal rekrutmen guru baru sesuai dengan kebutuhan yang ada. Nantinya kemudian pihak MI Sambas hanya menerima guru baru yang telah kami seleksi dan siap ditempatkan di MIIS

2. Bagaimana tahapan-tahapan rekrutmen di MI Istiqomah Sambas Purbalingga

   Tahapan di dalam rekrutmen di Sambas ini dilakukan sesuai dengan prosedur mutu yang kami punya mbak. jadi masing-masing unit di yayasan Sambas ini tiap tahunnya membuat pengajuan penambahan tenaga pendidik baru kepada LPIS. kalo dalam hal ini MI Sambas ya mereka membuat pengajuan kepada LPIS untuk kemudian kami pertimbangkan lagi dan kami proses kalo sudah final semuanya. tentunya kami memproses semua itu sesuai dengan prosedur yang ada mbak. prosedurnya ya dimulai dari Kabid akademik dan staf-stafnya, mereka mengajukan ke kepala sekolah, nanti di acc sama kepala sekolah barulah masuk ke kami, termasuk menentukan standar kualifikasinya apa saja yang sedang dibutuhkan di dalam unit satuan pendidikan.

3. Bagaimana cara menginformasikan ke masyarakat, bahwa MI Sambas sedang membutuhkan tenaga pendidik baru?

   Emm... ini pertanyaan untuk sistem yang dulu apa sekarang? hehe.. kalau jaman dulu ya kami dalam melaksanakan proses rekrutmen, itu dulu kita pernah bekerja sama dengan beberapa kampus di wilayah purwokerto mba, salah staunya ya itu STAIN Purwokerto dan UMP. bentuk kerjasamanya si lebih kepada permohonan bantuan untuk ikut share informasi lowongan pekerjaan dalam bentuk slebaran yang kami tempel di papan pengumuman mba. soalnya kalau kami nempel pengumuman di kampus-kampus kan yang baca mahasiswa sana kemudian bs tersebar ke beberapa alumni pendidik disana. tapi kalo sekarang tah udah beda. sekrang kami lebih memaksimalkan media sosial dalam penyebaran informasi lowongan pekerjaan.

   Jadi sekarang kami kalau membuka lowongan pekerjaan sudah tidak melalui slebaran yang kami tempel di beberapa titik lokasi, tapi kami lebih memkasimlakan media sosial sebagai penyebar informasi tercepat saat ini mba, beneran itu kami baru share di medsos beberapa hari langsung pelamar yang datang banyak sekali, bahkan kami wkatu itu cm butuh 22 orang yang melamar sampai sekitar 200an pelamar, itu angka yang luarbiasa bagi kami, apalagi kami hanya menggunakan media sosial dalam penyebaran informasinya, selain menghemat biaya hal ini juga bisa begitu cepat tersebar ke masyarakat umum

4. Kendala apa yang biasanya terjadi di dalam proses rekrutmen?

   Kalau kendala si ya pasti ada lah, Cuma ya selama ini kendalanya masih dalam batas wajar dan masih bisa kami handle dengan baik. paling ya kendala-kendala teknis saja si mba. tapi meskipun kendalanya tidak seberapa tetep menjadi bahan evaluasi bagi kami agar kedepannya bisa lebih baik. contoh kecilnya ya misal kami hanya butuh ¾ tenaga pendidik baru nah yang mendaftar malah ratusan orang, jadi ya kami perlu tenaga ekstra untuk menyortir lamaran pekerjaan yang masuk kepada kami. berbagai pertimbangan tentunya harus kami tentukan dan pertimbangkan dengan matang dengan berbagai pihak di tim kami.

5. Bagaimana proses promosi di MI Istiqomah Sambas Purbalingga?

   Proses promosi tentu ada disini, ya untuk pegawai yang punya kinerja dan skill yang bagus dan terus meningkat tentu kami beri kesempatan untuk promosi jabatan. hal ini juga bisa dijadikan motivasi bagi para guru untuk selalu memberikan yang terbaik untuk lembaga. pertimbangan promosi jabatan ini tentunya tidak hanya berdasar penilaian dari LPIS saja, akan tetapi kami minta bantuan maisng-masing unit terutama kepala sekolah dan para kabid untuk melakukan berbagai pengamatan dan penilaian kinerja terhadap guru-guru disana.

6. Bagaimana proses demosi di MI Istiqomah Sambas Purbalingga?
7. Bagaimana proses peningkatan kompetensi sosial guru di MI Istiqomah Sambas Purbalingga?

   Untuk peningkatan kompetensi tentunya baik LPIS maupun satuan pendidikan mI Sambas terus berupaya untuk menyelenggarakan kegiatan yang kaitanya adalah untuk menunjang peningkatan kinerja mereka. banyak kok kegiatanya. biasanya unit satuan pendidikan masing-masing di yayasan sambas sudah membuat program agendanya sendiri. dan LPIS juga punya program kegiatan yang tujuannya sama, nanti tinggal disesuaikan dengan jadwal dan program kegiatan yang ada di satuan pendidikan. begitu mbak.

8. Bagaimana proses pengendalian (controlling) sumber daya manusia di MI Istiqomah Sambas Purbalingga?

   Kalo kita, emm controllingnya diantaranya pertama, ada audit internal mbak, jadi audit internal itu karena semua satuan sudah diminta untuk menerapkan sistem Manajemen mutu ISO. Meskipun yang bersertifikasi baru MI Istiqomah Sambas nya, tapi satuan yg lain kan sudah ISO semua, nah kemudian dari LPIS mengadakan audit internal. nah itu dikoordinasi oleh manajer organisasi dan SDM yaitu saya sendiri yang kemudian dibentuk satu tim khusus yang ditunjuk oleh LPIS sebagai pellaksana, kan itu sudah bersertifikat sebagai auditor, nah disitu nanti kita melaksanaan sistem manajemen mutu di masing-masing satuan trmsk sdm nya bagaimana kinerja mereka. itukan sudah bisa dilihat dari proses audit internal. nah audit internal ini paling tidak dilaksanakan 3 kali dalam setahun. kemudian yang kedua, kita tentu ada setiap bulan kan kita ada koordinasi gabungan dengan kepala satuan, dimana disitu salah satu point acaranya adalah laporan dari masing-masing satuan, tentunya disitu berkaitan dengan kinerja sdm juga, gitu.. nah kemudian yang ketiga ada yang namanya penilaian kinerja, bagi seluruh sdm yang mana pelaksananya kita serahkan ke satuan pendidikan masing-masing untuk pelaksanaan kinerjanya, tetappi tentu dari masing-masing satuan harus melaporkan hasil penilaian kinerjanya ke LPIS, seperti itu..nah kalau penilaian kinerja itu dilaksanakan setiap akhir semester.

9. untuk tim pelaksana audit internal mengambilnya dari satuan yang mana bu?

    Kalau tim auditor ini, kitamemang tetep ngambil dari masing-masing satuan, mereka adalah orang-orang yang kita pandnag dari hasil pengamatan dan penilaian kita pandang mampu untuk menjadi auditor, kemudian kita ikutkan pelatihan, dan kalau sudah lulus dari pelatihan dan juga sudah mendapatkan sertifikat baru kita ambil sebagai tim auditor. jumlah tim ini 24 orang.

10. Setelah dilakukan audit internal, apabila ditemukan data hasil observasinya ada sdm yang kinerjanya kurang bagus atau menurun, tindakan dari LPIS sendiri seperti apa bu?

ya, nanti dari hasil audit kan ada laporan ya mbak, yaitu laporan hasil auditnah dari situ kita menerbitkan CAR (Corrective action request) atau permintaan tindakan perbaikan. dari situ masing-masing sdm harus memperbaiki diri sesuai dengan temuan dari hasil audit dalam kurun waktu yang sudah ditentukan.

11. Mekanismenya seperti apa ya bu?

Kalo mekanisme untuk penerbitan CAR kan tadi dari laporan hasil audit ya dari satuan ke manajemen, kemudian manajemen membuat CAR dan melayangkan CAR atau kita kirim langsung ke kepala satuan untuk bisa disampaikan ke yang bersangkutan. lalu yang bersnagkutan diminta membuat perencanaan perbaikan. artinya mereka membuat rencana apa saja yang akan dilakukan selama proses perbaikan agar hal-hal yg kurang baik yang ditemukan di dalam proses audit internal bisa dipebaiki.kemudian kalau sudah menuliskan itu lembar CAR tadi dikembalikan ke kepala satuan untuk dicek apakah perencanaan tersbeut sudah terlaksana sesuai dg yg dittuliskan ataukah belum. jika sudah sesuai dg apa yang telah direncanakan maka dipantau perkembangannya berangsur membaik apa belum, jika sudah sesuai dan sudah berangsur membaik maka temau tersbebut dianggap ditutup dan selesai. akan tetapi jika tidak sesuai dengan perencanaan yang telah dibuat maka terpaksa diterbitkan CAR lagi. jadi hasil temuan dari audit kita combine dengan hasil penilaian kinerja, hasilnya dijadikan sebagai bahan pertimbangan. jika hasilnya bagus maka sebagai bahan pertimbangan untuk proses promosi, dan jika hasilnya belum bagus maka bisa jadi bahan pertimbangan juga untuk pemberian demosi.

12. Bagaimana proses evaluasi peningkatan kinerja guru di MI Istiqomah Sambas Purbalingga?

Di dalam proses peningkatan kompetensi guru melalui serangkaian kegiatan yang sudah tersusun dengan baik sesuai dengan prosedur mutu yang kami miliki, kami selalu mengadakan evaluasi, kiranya apa sjaa kekurangan yang perlu diperbaiki dan apa saja hal baik yang mesti dipertahankan dan ditingkatkan. Evaluasi ini dilakukan oleh LPIS maupun MIIS tergantung kebutuhannya mba.

13. Bagaimana proses evaluasi kinerja guru di MI Istiqomah Sambas Purbalingga?

    Penilaian kinerja, bagi seluruh sdm yang mana pelaksananya kita serahkan ke satuan pendidikan masing-masing untuk pelaksanaan kinerjanya, tetappi tentu dari masing-masing satuan harus melaporkan hasil penilaian kinerjanya ke LPIS, seperti itu..nah kalau penilaian kinerja itu dilaksanakan setiap akhir semester.

14. Bagaimana implikasi peningkatan kompetensi guru di MI Istiqomah Sambas Purbalingga?

    Kalo bicara implikasi, tentu ada implikasinya mbak, implikasi ini lebih cenderung ke implikasi positif ya kalo soal peningkatan kinerja. karena guru-guru kami justru memiliki kompetensi yang lebih baik dibandingkan dengan kondisi sebelum mendapatkan berbagai program peningkatan kompetensi. ya saya kan mengawal mereka semenjak dari proses rekrutmen mbak, dari awal masa pembekalan tu mesikpun udah bagus, tetep lah berubah lebih bagus lagii setelah ikut program kegiatan yang dirancang oleh lembaga.

    Kalau melihat data prestasi yang kita punya, nanti mbak bisa cek ya di data prestasi sekolah ke bagian kesekretariatan. banyak prestasi yang kami berhasil raih. itu smeua ya merupakan hasil dari binaan para guru disana, guru guru yang sudah terlatih inilah yang kemudian mencetak siswa siswi yang berprestasi.

B. Wawancara dengan Kepala Sekolah MI Istiqomah Sambas Purbalingga

Narasumber : Ikhwandi Arifin, S.Ag, M.Pd.I
Hari, Tanggal : Senin, 14 Januari 2019
Waktu : Pukul 11.30 s/d selesai

1. Bagaimana proses rekrutmen tenaga pendidik baru di MI Istiqomah Sambas Purbalingga?

   Kalau untuk proses rekrutmen mungkin mbak banyak dapat info saat wawancara dengan Ibu oki, karena beliau dari LPIS yang memproses hal tersebut. Dalam hal ini kami dari satuan pendidikan hanya membuat pengajuan tenaga pendidik baru saja ke LPIS.

   Iya mbak, jadi kami tidak melakukan rekrutmen sendiri melainkan dibantu oleh LPIS. kami hanya membuat pengajuan jumlah kebutuhan guru untuk tahun pelajaran selanjutnya dengan jumlah yang sesuai dengan yang kami butuhkan. prosedurnya, mulai dari Kabid akademik yang membuat pengajuan, lalu saya membuat analisis dengan berbagai pertimbangan sampai pada akhirnya diperoleh hasil final, sekiranya butuh berapa guru untuk diajukan kepada LPIS. setelah hasilnya sudah final baru saya ajukan kepada LPIS untuk ditindak lanjuti.Semua ini sudah kami sesuaikan dengan prosedur mutu yang kami miliki yaitu menggunakan sistem Manajemen Mutu ISO 9001:2015. Nanti mba baca juga ya prosedur mutu yang kami miliki

2. Bagaimana proses promosi di MI Istiqomah Sambas Purbalingga?

   Di dalam proses promosi saya dibantu oleh para Kabid mbak untuk melakukan pengamatan dan penilaian kepada para guru disini. proses promosi ini tentu kami lakukan dengan berbagai pertimbangan mbak. yang dapat promosi ini ya guru yang aktif dalam berbagai kegiatan, punya skill manajerial yang menonjol, memiliki hasil penilaian kinerja yang bagus, hasil supervisinya juga bagus. nanti hal ini kami komunikasikan dengan pihak LPIS dan tim formasi untuk kemdian ditentukan siapa sja ayang akan mendapat promosi dan kiranya jabatan apa yang akan diberikan terhadap guru tertentu yang memiliki standar kualifikasi seperti yang sudah kami tentukan dalam prosedur.

3. Bagaimana proses peningkatan kompetensi profesional guru di MI Istiqomah Sambas Purbalingga?

   Untuk peningkatan kompetensi guru di sekolah kami, kami ada program tersendiri. Program-program tersebut lebih ke arah pembinaan guru. kami bina para guru agar kemampuannya bertambah dan meningkat. Nanti mbak bis acek ya data kegiatan apa saja yang sudah kami lakukan dalam rangka peningkatan kompetensi guru. datanya ada di Kabid akademik.

4. Bagaimana proses evaluasi peningkatan kinerja guru di MI Istiqomah Sambas Purbalingga?

   Ya, setiapa program kegiatan pastinya ditutup dengan kegiatan evaluasi hasil. Kami evaluasi apakah kegiatan tersebut perlu ada perbaikan agar kedepan bisa lebih bagus. gt mbak.

5. Bagaimana implikasi peningkatan kompetensi guru di MI Istiqomah Sambas Purbalingga?

   Implikasinya?mbak bisa lihat implikasi dari program peningkatan kompetensi guru dari hasil prestasi yang diraih siswa dan siswi kami. bisa di cek datanya ya di bagian kesekertariatan.

6. Apakah ada perbedaan antara kondisi guru sebelum mendapatkan program pengembangan kompetensi guru dengan sesudah mendapatkan program pengembangan kompetensi guru di MI Istiqomah Sambas Purbalingga?

