HUMAN RESOURCES MANAGEMENT: ENHANCING TEACHER PROFESSIONALISM AS AN ATTEMPT TO REALIZE QUALITY GENERATIONS

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Abstract:
This study was descriptive qualitative research and aimed at investigating attempts for empowering teachers which were carried out by Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang. The teacher empowerment was intended to enhance the competences that should have been possessed, namely personal, pedagogical, professional, and social competences. Methods of data collection in this study employed interview and documentation. Likewise, this study applied Miles and Huberman’s Interactive Model of Analysis for analyzing the data. The results of this study reveal that Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang was very intensive in the teacher empowerment to create effective and humane learning in this madrasa. The teacher empowerment was organized in several well-scheduled, systematic, and sustainable activities. These activities were managed to improve the quality of teacher professionalism that was demonstrated with the mastery of four teacher competences, including pedagogical, personal, professional, and social competences.

Keywords: Human Resources Management, Teacher Empowerment, Teacher Competences
A. Introduction

Education contributes huge roles to the advancement of a nation and constitutes a medium to interpret constitutional messages as well as to build the nation’s characters. Smart society tends to demonstrate better nuances of life and progressively shapes self-independence. This nation becomes a big investment to overcome the nation’s crisis and to face the global world.¹

If Indonesia participates in the global world, according to Mulyasa, the first thing to do will be adjusting human resources, including aspects of intellect, emotions, spirituality, creativity, morality, and responsibility. Therefore, the roles of education are deemed as the most important contribution since they promote that the presence of knowledge can be well-mastered.²

On another side, a quality education possesses ‘forward linkage’ and ‘backward linkage’. The former suggests that the quality education is the main requirement to realize an advanced, modern, and prosperous nation. The history of the development of nations teaches us that advanced, modern, and prosperous nations refer to those which have a quality system and practice of education. Meanwhile, the latter asserts that the quality education completely depends on quality teachers, namely professional, prosperous, and dignified teachers.

There have been some laws and a regulation mandating that teachers are professional educators, namely the Law Number 20 of 2003 about the National Educational System, the Law Number 14 of 2005 on Teachers and Lectures, and the Government Regulation Number 19 of 2005 declaring the National Standard of Education. A professional teacher should possess an academic qualification of Bachelor’s degree, master personal, pedagogical, professional, and social competences, have a

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2. E. Mulyasa, *Menjadi Kepala Sekolah Profesional* (Bandung : Remaja Rosdakarya, 2003), page 4
certificate of an educator/teacher, be in both physical and spiritual health, and possess qualified skills to support the objectives of national education.

Since the existence of quality teachers constitutes an absolute requirement in a quality system and practice of education, the teacher empowerment should be done. As it has been mandated in the Law Number 14 of 2005, teachers should possess the four competences to sustain the success of teaching and learning processes. Consequently, the teacher empowerment needs to be maximally attempted in every single educational institution through its internal policies.

Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang, one of educational institutions which concerns the quality of human resources, have attempted to encourage teacher empowerment so as to provide fluent, effective, and humane learning processes. Furthermore, the presence of new teachers every year indicates that the madrasa pays more attention to an effort of the teacher empowerment. The empowerment that was done by Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang focused on the teachers’ competences. Additionally, competence empowerment was intended to provide each teacher in this madrasa possess personal, pedagogical, social, and professional competences.

B. Theoretical Review

In the management of human resources, empowerment is defined as an attempt of training and development of human resources. These training and development are aimed at optimizing potential which is possessed by the human resources in order to accomplish their jobs maximally. Training is a process in which people obtain their capabilities to help them achieve organizational objectives. Because of these organizational objectives, training can be considered either in a narrow or wide array of point of views. In
the narrow definition, training provides employees with specified knowledge and skills and can be identified to be employed in their jobs. Moreover, it sometimes needs to distinguish the difference between ‘training’ and ‘development’. On the one hand, training covers wider scope and focuses on providing individuals with meaningful capabilities for current and future jobs. On the other hand, development is noted as efforts to increase employees’ skills for handling various job descriptions and to enhance their capabilities that are beyond the capability needed for their present job.