   Perbedaanya tentu ada. Guru-guru yang telah mendapatkan pendidikan dan pelatihan yang didapatkan di sekolah tentu mereka lebih bisa tampil percaya diri dalam mendidik siswa dan siswi kami. Ngajarnya juga gak asal ngajar tp ngajarnya ya lebih terarah sesuai dengan apa yang dimau oleh yayasan dan lembaga.

C. Wawancara dengan Kepala Bidang Akademik MI Istiqomah Sambas Purbalingga

Narasumber : Ibu Tri Asih Yulianingrum, S.Pd.Si

Hari, Tanggal : Selasa, 15 Januari 2019
Waktu : Pukul 12.30 s/d selesai

1. Bagaimana proses rekrutmen tenaga pendidik baru di MI Istiqomah Sambas Purbalingga?

   Untuk rekrutmen sendiri di sekolah kami tidak kami laksanakan sendiri secara langsung, melainkan dibantu oleh LPIS. kamu hanya membuat pengajuannya saja.

   Jadi, setiap awal tahun pelajaran, saya dan seluruh staf saya melakukan analisis kebutuhan tenaga pendidik baru, misalnya ada yang mengundurkan diri karena sesuatu hal otomatis kami membutuhkan tenaga pendidik baru sebagai pengganti selanjutnya. lalu kami adakan rapat pertemuan untuk membahas hal ini. setelah diketahui berapa guru baru yang kami butuhkan maka kami segera membuat pengajuanya di sebuah form sesuai dnegan prosedur mutu yang kami miliki, setelah dibuat form pengajuan lalu saya menyampaikan kepada kepala sekolah untu dipertimbangkan dan diajukan kepada LPIS. Termasuk juga kami buat standar kualifikasinya apa saja. untuk kualifikasinya apa sjaa nanti mba bisa lihat di contoh lowongan pekerjaan yang di share di media sosial ya. begitu kira-kira mba.

2. Bagaimana proses promosi di MI Istiqomah Sambas Purbalingga?

   Untuk promosi di MIIS sendiri sudah berjalan dengan baik sesuai prosedur mutu yang kami miliki mba, jadi guru yang telah berpengalaman dan sudah diangkat sebagai pegawai tetap yayasan dia akan mendapatkan promosi jabatan jika memenuhi standar kualifikasi. biasanya yang dapat promosi jabatan ya guru yang aktif dalam berbagai kegiatan, punya skill manajerial yang menonjol, memiliki hasil penilaian kinerja yang bagus, hasil supervisinya juga bagus. tapi juga kami para kepala bidang ikut serta dalam menentukan promosi jabatan, misalnya dengan mengamati keprbiadaianya sehari-hari, keaktifanya bagaimana, perilakunya bagaimana, disiplin atau tidak dan sebagainya. Hasil pengamatan ini nantinya kami serahkan kepada LPIS nanti LPIS dan tim formasi lah yang menentukan promosi tersebut, dan jabatan apa kiranya yang sesuai dengan guru tersebut.

3. Bagaimana proses pengembangan kompetensi guru di MI Istiqomah Sambas Purbalingga?

   Dalam rangka peningkatan kompetensi guru di sekolah kami, biaanya kami mengadakan program pendidikan dan pelatihan guru dalam berbagai jenis kegiatan. salah satunya adalah kegiatan IHT. dimana kegiatan ini berisi pelatihan untuk guru-guru dalam mningkatkan kompetensi pedagogik dan profesionalnya. untuk tema atau materi IHT nya kami rumuskan sesuai dengan haisl rapat dari beberapa kepala bidang. kami biasanya menyesuaikan tema sesuai dengan perkembangan sistem pendidikan di Indonesia. kami bertusaha menyajikan materi-materi yang up to date dengan jaman, misalnya lagi ramai tentang kebijakan penerapan kurikulum 2013, kami tentunya adakan tentang pelatihan kurikulum 2013. dan tentunya dengan tema-tema lain sesuai dengan kebutuhan lembaga pendidikan di MI Istiqomah sambas ini mba. Nanti akan kami beri data tertulis tentang jenis dan tema pelatihan apa saja yang sudah dilaksanakan selama ini.

4. Bagaimana proses evaluasi peningkatan kinerja guru di MI Istiqomah Sambas Purbalingga?

   Dalam hal peningkatan kompetensi guru, kami selalu mengadakan evaluasi, kiranya apa sjaa kekurangan yang perlu diperbaiki dan apa saja hal baik yang mesti dipertahankan dan ditingkatkan. Evaluasi ini dilakukan oleh LPIS maupun MIIS tergantung kebutuhannya. kalau kegiatan tersebut memang kami yang handle, otomatis evaluasinya jug akami yang lakukan. tp klo kegiatanya di handle oleh LPIS ya LPIS lah yang akan menevaluasi.

D. Wawancara dengan staff akademik MI Istiqomah Sambas Purbalingga

Narasumber : Erna Ma’rifaah, S.Pd

Hari, Tanggal : Selasa, 15 Januari 2019
Waktu : Pukul 14.00 s/d selesai

1. Bagaimana tahapan-tahapan rekrutmen di MI Istiqomah Sambas Purbalingga berdasarkan pengalaman Ibu pribadi?

   Kalo soal rekrutmen saya posisi bukan sebagai penyelenggaranya ya mbak, ini saya *sharing* berdasarkan pengalaman dulu saja waktu saya ngelamar disini, hehehehe..

   Jadi dulu saya itu dapet info dari temen kan di MI Sambas ini ada alowongan. ya sudah to, saya masukan lah lamaran kesini. alhamdulillah saya lolos seleksi administrasinya. waktu itu saya mengikuti serangkaian seleksi masuk sini, ada tes baca Al-Qur'an, tes potensi akademik, tes tentang wawasan kependidikan, ada tes praktek penggunaan komputer dan wawancara juga. seteleh itu lolos, kemudian saya masih harus micro teaching juga. setelah itu ada pengumuman ternyata saya diterima. seneng banget tuh. hehehhe..

2. Bagaimana proses promosi berdasarkan pengalaman Ibu pribadi di MI Istiqomah Sambas Purbalingga?

   Setelah jadi guru biasa di MI Sambas saya dapet promosi jabatan. waktu itu saya dipercaya menajdi staff kesiswaan kalau nggak salah per tahun 2017/2018 sampai sekarang. kalo kriteria yang dapat promosi saya kurang begitu paham detailnya. intinya ya yang dapat promosi ya pegawai yang disiplin dan dapat hasil penilaian kinerja yang bagus. dan juga ada beberapa pengamatan khusus dari para Kabid, kepala sekolah dan LPIS juga.

3. Bagaimana proses pengembangan kompetensi guru berdasarkan pengalaman Ibu pribadi di MI Istiqomah Sambas Purbalingga?

   Dulu pas saya sudah diterima disini, saya ndak langusng dapet jam mengajar mba. saya harus melewati proses magang dulu selama 2 bulan, lalu masa percobaan 8 bulan, dan masa pembinaan 18 bulan. nanti setelah 2,2 tahun baru diangkat sebagai pegawai tetap yayasan.

selama magang saya diberi pembelakan dulu selama satu minggu, kemudian setelah pembekalan saya dapat tugas untuk melakukan observasi lingkungan sekolah, jadi ya lihat lihat bagaimana cara guru disini mengajar lalu saya bikin semacam catatan harian selama disana apa saja yang dapat saya pelajari dan saya juga disuruh kasih masukan atau saran dari hasil observasi saya. Selama proses magang didalamnya kan ada pembinaan ya mba, nah disitu saya dapet materi pedagogik, ya meskipun selama kuliah saya sudah pernah belajar itu tapi disini diajarkan lagi katanya untuk menyamakan persepsi dengan lembaga sini. saya menikmati proses ini dengan senang. Nah pembekalan dan proses observasi belajar dengan lingkungan ini merupakan program pembinaan internal dari sekolah dalam rangka peningkatan kompetensi kami. dan lebih dari itu kami juga dapat berbagai pendidikan dan pelatihan yang sekolah selenggarakan untuk kami para guru.

4. Apakah ada perbedaan antara kondisi guru sebelum mendapatkan program pengembangan kompetensi guru dengan sesudah mendapatkan program pengembangan kompetensi guru berdasarkan pengalaman Ibu pribadi di MI Istiqomah Sambas Purbalingga?

Ya ada mbak, saya jadi lebih pede buat ngajar, karena sudah dibekali sedari awal dan ditambah juga dengan berbagai pelatihan yang saya dapatkan. saya juga jadi lebih percaya diri ketika memimbing siswa. Dulu pernah jadi pembina lomba OMNAS juga, yaitu lomba olimpiade nasional untuk mapel bahasa inggris. semua itu bisa saya lakukan ya karena berbagai pengalaman dari pelatihan dan pendidikan yang saya dapatkan disini.

Selain yang menyangkut keprofesionalan kita, kita juga dibina soal kepribadiannya mba, kalo dalam hal kompetensi kepribadian kita dapat pembinaan khusus pada setiap pertemuan/rapat mba, biaanya disetiap pertemuan dengan LPIS maupun pertemuan internal sekolah kami guru-guru selalu dapat semacam kultum dan arahan mengenai bagaimana menjadi pribadi yang baik, santun dan religius di lingkungan sekolah maupun masyarakat.

5. Bagaimana prestasi siswa dan siswi di MI Istiqomah Sambas Purbalingga?

   Prestasinya banyak mbak, biar ga salah sebut saya kasih data nya saja ya jadi biar valid datanya.

6. Bagaimana tanggapan orangtua siswa terkait kompetensi guru di MI Istiqomah Sambas Purbalingga?

   Alhamdulillah tanggapan dari ortu siswa selama ini si positif mbak, mereka mempercayakan pendidikan anaknya kepada kita berarti mereka percaya dengan kompetensi yang kami miliki. setiap tahun peserta didik kita selalu banyak dan tercapai kuotanya mbak. artinya masyarakat percaya dengan kami.

E. Wawancara dengan Guru di MI Istiqomah Sambas Purbalingga

Narasumber : Ratman Saefuddin Soleh, S.Si
Hari, Tanggal : Selasa, 15 Januari 2019
Waktu : Pukul 10.30 s/d selesai

1. Bagaimana tahapan-tahapan rekrutmen berdasarkan pengalaman Bapak pribadi di MI Istiqomah Sambas Purbalingga

   Dulu saya petama kali daftar pertamanya tahu informasi dari orang, jadi ada sodara gitu kasih tau katane baca informasi bahwa di Samabs sedang ada lowongan guru jadi saya daftar kesini. lalu saya masukan lamaran.

   Saya kemduain dapat panggilan, saya mengikuti tes terttulis, wawancara, tes komputer dan bahasa inggris. setelah itu hari berikutnya kebetulan langusng diumumkan. alhamdulillah saya lolos. saya lalu masih harus melewati tahap micro teaching dulu, alhamdulillah pas micro teaching saya juga lolos. selanjutnya saya magang dulu, observasi lingkungan dan dapet pembekalan dan pembinaan dari sekolah sampai kepada masa percobaan dan akhirnya sekarang sudah jadi pegawai tetap yayasan. alhamdulillah.

2. Apakah bapak pernah menjadi guru pengganti?

   Emmm...., Selama menjadi guru di MIIS, saya pernah itu mba, menjadi guru pengganti karena pada saat itu ada guru yang mengundurkan diri dikarenakan dia akan menikah dan setelah itu langsung ikut suaminya di luar kota. Guru tersebut mengundurkan diri tidak di akhir tahun pelajaran, jadi kan ga mungkin langsung dapet pengganti yang baru. karena disini sudah ada prosedurnya sendiri kalo mau membuka lowongan pekerjaan untuk guru baru. jadi saya kebetulan masih sedikit jam mengajarnya ya saya dijadikan pengganti sementara sampai nanti dari LPIS mendatangkan guru barunya

3. Bagaimana proses promosi berdasarkan pengalaman Bapak pribadi di MI Istiqomah Sambas Purbalingga?

   Kalau proses promosi disini guru yang berpresestasi dan punya skill manajerial nanti pasti dapat promosi. saya juga seneng tuh pernah dapet promosi jabatan. ya ini sekarang saya menajadi staaf Kabid kesekretariatan. alhamdulillah syaa jaga kepercayaan ini dengan penuh amanah.

4. Bagaimana proses pengembangan kompetensi guru berdasarkan pengalaman Bapak pribadi di MI Istiqomah Sambas Purbalingga?

   Semenjak mengabdikan diri disini sebagai pendidik, saya tidak perlu khawatir tidak bisa mengajar, karena dari awal saya udah dikasih pembekalan. kemudian gak Cuma itu. saya juga dapat berbagai macam latihan disini. jadi ilmunya nambah banyak hehehe.

   Banyak si macamnya ada pembinaan internal, ada juga kegiatan IHT)Inhouse Training) dulu itu temanya tentang pembelajaran active learning. ada juga sempat pelatihan bahasa inggris, ada juga pelatihan metode ummi, dan ndak hanya itu disini juga ada pembinaan kepribadian dan sosial. biasanya dilakukan dalam kegiatan pembinaan internal itu mba.

5. Bagaimana implikasi peningkatan kompetensi guru berdasarkan pengalaman Bapak pribadi di MI Istiqomah Sambas Purbalingga?

   Ya luarbiasa itu implikasinya bagi kami khususnya saya senidri. kemampuan saya jadi bertambah bener deh itu mba. saya dulu belum Percaya diri untuk menjadi guru tp setelah ikut berbagai pelatihan disni kemampuan saya jadi bertambah jadi ya sekarang udah percaya diri mengajar dengan sebaik mungkin mbak. hehehehe..

6. Apakah ada perbedaan antara kondisi guru sebelum mendapatkan program pengembangan kompetensi guru dengan sesudah mendapatkan program pengembangan kompetensi guru berdasarkan pengalaman Bapak pribadi di MI Istiqomah Sambas Purbalingga?

   Ada banget lah mba, hehe dulu saya mah ngajarnya masih biasa biasa saja pas belum disni, kalo sekarang tentunya labih baik. hehe

7. Bagaimana prestasi siswa dan siswi di MI Istiqomah Sambas Purbalingga?

   Prestasi banyak mbak kalo anak sini. mereka banyak ikut lomba dan berhasil juga meraih juara. nanti saya kasih datanya ya, yang pegang bagian kesekretariatan juga.

8. Bagaimana prestasi guru di MI Istiqomah Sambas Purbalingga?

   Guru juga ad presatsinya meksipun ndak sebanyak siswa. tapi ya menurut saya buat anak ajdi menang lomba itu juga termasuk presatsi dari gurunya loh. hehehe..

9. Bagaimana prestasi sekolah di MI Istiqomah Sambas Purbalingga?

   Sekolah juga ada kok prerstasinya. pernah menang bebeerapa lomba. Cuma ya sama, prestasinya ndak sebanyak yang diraih oleh para siswa. tapi kan sekolah sudah berhasil membuat para gurunya berpresatsi dan siswa siswinya juga banyak yang berprestasi. itu juga namanya prestasi. hehehe..

10. Bagaimana tanggapan orangtua siswa terkait kompetensi guru di MI Istiqomah Sambas Purbalingga?

Kalo untuk tanggapan secara langsung si saya jarang denger langsung ya mba, Cuma melihat setiap tahunnya yang daftar kesini membludak, artinya kan mereka tahu bahwa sekolah ini bagus dan bermutu. akhire pada berbondong-bondong daftarin anake kesini. itukan juga sebuah bentuk kepercyaaan langsung dari masyarakat.

F. Wawancara dengan Guru di MI Istiqomah Sambas Purbalingga

Narasumber : Eny Isnawati, S.E
Hari, Tanggal : Selasa, 15 Januari 2019
Waktu : 09.00 WIB s/d selesai

1. Bagaimana proses rekrutmen tenaga pendidik baru berdasarkan pengalaman Ibu pribadi di MI Istiqomah Sambas Purbalingga

   Dulu saya pertama kali daftar, melamar pekerjaan disni karena dapat info dari saudara. katanya baca info ada lowongan kerja sebagai guru disni. awalnya syaa ndak pede karena saya ini lulusan sarjana ekonomi. kan ya ndak nyambung tho kalau daftar jadi guru. hehehhehe.

   Tai alhamdulillah atas kuasa Allah SWT saya lolos diterima bekerja disni. senang sekali waktu itu hampir gak percaya. hehehhe

2. Bagaimana tahapan-tahapan rekrutmen berdasarkan pengalaman Ibu pribadi di MI Istiqomah Sambas Purbalingga

   Untuk tahapannya ya sama kaya yang lain, saya harus ikut beberapa tes seperti tes tertulis, wawancara dan praktik mengajar. alhamdulillah saya bisa melewati semua itu dengan baik sampai pada akhirnya saya diterima dan bisa bekerja dengan baik disini sampai skearang.

3. Bagaimana proses promosi berdasarkan pengalaman Ibu pribadi di MI Istiqomah Sambas Purbalingga?

   Saya kurang terlalu paham soal itu, tapi biasanya kalo guru yang rajin, disiplin, taat peraturan dan kinerjanya bagus pasti dapet promosi jabatan. alhamdulillah saya termasuk yang dapat promosi jabatan. pernah jadi koordinator kelas, dan sekarang saya sudah ajdi staff akademik. hehhehe alhamdulillah saya jaga kepercyaan ini dengan berusaha sebaik mungkin mbak.

4. Bagaimana proses pengembangan kompetensi guru berdasarkan pengalaman Ibu pribadi di MI Istiqomah Sambas Purbalingga?

   Waduh mba, saya ini lulusan sarjana ekonomi, saya disini mengajar mata pelajaran bahasa Indonesia. Dulu sempat khawatir ga bisa menyesuaikan diri, tapi alhamdulillah di MIIS saya dapat banyak pelatihan tentang berbagai kompetensi yang membuat saya bisa tetap bertahan untuk mengajar mapel bahasa Indonesia dari tahun 2003 sampai 2019 sekarang ini. meskipun background saya bukan orang pendidikan tapi disaini saya mampu mengajar materi yang sebetulnya bukan dijalur jurusan saya sewaktu kuliah. saya sangat berterimakasih sekali kepada pihak sekolah yang membuat saya seperti sekarang ini. saya jadi bisa bikin RPP, bikin desain dan strategi pembelajaran, baca qur'an juga jadi lebih baik. ya itu saya dapatkan dari hasil pendidikan dan pelatihan selama saya bekerja disini mba. banyak deh pelatihan-pelatihanya, hehehe

5. Apakah ada perbedaan antara kondisi guru sebelum mendapatkan program pengembangan kompetensi guru dengan sesudah mendapatkan program pengembangan kompetensi guru berdasarkan pengalaman Ibu pribadi di MI Istiqomah Sambas Purbalingga?

   Ada mba, sangat malah. saya yang Cuma sarjana ekonomi harus jadi guru bahasa indonesia sampai sekarang bukan sesuatu yang mudah. itu hal baru untuk saya. tapi alhamdulillah dengan berbagai pembinaan darti sekolah, saya bisa menjalani ini dengan sebaik mungkin semampu saya mba. banyak juga pelatihan yang saya ikuti semenjak disini, ada mulai dari poembinaan tentang kepribadian dan sosial itu melalui kegiatan internal sekolah kaya semacam forum komunikasi internal mbak. Terus ada juga pelatihan yang tujuannya untuk meningkatkan kompetensi kita dalam hal pedagogik, untuk yang awam seperti saya ini itu sangat bermanfaat. dan juga banyak kegiatan pelatihan dalam menunjangkompetensi profesional kita.

G. Wawancara dengan siswi MI Istiqomah Sambas Purbalingga

Narasumber : Naila Gita Fathiah
Kelas : 5 MI Istiqomah Sambas
Hari, Tanggal : Selasa, 15 Januari 2019
Waktu : Pukul 08.00 s/d selesai

1. Apa yang memotivasi adik untuk sekolah di MI Sambas ini?

   Aku sekolah di Sambas soalnya pengen pintre ngaji katanya kan disini agamanya bagus, terus juga sering ada lomba-lomb agitu. Selain itu kakaku juga sekolah disni biar bunda bisa jemputnya mudah gitu sekalian.. hehe

2. Lomba apa saja yang pernah adik ikuti?

   Emm, apa ya... pernah si waktu itu lomba tahfid juara 1, terus Jamran, Duta lingkungan sehat, lomba tartil, Jumbara PMR Mula juara umum, dan Lomba Pramuka juga.

3. Siapa yang membina adik saat lomba?

   Aku dilatih sama Bapak Ibu guru disini, seneng deh pokonya gurunya telaten banget ngajarin aku sampai bisa, ayah bunda juga senang aku semenjak sekolah disni jadi sering ikut lomba dan menang juga, hehehhe

4. Apakah adik senang sekolah disini?

   Aku sangat senang bisa sekolah di MIIS, guru disini baik baik dan asik, aku juga sering dapet bimbingan untuk ikut berbagai lomba. aku pernah si dapet juara 1 lomba tahfidz, juara 2 lomba Jamran di UNNES, juara duta lingkungan sehat, juara tratil, dan juara Jumbara

PMR juga pernah. Itu semua kuraih berkat hasil bimbingan para guru disini. seneng deh pokoknya sekolah disini.

5. Guru di MI Sambas kalau ngajar gimana?

   Ngajarnya ya asik lah, banyak ada games dan sering bikin kelompokan juga. gurunya mudengin kalo jelasin jadi aku bisa paham deh sama materinya.

H. Wawancara dengan orangtua siswi MI Istiqomah Sambas Purbalingga

Narasumber : Lusi Anggraini
Hari, Tanggal : Selasa, 15 Januari 2019
Waktu : Pukul 15.00 s/d selesai.

1. Apa yang memotivasi Ibu untuk menyekolahkan putra ibu di MI Istiqomah Sambas Purbalingga?

   Saya menyekolahkan anak saya disini biar pinter mba, kan itu loh banyak banget anak-anak yang pada ikut lomba dan menang juga. saya juga pengin anak saya begitu. ternyata setelah anak saya sekolah disini banyak banget perubahan mba, meski belum ikut lomba seperti anak-anak yang lainya tapi anak saya mengalami perubahan yang cukup besar, dia sangat mandiri, hafalan alqur'annya juga cukup kuat, dia rajin belajar juga. entah bagaimana gurune ngajari mba, yang jelas saya salut dengan guru-guru disini luarbiasa dalam membimbing anak-anak. saya juga cukup hemat dalam pembiayaan pendidikan karena tidak perlu memasukan anak saya ke dalam lembaga bimbel, anak saya sudah cukup banyak kegiatan di sekolah baik kegiatan akademik maupun non akademik

2. Bagaimana hasilnya setelah anak sudah sekolah di MI Istiqomah Sambas bu?

   Alhamdulillah, hasilnya luarbiasa si mba, anak saya hafalannya juga jadi bagus, bacaan qur'ane juga bagus mba bangga syaa sama anak saya. dia juga ya sekarang rajin shalat shubuh tepat waktu sampai saya aja kalah e mbak. hehehehhe ya orangtua mana si yang ndak seneng anaknya bisa ada perubahan seperti itu. seneng banget saya itu.

3. Apakah ibu senang dan nyaman menyekolahkan anak ibu di MI Istiqomah Sambas ini?

   Wah, tentunya senang sekali mbak. semua sudah sesuai dengan tujuan saya nyekolahin anak disini. anak juga jadi banyak kegiatan disini. saya ga perlu lagi masukin dia ke bimbel-bimbel yang ada diluar sekolah. karena di MI Sambas ini saja anak saya sudah cukup baik kemampuannya. aktifitas nya juga banyak selain di dalam KBM. jadi diluar KBM banyak ekstrakurikulernya. pokoknya sudah full lah kegiatan disini saya ndak bingung lagi harus kasih tambahan apa dirumah.

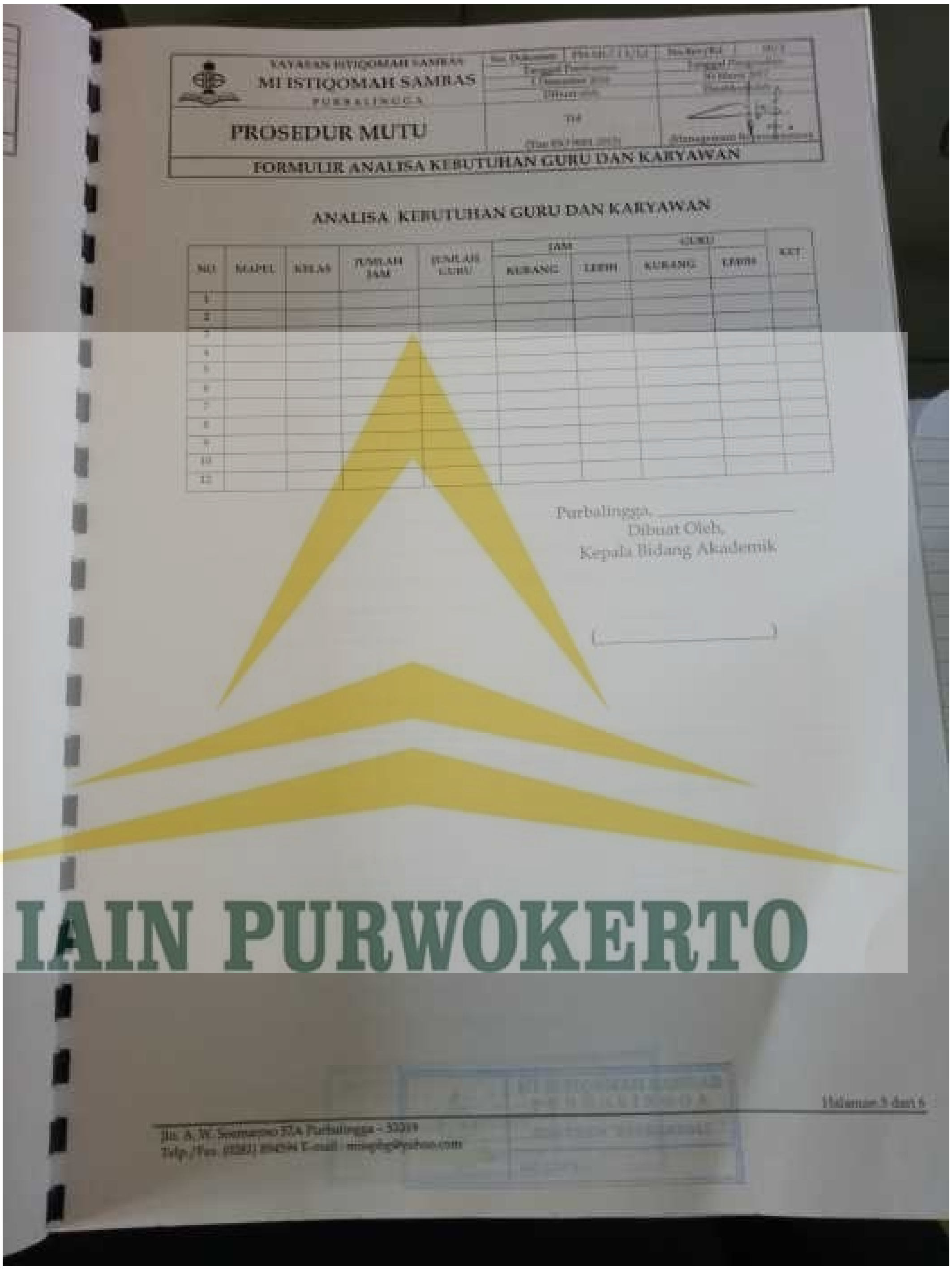
4. Menurut Ibu, bagaimana sikap dan pelayanan dari Bapak Ibu guru di MI Istiqomah Sambas terhadap wali murid?

   Kalau menurut saya sih sudah bagus mbak, gurunya fast respon banget hehehehhe.. jadi kita ada grup WA walimurid, jadi kalau kita pengen tanya apa saja soal perkembangan anak kita bisa japri di chat WA atau misal ada beberapa informasi penting ya di share di WA. Bagus deh komunikasinya.

5. Menurut Ibu, Guru-guru sini bagus-bagus gak bu dari segi kualitas?

   Wah jangan ditanya lagi mba, gurune hebat-hebat disini. saya juga ga ngerti gimana caranya itu kok mereka pada bisa bikin siswa siswi disini pada pinter-pinter. termasuk anaks aya banyak perubahan positif setelah sekolah disini. pastinya gurun ebagus-bagus ya mba. saya juga kadang iseng-iseng nanya tuh ke anak saya, gimana skeolahnya enak ga disana pelajarane? anak saya bilang pelajarane asik katanya gurunya kalo ngajar mudengin gitu mba, hehehhe.

   yang jelas, saya bener-bener nyaman menyekolahkan anak saya di skeolah yang sudah terbukti secara kualitas. mantep deh. hehehehhe..