C. Teacher Empowerment in Competence

Education in the 21st century demands the modern and professional management of education. Educational institutions are expected to be able to contribute their effective roles by demonstrating well-managed leadership, staff, teaching and learning processes, staff development, curriculum, objectives and expectations, school atmosphere, self-assessment, communication, parents or society involvement. In addition, the existence of teachers is also significant to promote their strengths in terms of nationalism, religiosity, the mastery of science and technology, working ethos and discipline, professionalism, networking, future insights, carrier assurance, and welfare. Additionally, education plays very strategic roles to prepare the young generations possessing qualified skills and emotional intelligence. For this reason, the educational institutions on each level require the enlightenment and empowerment of their aspects.

It, likewise, is obviously noted that one of main factors determining the quality of education refers to teachers. They

constitute the first and foremost models in dealing with the quality of human resources.\textsuperscript{6} The role of teachers as ‘agents of knowledge’ transforms themselves into ‘agents of learning’ who motivate, facilitate, and encourage their students to have learning processes in accordance with their interest, aptitude, potential, physical and psychological growth.\textsuperscript{7} As a result, they totally need well-qualified, competent, highly-dedicated teachers when handling their professional jobs. It implies that the educational institutions should attempt to have sustainable teacher empowerment. This empowerment is supposed to yield professional teachers who possess the four competences to sustain their roles as future educators. Teachers, furthermore, should master effective ways of teaching and learning, make good lesson plans, implement the curriculum well, be a model for their students, motivate them with meaningful feedback and advice, provide them with good techniques of guidance and counseling, be technology literate, and so on.\textsuperscript{8}

Meanwhile, several competences that should be possessed by teachers are as follows:

1. Personal competence is the personal ability which reflects a mature, stable, and wise personality, good example for students, and good characters.
2. Pedagogical competence refers to teachers’ ability, including the understanding of students, the preparation of lesson plans, the implementation of teaching and learning processes, the evaluation of learning outcomes, and the encouragement of students to actualize their potential.
3. Professional competence deals with teachers’ ability in deeply mastering learning materials, covering the mastery of curriculum in relation to their discipline and the substance of

\textsuperscript{6} Ibid, page 40
\textsuperscript{7} Ibid, page 22
\textsuperscript{8} Oemar Hamalik, \textit{Pendidikan Guru; Berdasarkan Pedekatan Kompetensi} (Jakarta: Bumi Aksara, 2003), page 40
their discipline in accordance with the materials, as well as the mastery of the structure and methodology of their discipline.

4. Social competence copes with teachers’ ability to effectively communicate and socialize with their students, among teachers, educational staff, students’ parents, and society.9

D. RESEARCH METHODOLOGY

This study was descriptive qualitative research. Procedures of this kind of research present descriptive data in the form of written or spoken data from research participants and deal with individuals’ background holistically without isolating the individuals or organizations in the variables or hypotheses, but regarding them as a holistic approach.10 Additionally, descriptive qualitative research attempts to understand and figure out people’s behavior based on interpretation and establishment of their activities. Moreover, qualitative research refers to research procedures which yield qualitative data, including notes or behavior and copes with conditions and individuals holistically.11

Methods of data collection in this study used interview and documentation. The interview was conducted to the principal and teachers of Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang, whereas the documentation was carried out to find valid supporting data to accomplish this research.

Meanwhile, data analysis in this study employed Miles and Huberman’s Interactive Model of Analysis that divides the analysis into four stages, namely data collection, data reduction, data display, and conclusion drawing or data verification.12

9. Kunandar, Guru Profesional..., page 75-77
10. Lexy J. Moleong, Metode Penelitian Kualitatif, (Bandung: Remaja Rosdakarya, 2001), page 3
E. RESULTS AND DISCUSSION

Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang attempted to empower the teachers in terms of the four competences that had to be possessed. The elaboration of this madrasa’s efforts in the teacher empowerment is respectively presented in the following.