YAYASAN ISTIQOMAH SAMBAS
MI ISTIQOMAH SAMBAS
PURBALINGGA

PROSEDUR MUTU

No. Dokumen	[illegible]	No.Rev/Rd	[illegible]
Tanggal Pembuatan [illegible] Dibuat oleh		Tanggal Pengesahan [illegible] Disahkan oleh	
TM (Tim ISO 9001:2015)		Manajemen Representative	

FORMULIR ANALISA KEBUTUHAN GURU DAN KARYAWAN

ANALISA KEBUTUHAN GURU DAN KARYAWAN

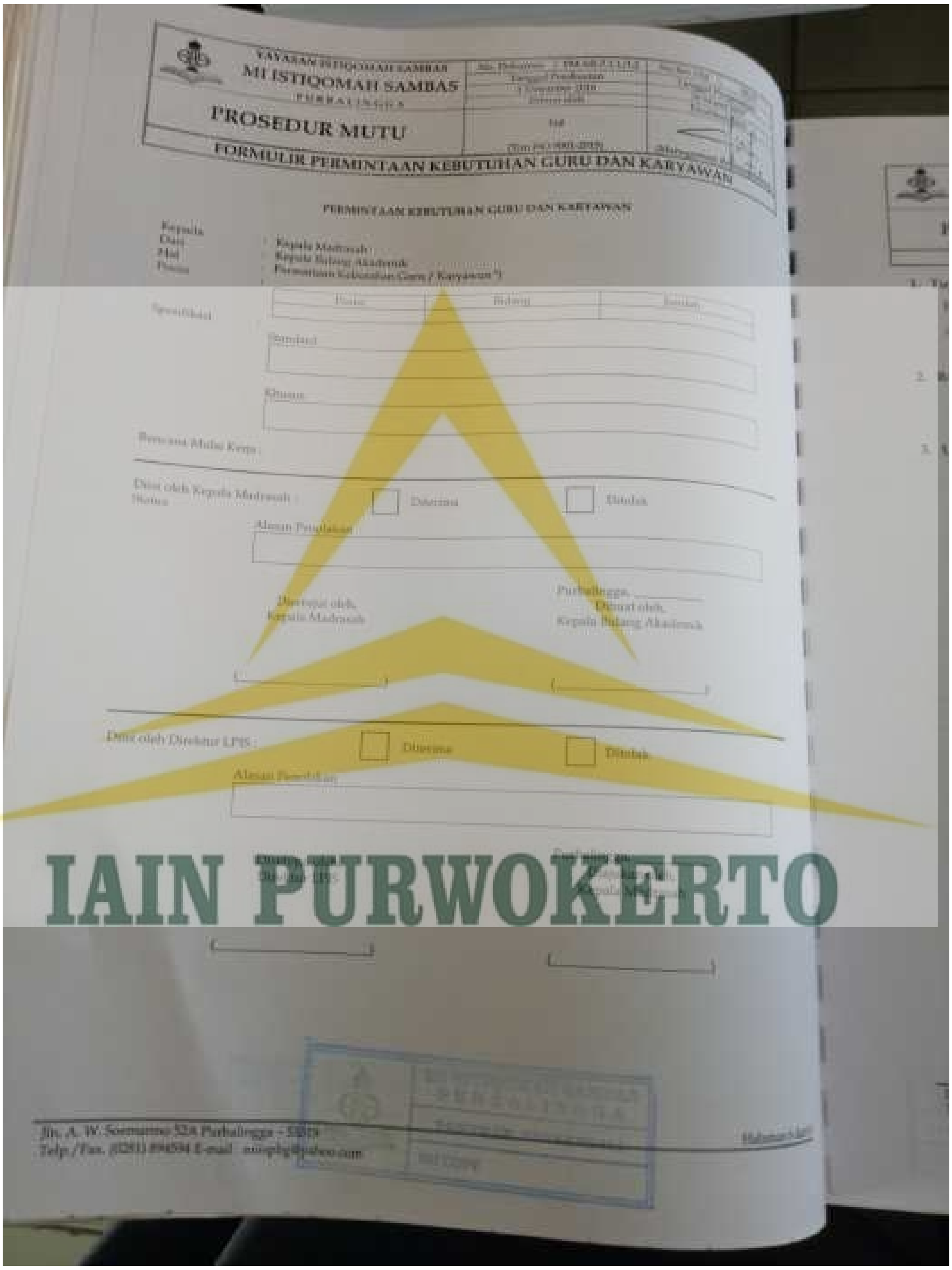
NO.	MAPEL	KELAS	JUMLAH JAM	JUMLAH GURU	JAM		GURU		KET
					KURANG	LEBIH	KURANG	LEBIH	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
12									

Purbalingga, ____________
Dibuat Oleh,
Kepala Bidang Akademik

(____________________)

Halaman 5 dari 6

Jln. A. W. Soemarmo 57A Purbalingga – 53319
Telp./Fax. (0281) [illegible] E-mail : [illegible]@yahoo.com



YAYASAN ISTIQOMAH SAMBAS
MI ISTIQOMAH SAMBAS
PURBALINGGA

PROSEDUR MUTU

No. Dokumen
Tanggal Pembuatan
Hal
(ISO 9001:2015)

FORMULIR PERMINTAAN KEBUTUHAN GURU DAN KARYAWAN

PERMINTAAN KEBUTUHAN GURU DAN KARYAWAN

Kepada : Kepala Madrasah
Dari : Kepala Bidang Akademik
Hal : Permintaan Kebutuhan Guru / Karyawan *)
Posisi :

Spesifikasi

Posisi	Bidang	Jumlah

Standart

Khusus

Rencana Mulai Kerja :

Diisi oleh Kepala Madrasah :
Status ☐ Diterima ☐ Ditolak

Alasan Penolakan

Disetujui oleh,
Kepala Madrasah

( )

Purbalingga, ____
Dibuat oleh,
Kepala Bidang Akademik

( )

Diisi oleh Direktur LPIS : ☐ Diterima ☐ Ditolak

Alasan Penolakan

Disetujui oleh
Direktur LPIS

( )

Purbalingga, ____
Diketahui oleh,
Kepala Madrasah

( )

Jln. A. W. Soemarno 52A Purbalingga – 53373
Telp./Fax. (0281) 894594 E-mail : miisplg@yahoo.com

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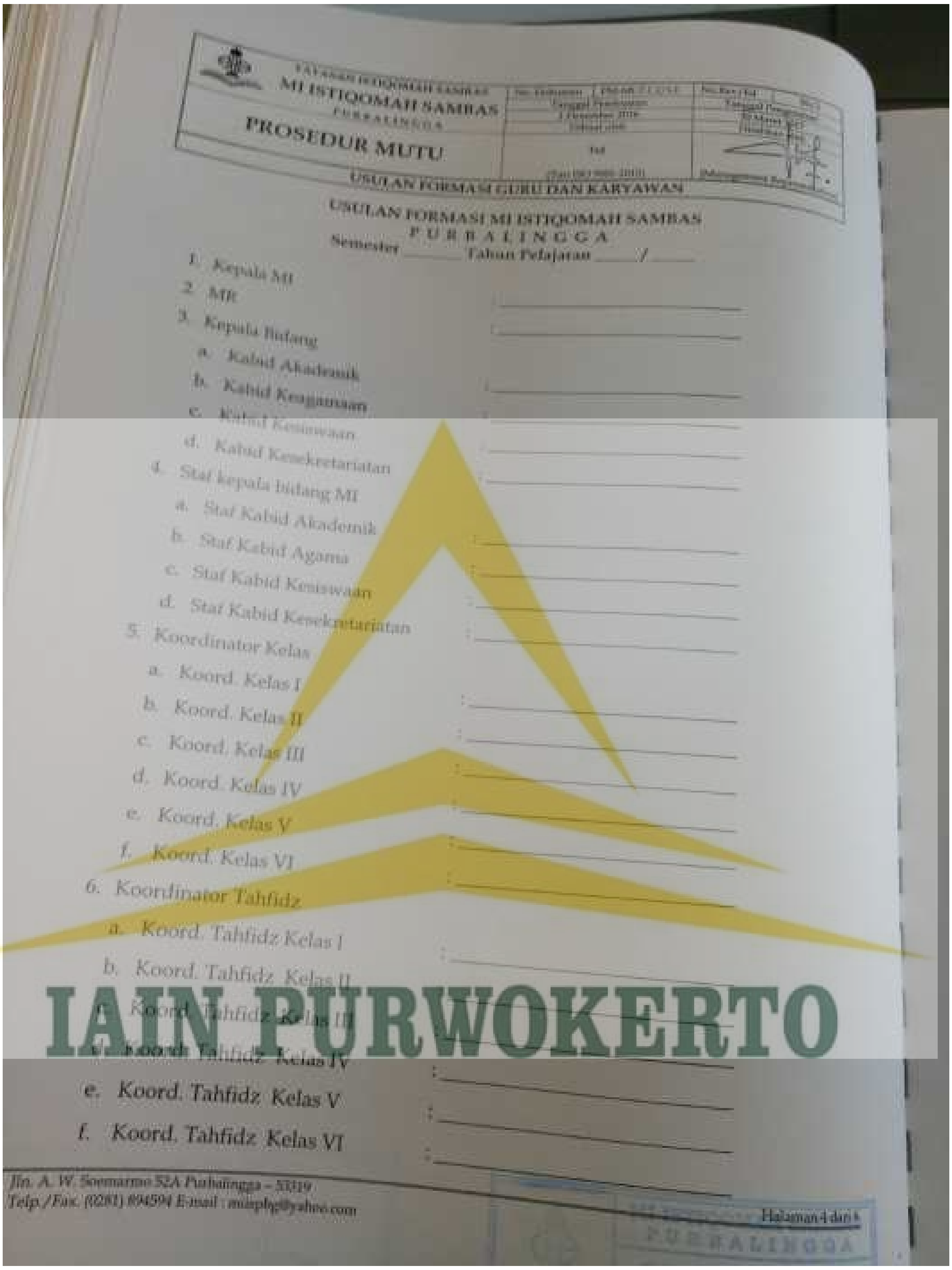

YAYASAN ISTIQOMAH SAMBAS
MI ISTIQOMAH SAMBAS
PURBALINGGA

PROSEDUR MUTU

Tanggal Pembuatan
1 Desember 2016

USULAN FORMASI GURU DAN KARYAWAN

USULAN FORMASI MI ISTIQOMAH SAMBAS
PURBALINGGA
Semester ______ Tahun Pelajaran _____/_____

1. Kepala MI : ______________________
2. MR : ______________________
3. Kepala Bidang
   a. Kabid Akademik : ______________________
   b. Kabid Keagamaan : ______________________
   c. Kabid Kesiswaan : ______________________
   d. Kabid Kesekretariatan : ______________________
4. Staf kepala bidang MI
   a. Staf Kabid Akademik : ______________________
   b. Staf Kabid Agama : ______________________
   c. Staf Kabid Kesiswaan : ______________________
   d. Staf Kabid Kesekretariatan : ______________________
5. Koordinator Kelas
   a. Koord. Kelas I : ______________________
   b. Koord. Kelas II : ______________________
   c. Koord. Kelas III : ______________________
   d. Koord. Kelas IV : ______________________
   e. Koord. Kelas V : ______________________
   f. Koord. Kelas VI : ______________________
6. Koordinator Tahfidz
   a. Koord. Tahfidz Kelas I : ______________________
   b. Koord. Tahfidz Kelas II : ______________________
   c. Koord. Tahfidz Kelas III : ______________________
   d. Koord. Tahfidz Kelas IV : ______________________
   e. Koord. Tahfidz Kelas V : ______________________
   f. Koord. Tahfidz Kelas VI : ______________________

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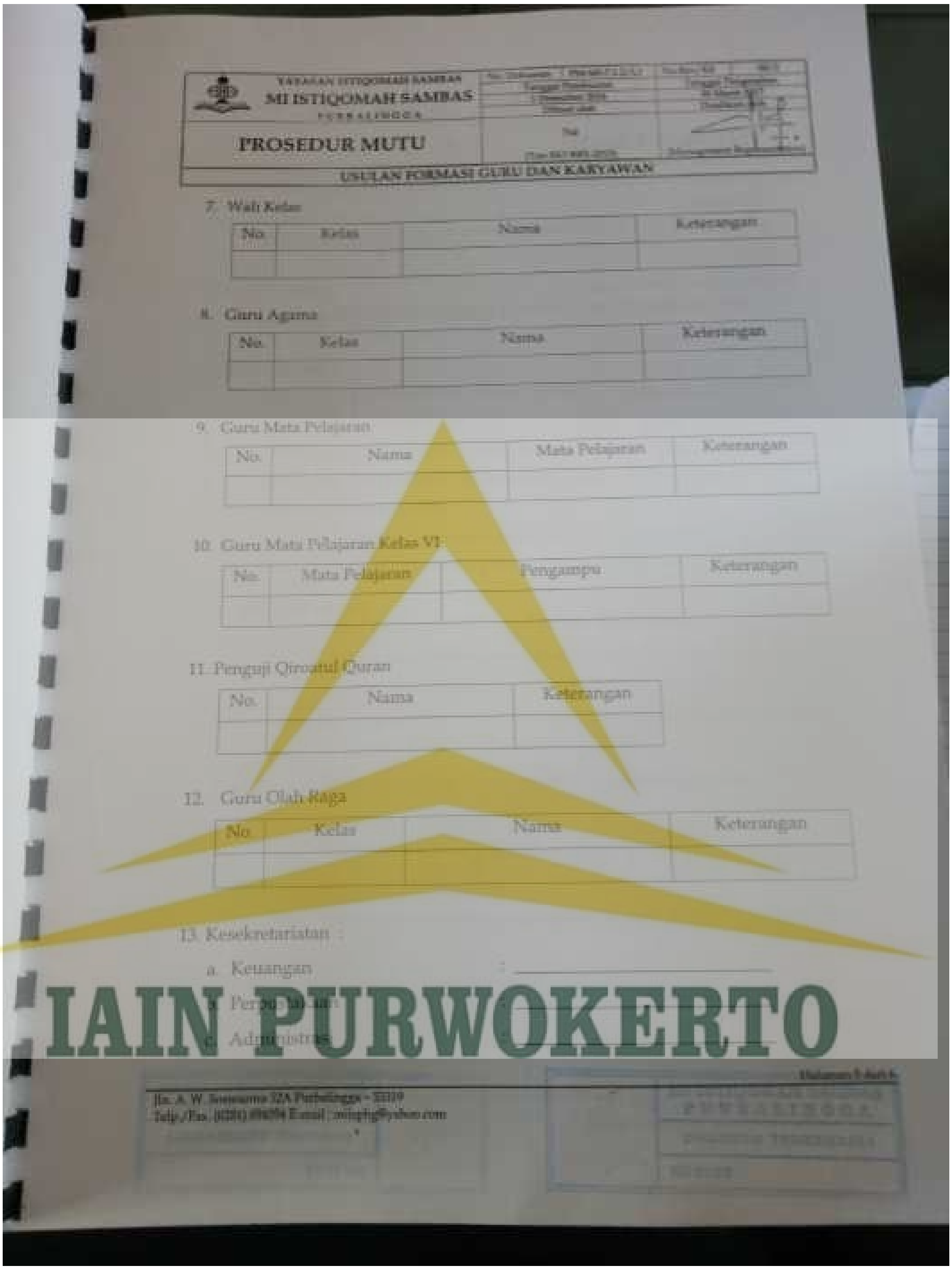
Telp./Fax. (0281) 894594 E-mail : mizplg@yahoo.com

Halaman 4 dari 6

PURBALINGGA



YAYASAN ISTIQOMAH SAMBAS
MI ISTIQOMAH SAMBAS
PURBALINGGA

PROSEDUR MUTU

USULAN FORMASI GURU DAN KARYAWAN

7. Wali Kelas

No.	Kelas	Nama	Keterangan

8. Guru Agama

No.	Kelas	Nama	Keterangan

9. Guru Mata Pelajaran

No.	Nama	Mata Pelajaran	Keterangan

10. Guru Mata Pelajaran Kelas VI

No.	Mata Pelajaran	Pengampu	Keterangan

11. Penguji Qiroatul Quran

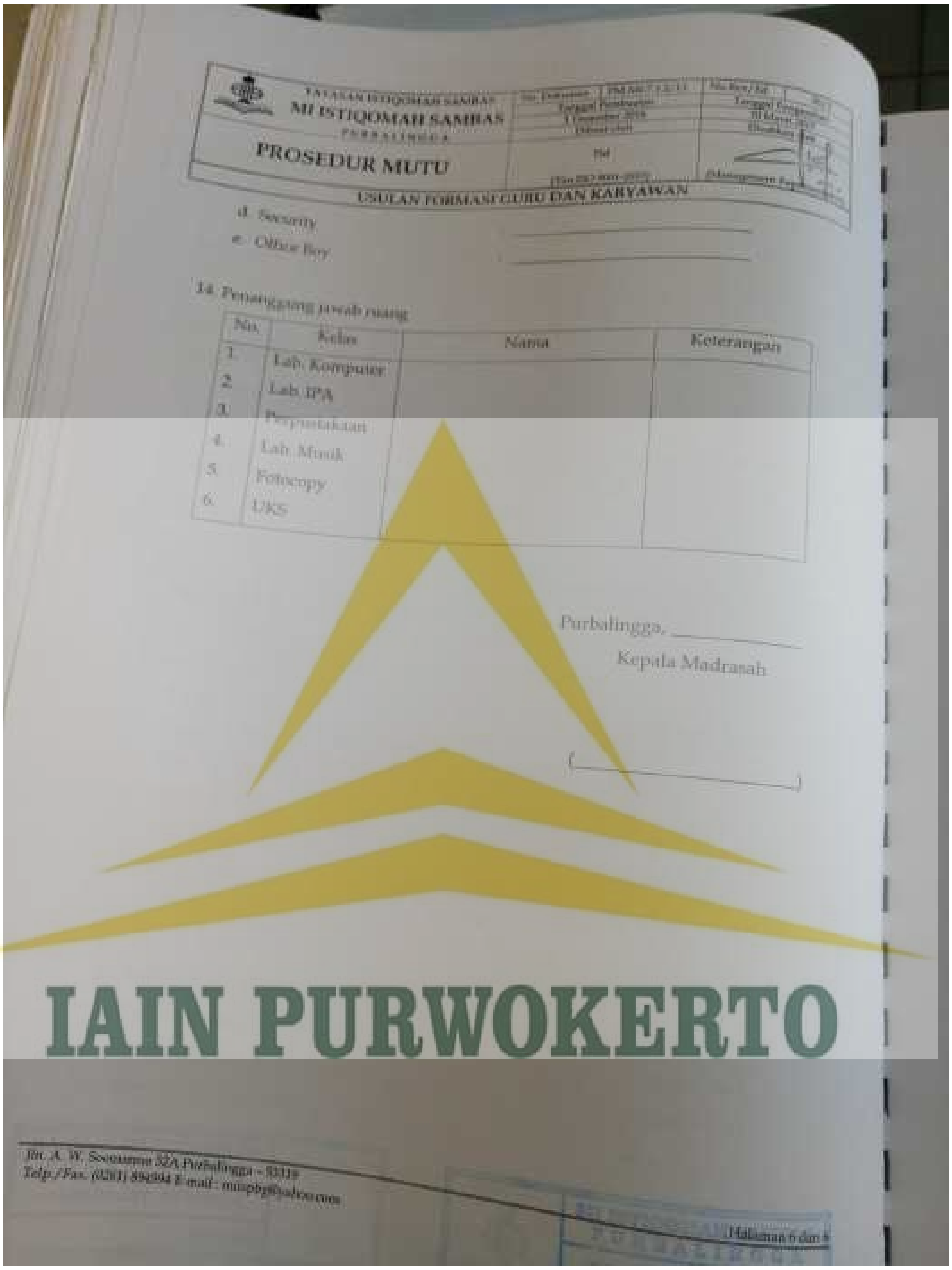
No.	Nama	Keterangan

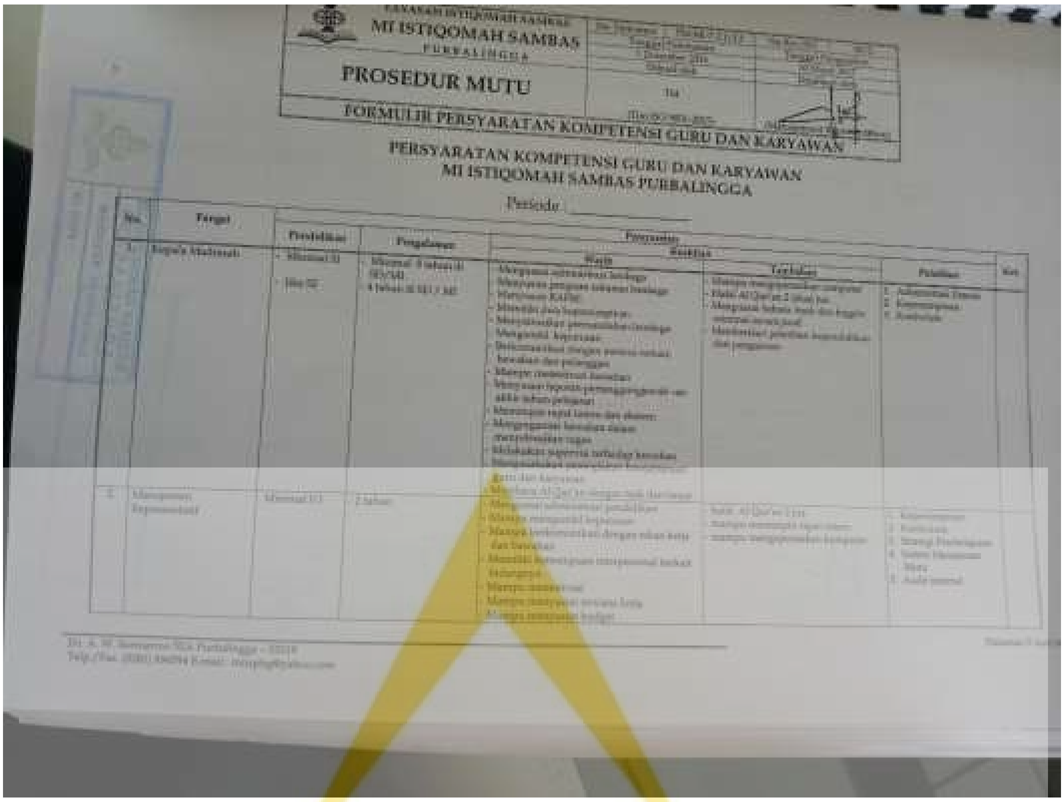
12. Guru Olah Raga

No.	Kelas	Nama	Keterangan

13. Kesekretariatan :

a. Keuangan : ____________________
b. Perpustakaan : ____________________
c. Administrasi : ____________________