1. Personal Competence

Teachers should have personal competence to enhance well-organized and ethic-based teaching and learning processes. Teachers who possess good personality tend to create humane and value-based learning conditions. Conversely, those who have unstable personality tend to unwell-managed leaning conditions. As a result, teachers’ personality is emphasized to be owned in teaching and learning processes.

Several efforts were done by Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang to empower the teachers’ personal competence. These efforts are highlighted as follows.

a. Physical Appearance

In Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang, the principal paid serious attention to the teachers’ personal competence. He attempted to control and to enhance the teachers’ personal competence as well as the new teachers’ ones. Moreover, the principal encouraged the teachers to concern their physical appearance so that they were regarded elegant by their students. Through the principal’s policy, the teachers had to wear the working uniform that was established by the madrasa. When conducting this study, the teachers were wearing the strong black uniform. In addition, the choice for this black uniform, according to the principal, could make the teachers’ physical appearance look elegant as his statement below.
“Teachers should look elegant. The first thing that I concern is related to their physical appearance. I have the teachers must wear a working uniform or something like that… It makes them look elegant. Here, they’re wearing a strong black uniform. If their uniform doesn’t look good, they will be looked down by the students…”

The principal’s statement indicates that because of the messy appearance of the teachers and the disobedience of the well-established rules, the students tended to look down on them. It means that the teachers were not well-thought-of by the students. Additionally, one of more fatal effects is that they were not interested in the teachers’ class. It would make the students’ achievement get lower. In short, it illustrates that the role of madrasa on establishing the rule of working uniform must be followed by the teachers.

b. Teachers’ Discipline

Another attempt which was done by Madrasah Aliyah Nabdhatul Ulama (NU) Banyuputih, Batang to enhance the teachers’ elegance covered the teachers’ discipline to the class. This attempt implies that the punctual attendance of the teachers to the class contributes a great influence to the quality of the teachers’ personal. The students would be more respectful to the teachers who come on time to the class. In fact, some of the students assumed that the punctual teachers seemed to be less joyful. However, the general calculation of the teachers’ discipline tends to make the students well-disciplined in learning. It suggests that the teachers’ discipline affect the students’ psychological aspect. In other words, the students felt there was a teacher who could be a good example for them.
“Guru should be well-disciplined. If the teachers come to the class earlier than the students, it will be a better example. But, if the teachers often come late to the class, it will make the students look down on them.”

On the contrary, it is different from teachers who come late. The lateness of the teachers becomes the reason when the students deny it. If a madrasa makes the students to be well-disciplined, but there is one or more teachers who usually come late, those who often come late argue that the madrasa is not consistent with the implementation of the well-established rule.

c. The Building of the Principle of “Believe in the Teachers’ Own Knowledge”

The principal, Ali Sodiqin, encouraged the teachers to build the principle of “believe in the teachers’ own knowledge”. It demonstrates that the teachers should be more knowledgeable than their students. When facing them in the class, the teachers should reveal that they are able to master learning materials than the students. The logical consequence is that the teachers have to try hard to prepare the learning materials. By doing so, the teachers would be ready to transfer knowledge so as to deliver their students in meaningful teaching and learning processes. This madrasa’s attempt was intended to prepare the readiness of the teachers’ personal competence for encountering more challenging and demanding educational world.