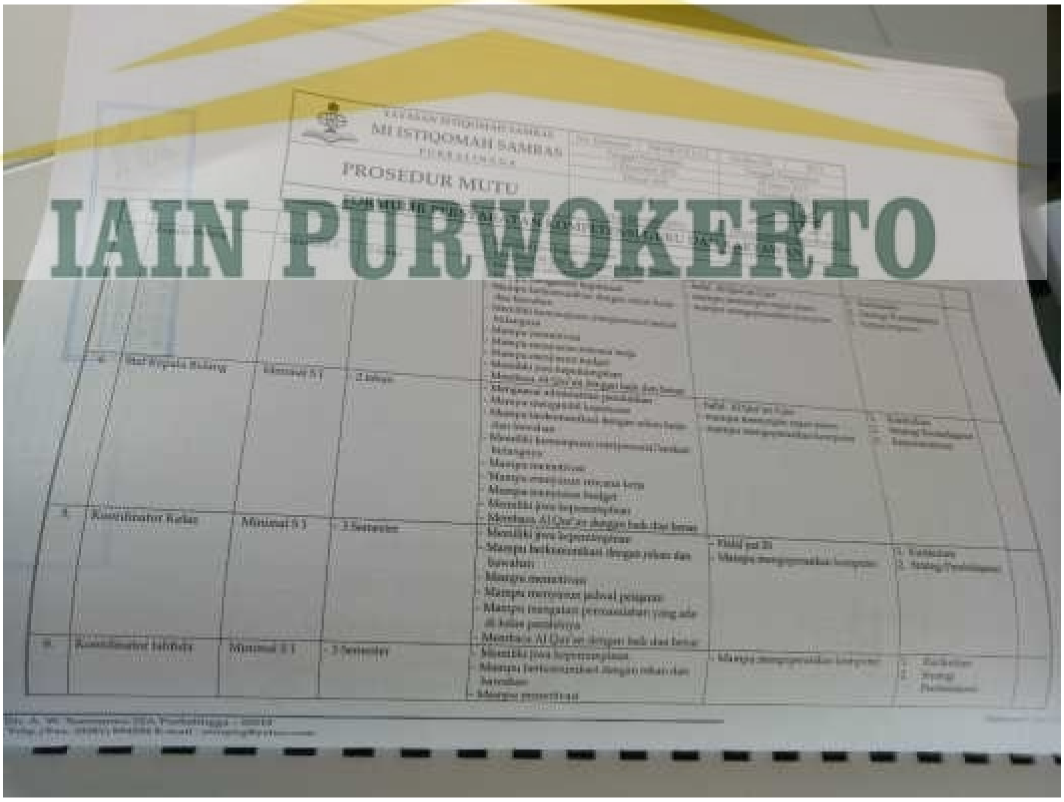
MI ISTIQOMAH SAMBAS
PURBALINGGA

PROSEDUR MUTU

FORMULIR PERSYARATAN KOMPETENSI GURU DAN KARYAWAN

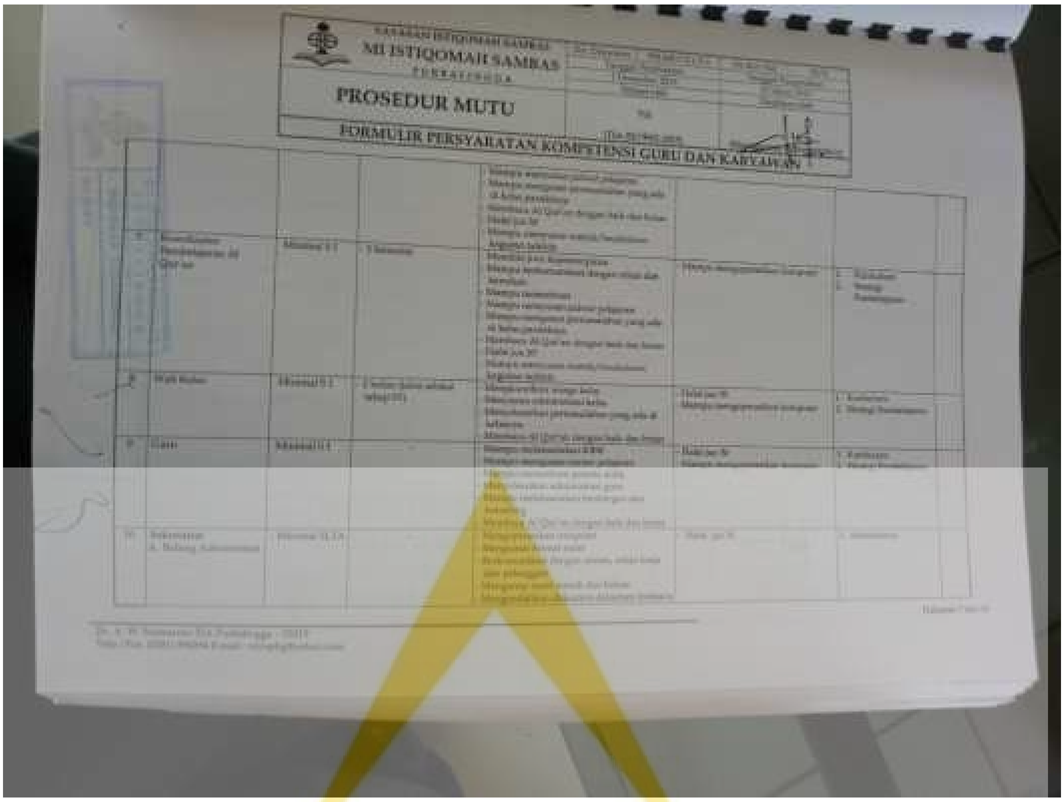
PERSYARATAN KOMPETENSI GURU DAN KARYAWAN
MI ISTIQOMAH SAMBAS PURBALINGGA

Periode : ____________



MI ISTIQOMAH SAMBAS
PURBALINGGA

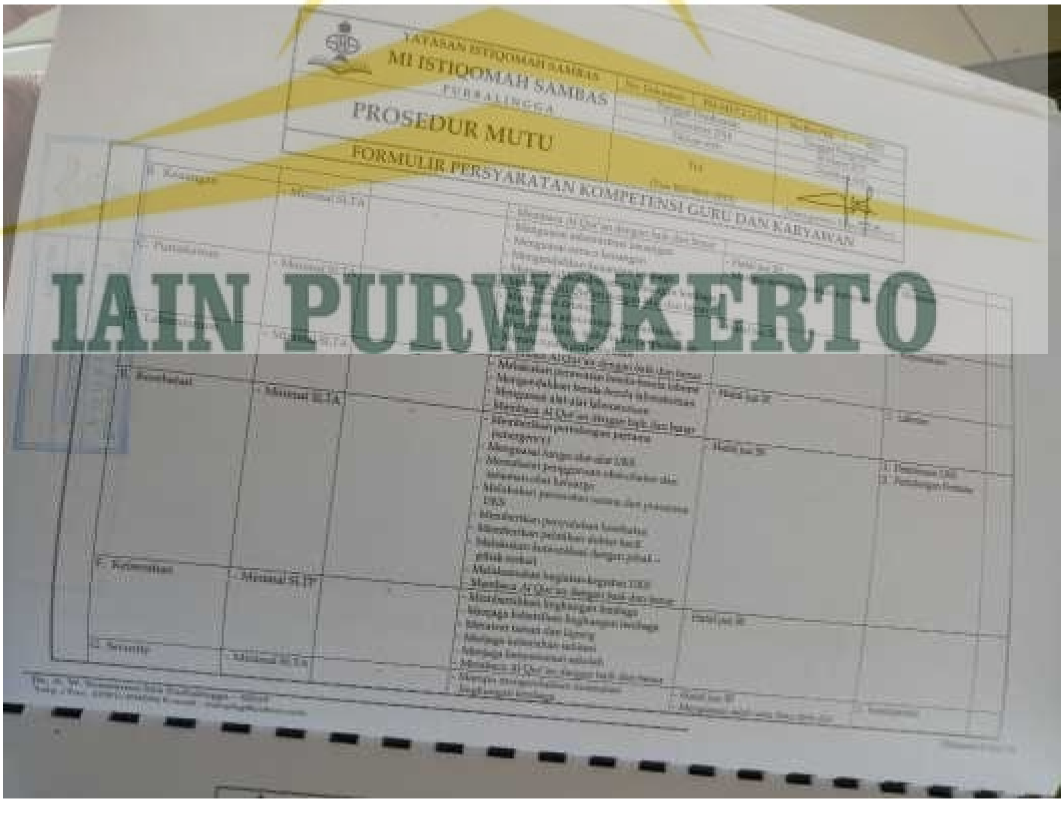
PROSEDUR MUTU



MI ISTIQOMAH SAMBAS

PROSEDUR MUTU

FORMULIR PERSYARATAN KOMPETENSI GURU DAN KARYAWAN



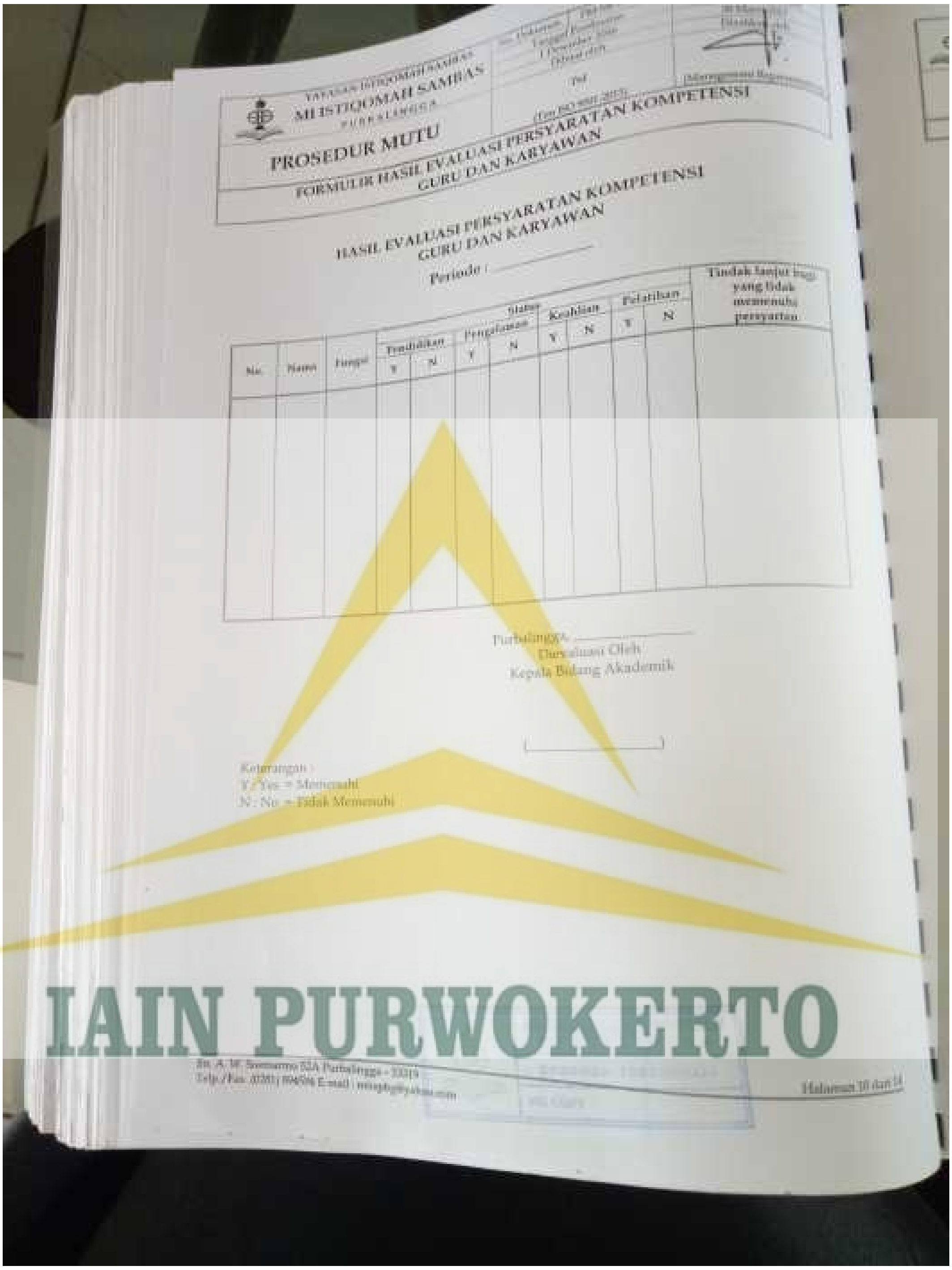
YAYASAN ISTIQOMAH SAMBAS

MI ISTIQOMAH SAMBAS

PURBALINGGA

PROSEDUR MUTU

FORMULIR PERSYARATAN KOMPETENSI GURU DAN KARYAWAN



YAYASAN ISTIQOMAH SAMBAS
MI ISTIQOMAH SAMBAS
PURBALINGGA

PROSEDUR MUTU

FORMULIR HASIL EVALUASI PERSYARATAN KOMPETENSI GURU DAN KARYAWAN

HASIL EVALUASI PERSYARATAN KOMPETENSI GURU DAN KARYAWAN

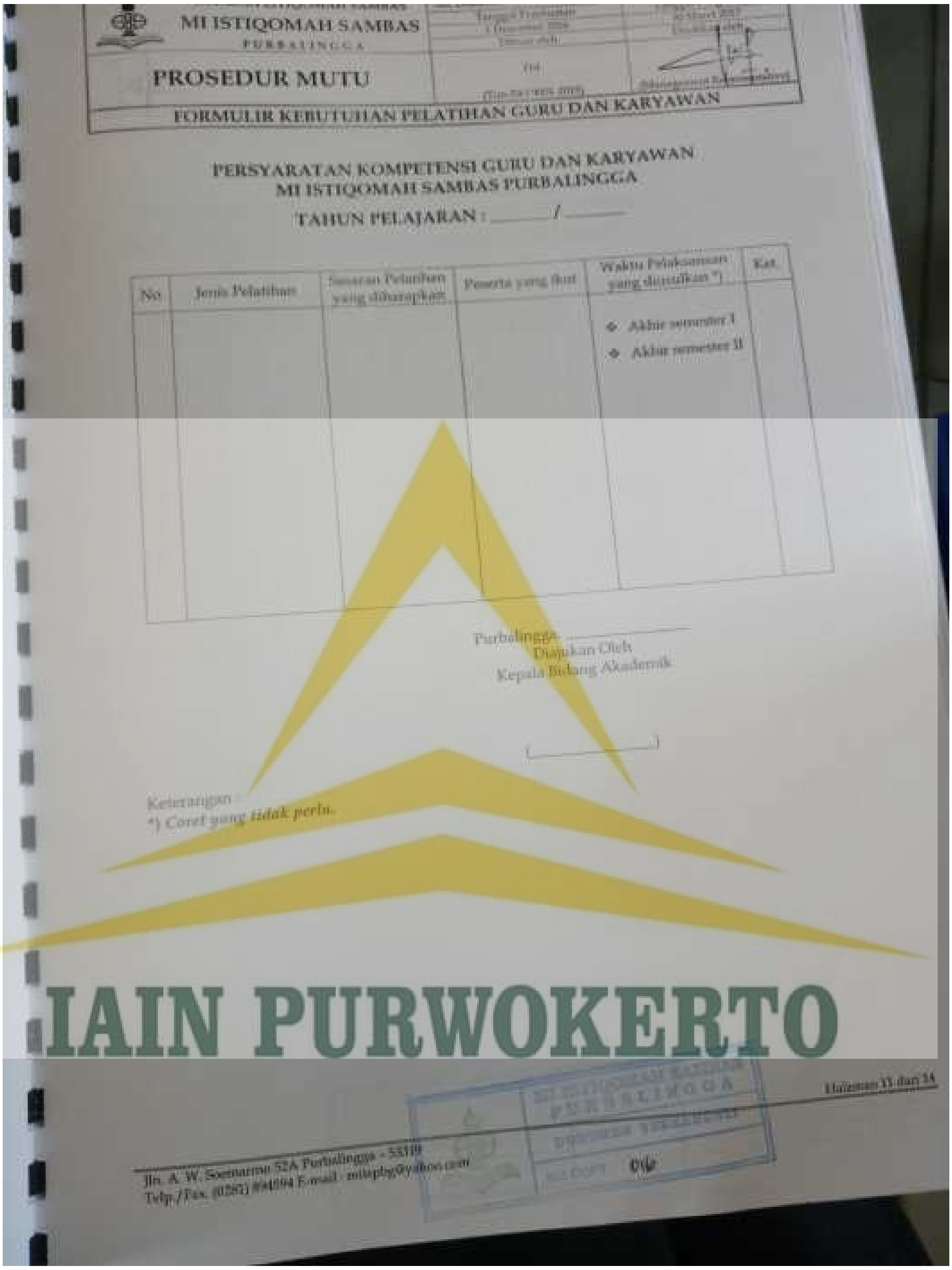
Periode : ____________

No.	Nama	Fungsi	Status								Tindak lanjut bagi yang tidak memenuhi persyaratan
			Pendidikan		Pengalaman		Keahlian		Pelatihan		
			Y	N	Y	N	Y	N	Y	N	

Purbalingga, ____________
Dievaluasi Oleh
Kepala Bidang Akademik

(____________)

Keterangan :
Y : Yes = Memenuhi
N : No = Tidak Memenuhi



MI ISTIQOMAH SAMBAS
PURBALINGGA

PROSEDUR MUTU

Tanggal Pembuatan [illegible]	[illegible]
Dibuat oleh:	[illegible]

FORMULIR KEBUTUHAN PELATIHAN GURU DAN KARYAWAN

PERSYARATAN KOMPETENSI GURU DAN KARYAWAN
MI ISTIQOMAH SAMBAS PURBALINGGA
TAHUN PELAJARAN : ______/______

No	Jenis Pelatihan	Sasaran Pelatihan yang diharapkan	Peserta yang ikut	Waktu Pelaksanaan yang diusulkan *)	Ket.
				❖ Akhir semester I ❖ Akhir semester II	

Purbalingga, ______
Diajukan Oleh
Kepala Bidang Akademik

[______]

Keterangan :
*) *Coret yang tidak perlu.*

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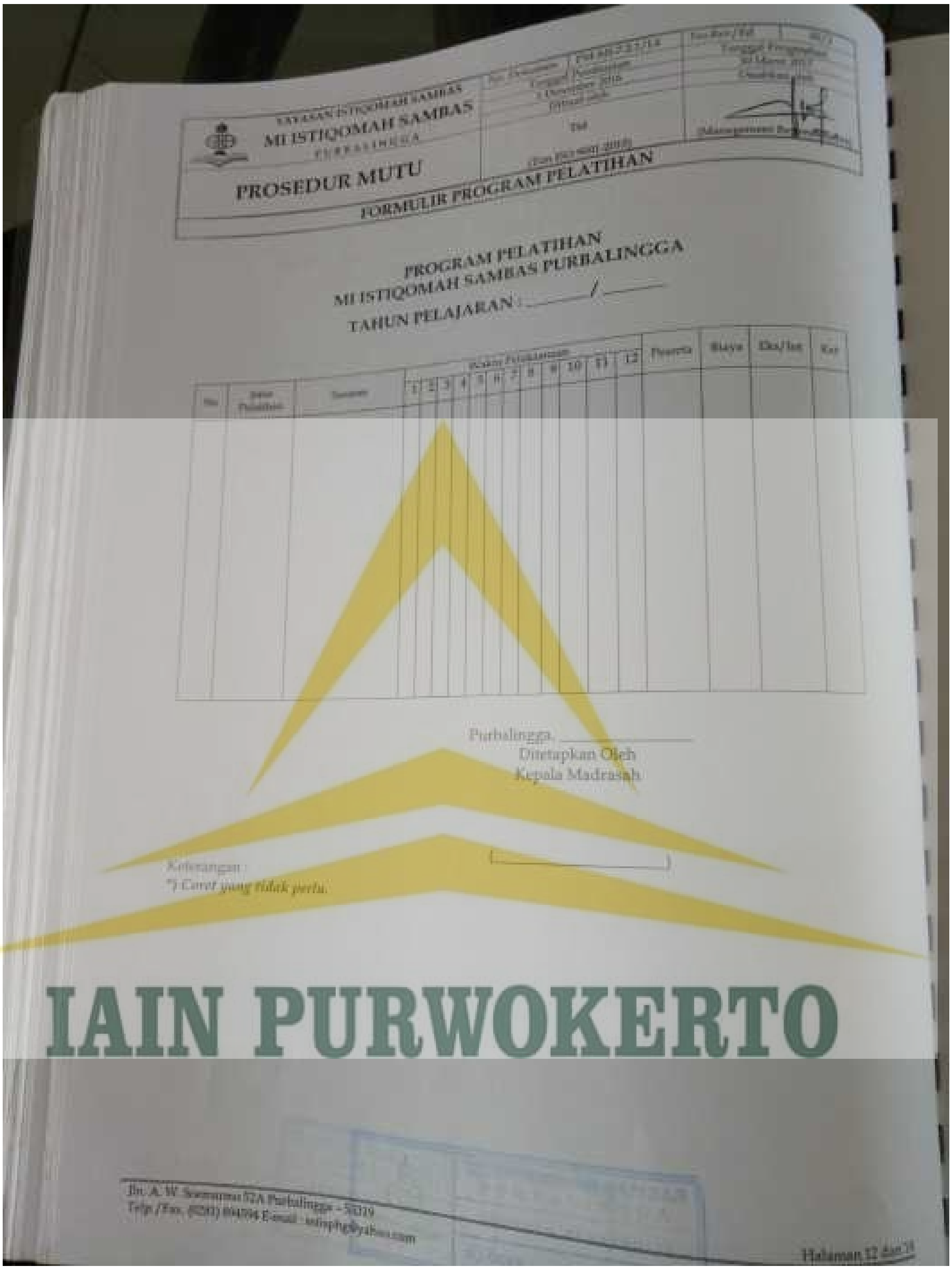
DOKUMEN TERKENDALI
NO COPY 06



YAYASAN ISTIQOMAH SAMBAS
MI ISTIQOMAH SAMBAS
PURBALINGGA

PROSEDUR MUTU

TM
(Tim ISO 9001:2015)

(Management Representative)

FORMULIR PROGRAM PELATIHAN

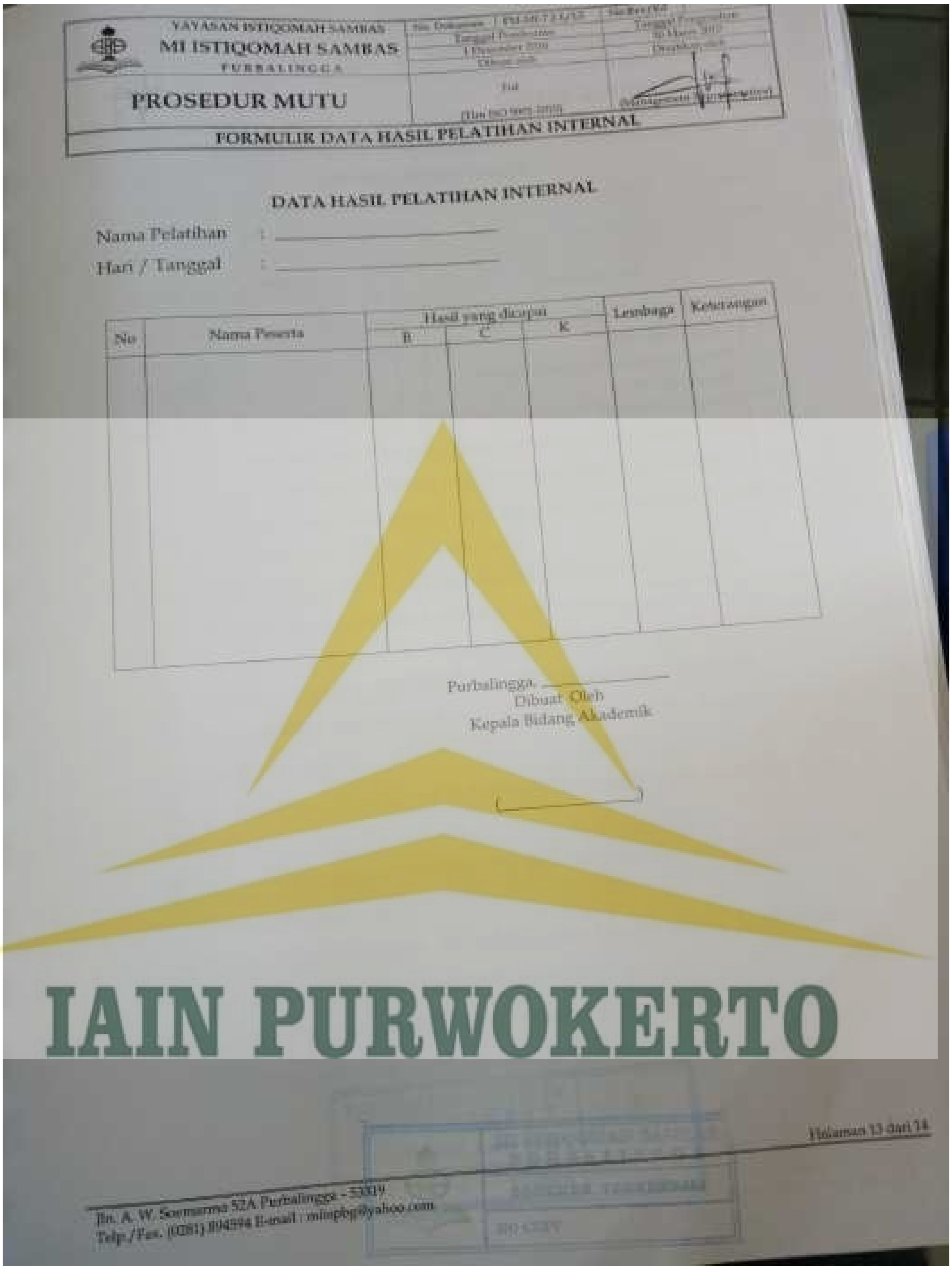
PROGRAM PELATIHAN
MI ISTIQOMAH SAMBAS PURBALINGGA
TAHUN PELAJARAN : ______/______

No	Jenis Pelatihan	Sasaran	Waktu Pelaksanaan												Peserta	Biaya	Eks/Int	Ket
			1	2	3	4	5	6	7	8	9	10	11	12				

Purbalingga, ____________
Ditetapkan Oleh
Kepala Madrasah

(______________________)

Keterangan :
*) *Coret yang tidak perlu.*



YAYASAN ISTIQOMAH SAMBAS MI ISTIQOMAH SAMBAS PURBALINGGA	No. Dokumen | [illegible] Tanggal Pembuatan 1 Desember 2016 Dibuat oleh	No.Rev/Ed Tanggal Pengesahan 30 Maret 2017 Disahkan oleh
PROSEDUR MUTU	Hal [illegible]	[illegible]
FORMULIR DATA HASIL PELATIHAN INTERNAL		

DATA HASIL PELATIHAN INTERNAL

Nama Pelatihan : ____________________

Hari / Tanggal : ____________________

No	Nama Peserta	Hasil yang dicapai			Lembaga	Keterangan
		B	C	K		

Purbalingga, ____________________

Dibuat Oleh

Kepala Bidang Akademik

(____________________)

Halaman 13 dari 14

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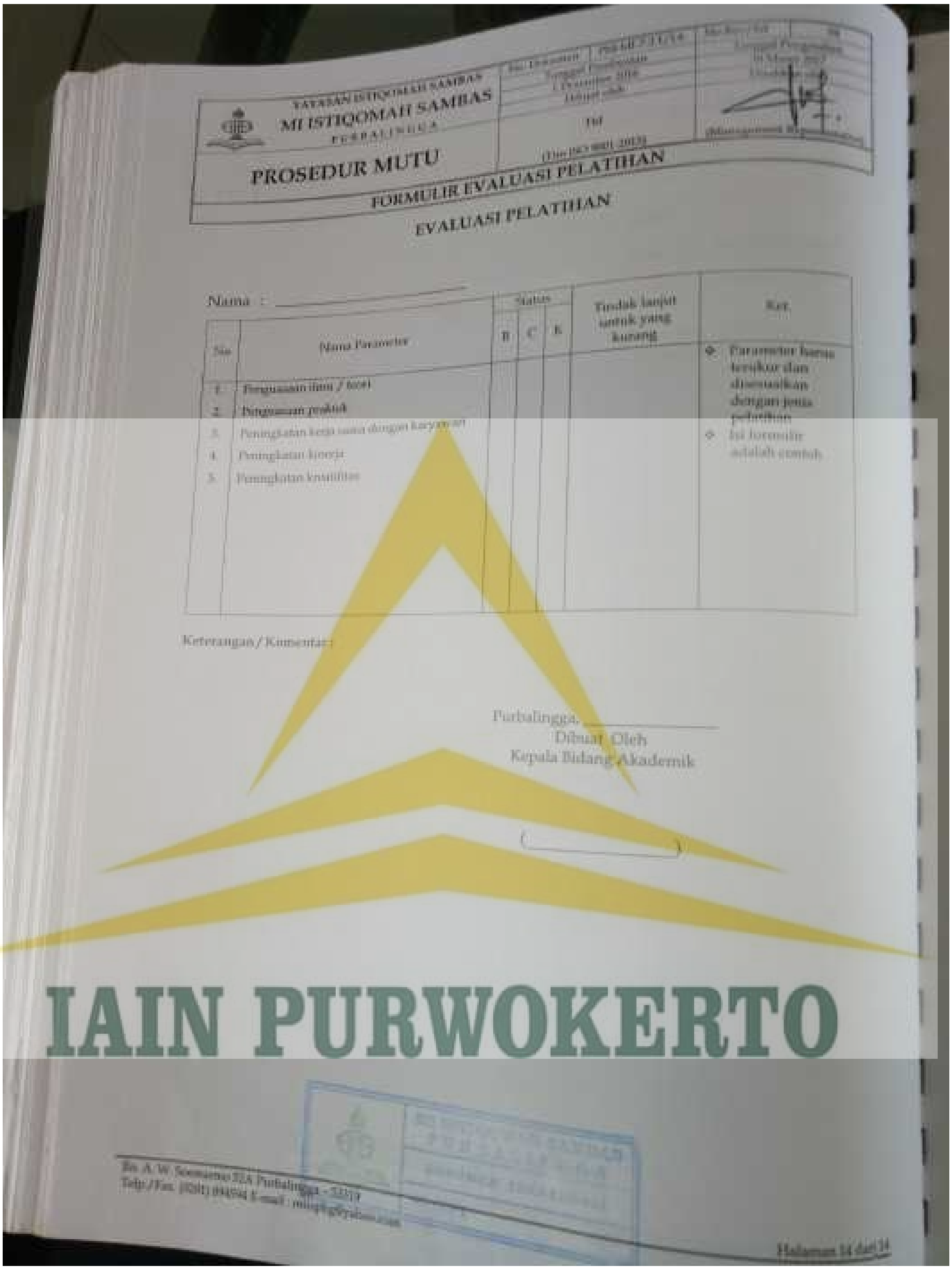


YAYASAN ISTIQOMAH SAMBAS
MI ISTIQOMAH SAMBAS
PURBALINGGA

No. Dokumen [illegible] Tanggal Pembuatan Desember 2016 Dibuat oleh Ttd (Tim ISO 9001:2015)	No. Revisi [illegible] Tanggal Pengesahan Maret 2017 Disahkan oleh (Management Representative)	

PROSEDUR MUTU

FORMULIR EVALUASI PELATIHAN

EVALUASI PELATIHAN

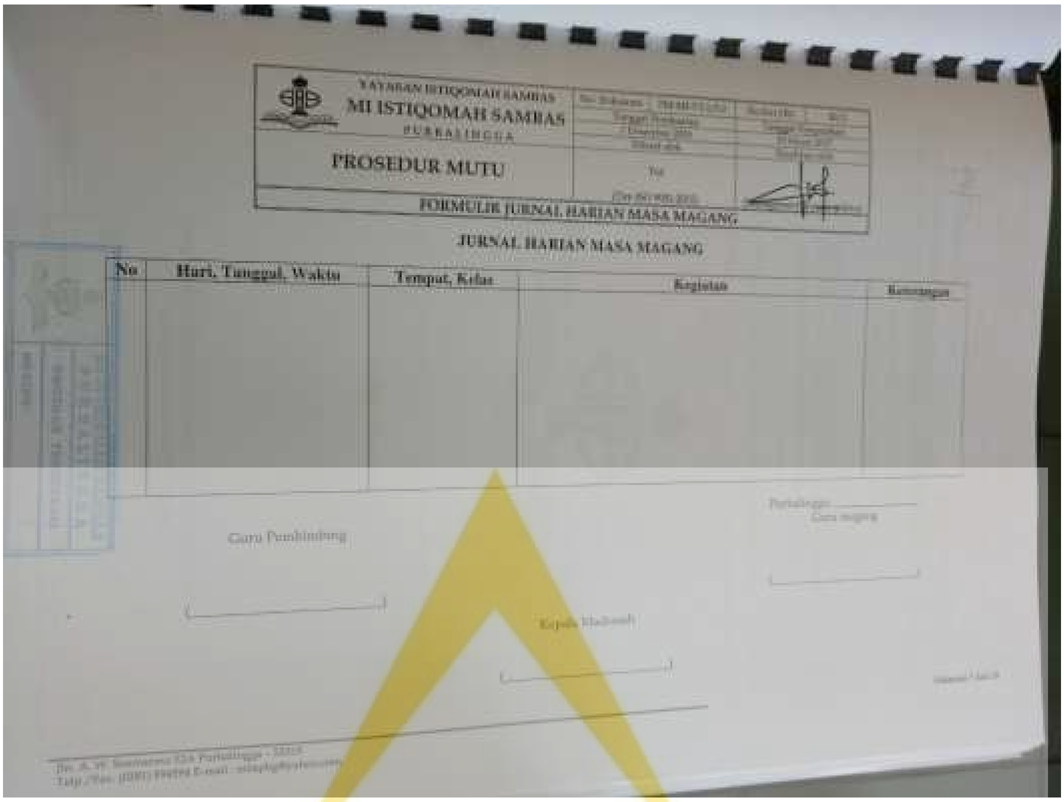
Nama : ____________________

No	Nama Parameter	Status B	Status C	Status K	Tindak lanjut untuk yang kurang	Ket.
1.	Penguasaan ilmu / teori					❖ Parameter harus terukur dan disesuaikan dengan jenis pelatihan ❖ Isi formulir adalah contoh
2.	Penguasaan produk					
3.	Peningkatan kerja sama dengan karyawan					
4.	Peningkatan kinerja					
5.	Peningkatan kualitas					

Keterangan / Komentar :

Purbalingga, ____________
Dibuat Oleh
Kepala Bidang Akademik

(____________)



YAYASAN ISTIQOMAH SAMBAS
MI ISTIQOMAH SAMBAS
PURBALINGGA

PROSEDUR MUTU

FORMULIR JURNAL HARIAN MASA MAGANG

JURNAL HARIAN MASA MAGANG

No	Hari, Tanggal, Waktu	Tempat, Kelas	Kegiatan	Keterangan

Purbalingga, ____
Guru magang

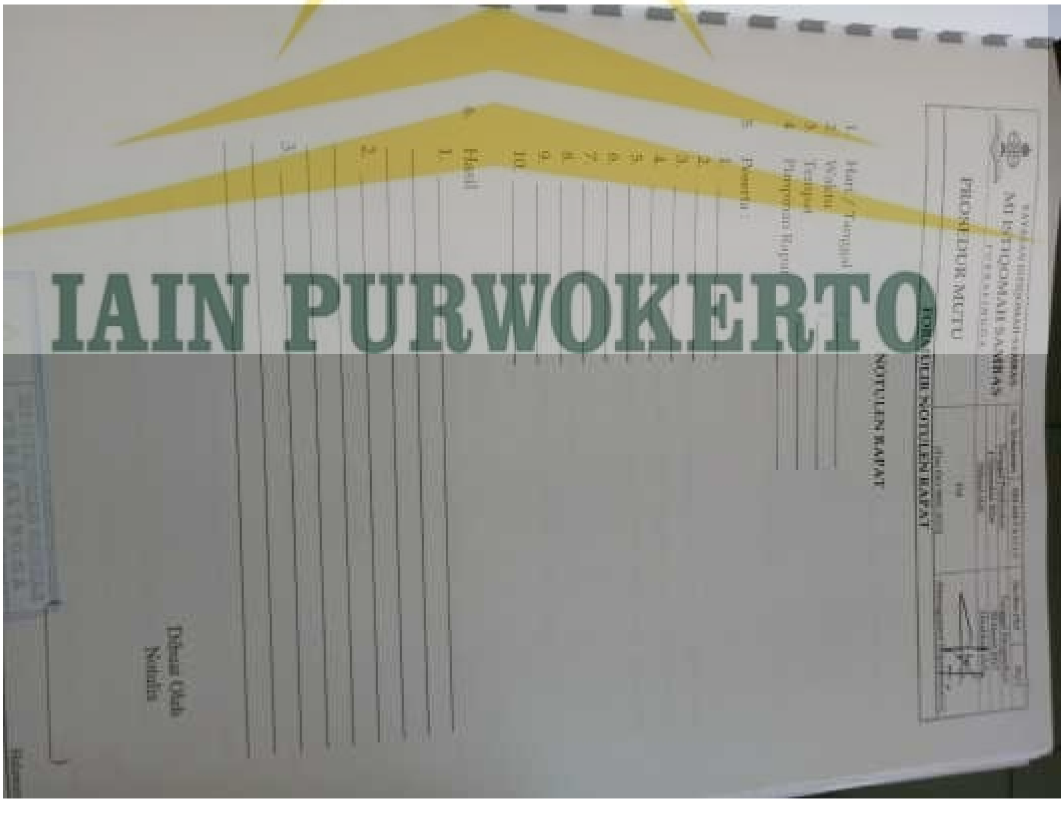
(____)

Guru Pembimbing

(____)

Kepala Madrasah

(____)