“Teachers should believe that they are more competent than their students. Likewise, nowadays, it is a digital era. In history class, for example, the students have taken advantage

13. The principal’s statement, Ali Shodikin, M.Pd.I., few years ago
of websites on history, but their teacher hasn’t yet. Thus, it is the teacher’s mistake. This kind of teacher is not responsible for his/her class. Let’s say, the teacher should have more references than his/her students…”

It is obvious to note that Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang attempted to empower the teachers for improving the teachers’ personal competence promoted three distinguishable efforts, including (1) concerning the teachers’ physical appearance; the teachers had to wear a working uniform which could make them look elegant, (2) enhancing the teachers’ discipline in teaching, and (3) believing in the teachers’ own knowledge.

2. Pedagogical Competence

Not only do teachers transfer knowledge, but they also should be able to manage learning media and materials so as to be effective learning sources. In indicates that teachers should be able to organize their class in order to run effectively and humanely. Moreover, relating to the preparation of teaching and learning process, they should be smart lesson planners. It determines the implementation of teaching and learning processes in the class. They are challenged to deal with various students who have different characters. Consequently, they are demanded to understand the students’ psychological conditions. By doing so, they facilitate their students to improve their achievement. In other words, teachers completely require capabilities of designing teaching and learning processes, managing their classes, and organize their students.

Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang attempted to empower the teachers’ pedagogical competence through some training that was deemed as very
effective efforts compared to others. The training was demonstrated as follows:

a. **Training in the Improvement of Teaching Creativity**

   To enhance the teachers’ creativity, *Madrasah Aliyah Nahdhatul Ulama (NU)* Banyuputih, Batang held training in Assistance Program of the Improvement of Madrasa Quality (BPMM).

b. **Training in the Improvement of the Quality of Learning Innovations**

   *Madrasah Aliyah Nahdhatul Ulama (NU)* Banyuputih, Batang organized training in the improvement of the quality of learning innovations which constituted Madrasa Education Development project (MEDPP) program. This training was attended by all teachers of this madrasa comprising approximately 40 participants. During this training, the teachers were asked to practice providing learning innovations in their classes. Additionally, because of this training, the teachers were expected to be able to present learning innovations well so that their teaching and learning processes could run effectively.

c. **Training in the Use of Web-based Learning Media**

   Likewise, *Madrasah Aliyah Nahdhatul Ulama (NU)* Banyuputih, Batang also managed training in the use of web-based learning media. This kind of training was attended by all the teachers and staff in this madrasa consisting of about 48–50 participants and was divided into two shifts of training. Not to mention, information and technology (IT) teachers of this madrasa became the keynote speakers.
3. Social Competence

Communication is defined as a process of conveying information (messages, ideas, or thoughts) from one party to another one so that the two parties influence each other. Basically, communication is done by employing words, phrases, or sentences that can be understood by two parties. If there is no verbal language understood by the parties, communication can be done by using gestures, showing certain body language such as smiling, shaking head, or lifting shoulder. These ways are called communication by using non-verbal language.\(^{16}\)

Teachers should possess good communication skills, particularly with their students, since they are the actors and facilitators in the educational field. They may understand the academic and psychological development of their students by communicating with them actively. It makes the teachers detect their students’ problems and try to give problem-solving of either their problems inside or outside of school. Besides, they should be able to interact with other teachers well their colleagues and to build good communication with the students’ parents.

Each educational institution, therefore, should attempt to enhance the teachers’ communication skills totally so as to shape the teachers into quality human resources. Furthermore, the educational institution would yield competent graduates for future. For instance, Madrasah Aliyah Nabdatul Ulama (NU) Banyuputih, Batang had the teachers effectively communicate with their students, other teachers, the educational staff, the students’ parents, and society. Their good communication skills with the students were demonstrated with building a positive relationship, sharing experience, knowledge, and information as well as holding code ethics between the teachers and the

students. As a result, the students respected their teachers as facilitators and motivators of their learning.

To enhance the teachers’ social competence, Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang organized some routines which involved the teachers, the educational staff, and society. These routines can be presented as follows:

a. Doing Sports Together

To maintain a good relationship between Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang and society, this madrasa annually do some sports together.