YAYASAN ISTIQOMAH SAMBAS
MI ISTIQOMAH SAMBAS
PURBALINGGA

PROSEDUR MUTU

FORMULIR NOTULEN RAPAT

NOTULEN RAPAT

1. Hari / Tanggal : ____
2. Waktu : ____
3. Tempat : ____
4. Pimpinan Rapat : ____
5. Peserta :
   1. ____
   2. ____
   3. ____
   4. ____
   5. ____
   6. ____
   7. ____
   8. ____
   9. ____
   10. ____
6. Hasil
   1. ____
   2. ____
   3. ____

Dibuat Oleh
Notulis

(____)

ISO 9001 : 2015

MI ISTIQOMAH SAMBAS
PURBALINGGA

PROSEDUR MUTU
Edisi : 2 (dua)

ISO 9001 : 2015

MI ISTIQOMAH SAMBAS
PURBALINGGA

SOP
Standard Operating Procedur
BIDANG AKADEMIK
Edisi : 2 (dua)

The Photos of Teacher Competencies Develompent Activities at MI Istiqomah Sambas Purbalingga

1. Inhouse Training 2016

2. Inhouse Training 2017

3. Inhouse training 2018

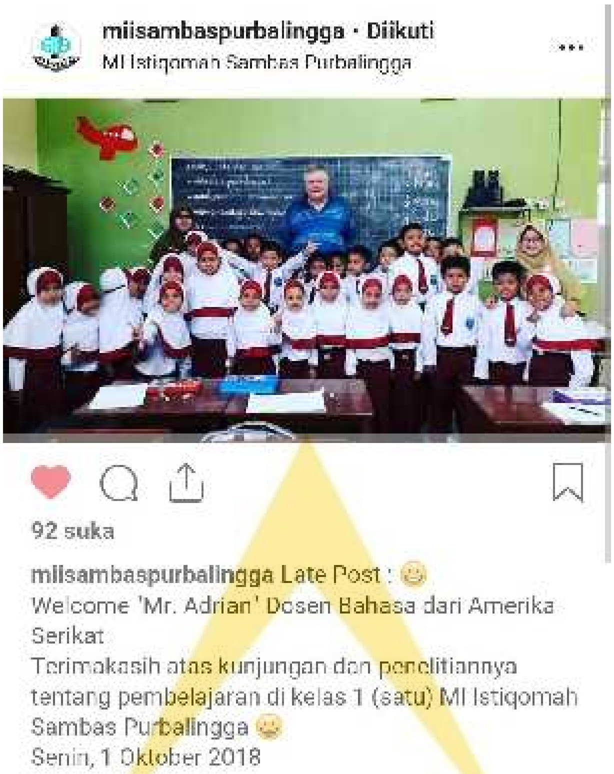
4. Training of Hanifida Method

DENGAN METODE HANIFIDA
AGA PENDIDIKAN ISTIQOMAH SAMBAS
PURBALINGGA, 7-10 JANUARI 2019
MODEL FILE KOMPUTER
MENGHAFAL MUDAH & CEPAT

The photos of observations activities
that shown the evidence of research by the researcher

1. The Building of MI Istiqomah Sambas Purbalingga

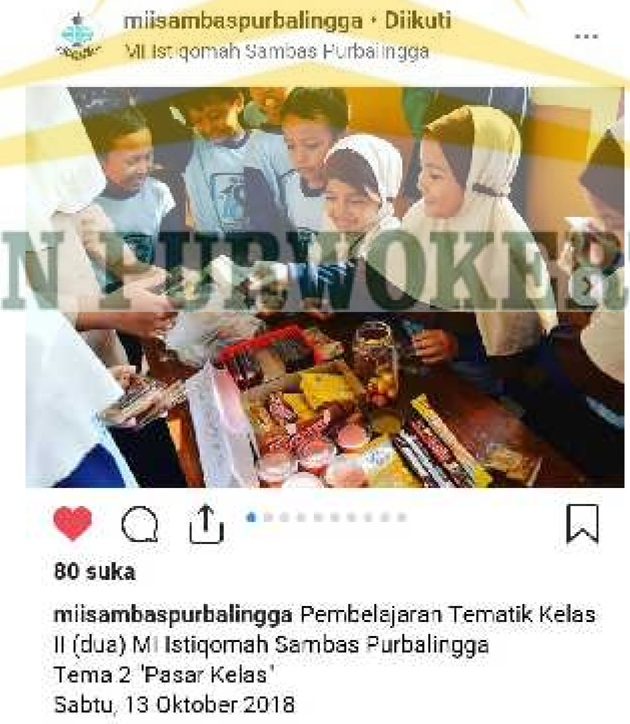
2. Teaching and Learning activities



miisambaspurbalingga • **Diikuti**
MI Istiqomah Sambas Purbalingga

92 suka

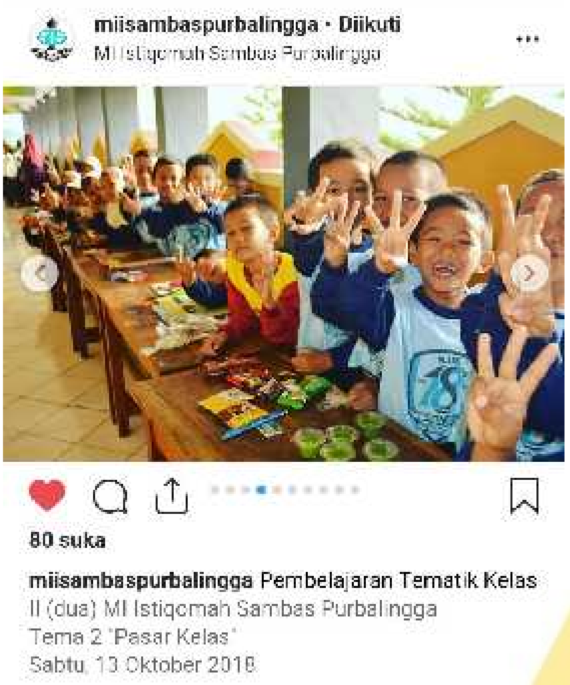
miisambaspurbalingga Late Post : 😊
Welcome 'Mr. Adrian' Dosen Bahasa dari Amerika Serikat
Terimakasih atas kunjungan dan penelitiannya tentang pembelajaran di kelas 1 (satu) MI Istiqomah Sambas Purbalingga 😀
Senin, 1 Oktober 2018



miisambaspurbalingga • **Diikuti**
MI Istiqomah Sambas Purbalingga

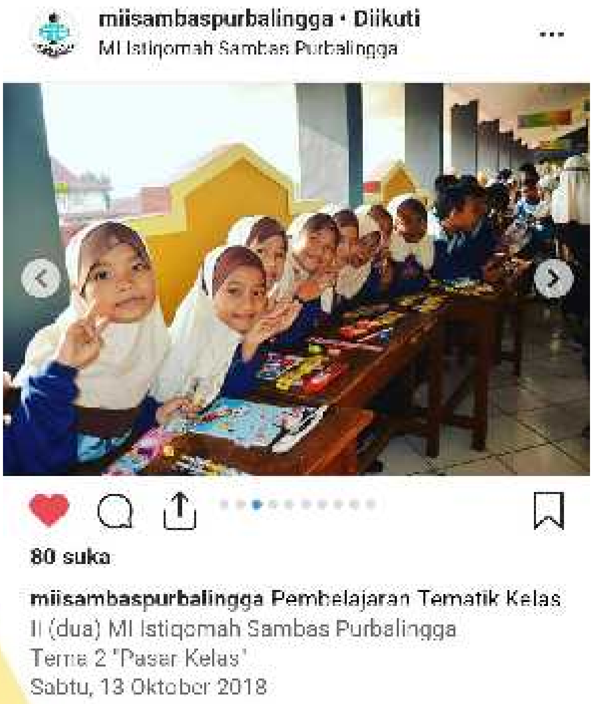
80 suka

miisambaspurbalingga Pembelajaran Tematik Kelas II (dua) MI Istiqomah Sambas Purbalingga
Tema 2 'Pasar Kelas'
Sabtu, 13 Oktober 2018


miisambaspurbalingga • **Diikuti**
MI Istiqomah Sambas Purbalingga

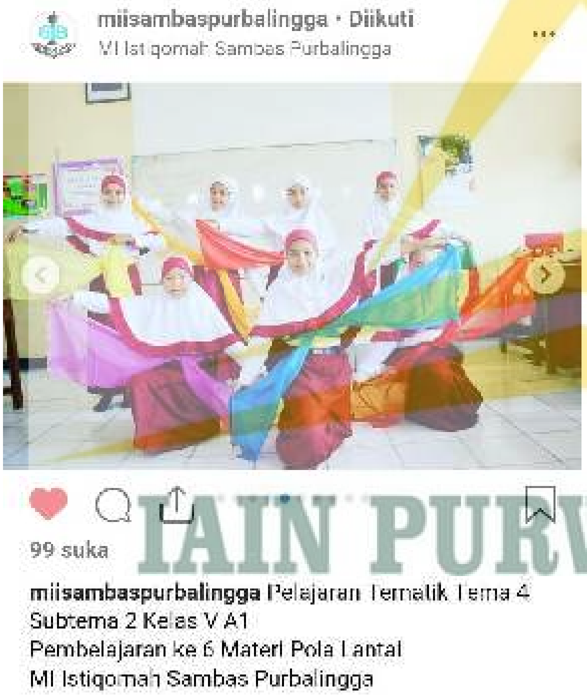
80 suka

miisambaspurbalingga Pembelajaran Tematik Kelas II (dua) MI Istiqomah Sambas Purbalingga
Tema 2 "Pasar Kelas"
Sabtu, 13 Oktober 2018


miisambaspurbalingga • **Diikuti**
MI Istiqomah Sambas Purbalingga

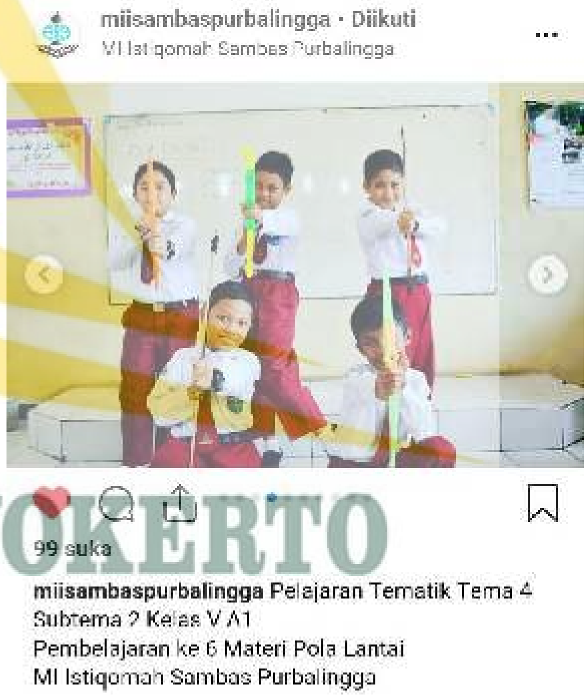
80 suka

miisambaspurbalingga Pembelajaran Tematik Kelas II (dua) MI Istiqomah Sambas Purbalingga
Tema 2 "Pasar Kelas"
Sabtu, 13 Oktober 2018


miisambaspurbalingga • **Diikuti**
MI Istiqomah Sambas Purbalingga

99 suka

miisambaspurbalingga Pelajaran Tematik Tema 4 Subtema 2 Kelas V A1
Pembelajaran ke 6 Materi Pola Lantai
MI Istiqomah Sambas Purbalingga


miisambaspurbalingga • **Diikuti**
MI Istiqomah Sambas Purbalingga

99 suka

miisambaspurbalingga Pelajaran Tematik Tema 4 Subtema 2 Kelas V A1
Pembelajaran ke 6 Materi Pola Lantai
MI Istiqomah Sambas Purbalingga

3. Student Achievement

A SISWI SD/MI SE-KABUPATEN PU
ANGKA GERAKAN GEMAR MEMBAC
NAS KEARSIPAN DAN PERPUSTAKA
KABUPATEN BALINGGA
Pu

4. Teacher Achievement

5. Interview Activities

CURRICULUM VITAE

A. PERSONAL DATA

1. Name : Lutfiya Sri Hidayah
2. Place/Date of Birth : Purbalingga, 18th December, 1990
3. Religion : Islam
4. Gender : Female
5. Nation : Indonesia
6. Profession : Teacher of PAI
7. Alamat : Cipawon, Neighbourhood 04 and Hamlet 03 Sub-district of Bukateja and District of Purbalingga Central Java. Postal code 53382.
8. Email : Luphiita_red.yellow@yahoo.com
9. Mobile : +6285 6187 6211 1

B. FORMAL EDUCATION

1. RA Diponegoro Cipawon Bukateja
2. MI YAPPI Cipawon 01
3. MTs Maarif Minhajut Tholabah Kembangan Bukateja
4. SMA Takhassus Alquran Kalibeber Wonosobo
5. Bachelor (S-1) Islamic Education Manajemen in STAIN Purwokerto

C. NON FORMAL EDUCATION

1. The Islamic Boarding School of Al Asy’ariyahKalibeberWonosobo
2. The Islamic Boarding School of At-ThohiriyahKarangsalamPurwokerto
3. STAIN Purwokerto Dormitory
4. Professional Language and Education Institute of LPB LIA Purwokerto

D. WORK EXPERIENCES

1. An English Teacher at SD Al-Azhar Purwokerto (2013)
2. An Adviser at Language Dormitory of IAIN Purwokerto (2015 & 2016)

3. A Teacher of PAI at SD Nasional 3 Bahasa Putera Harapan Purwokerto (since 2015/2016 untill now)
4. A Teacher of PAI at SMP Nasional 3 Bahasa Putera Harapan Purwokerto (since 2015/2016 untill now)
5. A Teacher of PAI at SMA Nasional 3 Bahasa Putera Harapan Purwokerto (since 2015/2016 untill now)

E. ORGANIZATIONAL EXPERIENCES

1. The members of UKM Olahraga on the division of KEMPO 2010-2014
2. The committee of BEMP KI (BadanEksekutif Mahasiswa Prodi Kependidikan Islam) years 2010-2011 on the devision of WACIL.
3. Chief of English Debat Departementin UKM EASA (English Arabic Student Association) STAIN Purwokerto period of 2012-2013 and 2013-2014.
4. The committee of KPUM (Komisi Pemilihan Umum Mahasiswa)STAIN Purwokerto period of 2012-2013.(On The Division Of Sosialization)
5. The committee of BEMJ Tarbiyah (Badan Eksekutif Mahasiswa Jurusan Tarbiyah) STAIN Purwokerto period of 2012-2013. (Education And Sport Ministry)
6. The committee of BAWASLUWA (Badan Pengawas Pemilu Mahasiswa) STAIN Purwokerto period of 2013-2014. (Sekjen)
7. The members of KKG PAI SD at Distict Banyumas
8. The members of MGMP PAI SMP at Distict Banyumas
9. The members of MGMP PAI SMA at Distict Banyumas

Thus the curriculum vitae of the researcher, I made in fact and in good faith to be used properly.

Purwokerto, The twenty-fifth of
January, 2019
Best Regards,

Lutfiya Sri Hidayah
NIM. 1522605011