“…annually, teachers in this madrasa collaborating with the teachers in another madrasa (pointing to the Madrasah Tsanawiyah next to this madrasa) do some sports together. For example, the male teachers, play soccer, and the female teachers play volleyball. It makes them get along with others.”17

Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang is surrounded by residences and other educational institutions so that the madrasa’s activities are under the control of society. Society constitutes the most significant party who determines the success of teaching and learning processes in this madrasa. For this reason, building a good relationship and interacting effectively with society are completely important to do. Next to this madrasa, there is Madrasah Tsanawiyah Nurul Huda. By having a good relationship with this madrasa, Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang could get lots of benefits either for present or future. Information sharing, for example, and cooperation with this madrasa have been built, specifically for the students who intend to enroll in Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang. The result

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17. The principal’s statement, Ali Shodikin, M.Pd.I.
of this harmonious relationship reveals that lots of the alumni of Madrasah Tsanawiyah Nurul Huda who continue their study to this madrasa.

b. Holding *Tarawih* Prayers Together

In Ramadan, Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang holds *tarawih* prayers together with society around this madrasa. This effort is aimed at realizing harmony between this madrasa and society. Teachers and students of Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang should attend this routine activity. Prior to this routine, Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang also provides break-fasting (*iftar*) together and religious speeches.

c. Sustaining the Culture of *Silaturahim*

Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang attempted to enhance the nuance of friendliness among the teachers in accordance with the vision of this madrasa “Promoting pious, smart, skillful, *akhlaqul karimah*-based human beings”. The feeling of friendliness indicates good teamwork and integration among the teachers. Therefore, this madrasa’s efforts to sustain familiarity and solidarity are elaborated in the following routines:

1) Meeting on the second date of each calendar month

On the second date of each calendar month, Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang take advantage of paying salary agenda to organize a meeting. Prior to receiving the salary, the principal holds an agenda with the teachers to accommodate their insights and feedback for the sake of better advancement of this madrasa as well as to evaluate the implementation of teaching and learning
processes in the previous month. Likewise, the principal also share his ideas with the teachers, the educational staff, and other staff so that the nuances of familiarity and solidarity bring to the floor harmoniously. It is in relation to the principal’s statement as follows.

“… this meeting is routinely held to build friendliness and solidarity in this madrasa, having a meeting as well as receiving monthly salary.”

2) Halal bi Halal

Halal bi halal is held in Shawwal, the tenth month of the lunar Islamic calendar, to celebrate Eid Al-Fitr. It is one of truly Indonesian culture. In the Ali Sodiqin’s point of view, this annual routine constitutes another effective way to build togetherness and familiarity among teachers in Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang. The teachers take turn to organize this routine. Thus, every teacher of this madrasa gets his/her turn to host this annual agenda. It is intended to make the teachers have good understanding of their colleagues. In short, it demonstrates that the teachers would help each other and work as a team, either as teachers or human beings.

3) Home-Visiting and Asking Condition

Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang attempted to encourage the feelings of togetherness and social sensitivity among the teachers. One of the efforts to do was that the teachers visited their colleagues or the educational staff’s house or did silaturahim if they had a special event or got

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18. Ibid

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accident. It indicates that, the state of their colleagues concerned them greatly.

The feeling of familiarity was intended to maintain the unity of this madrasa where they have been working so far. Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang would exist and be well-advanced if they keep unity as a harmonious family. Not to mention, this madrasa promotes as an educational institution that holds the principle of ukhuwah islamiyah to face the bright future of this nation.

The vice principal of curriculum affairs asserted that Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang had not built a harmonious relationship with the students’ parents routinely yet. Nevertheless, it did not suggest that the relationship between the two parties could not run well, but there had been no specific events which were able to increase an emotional relationship among this madrasa, the students’ parents, and the stakeholders. For this reason, it needs to be the next important agenda, considering the importance of communication and interaction between Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang and the stakeholders. It suggests that the well-maintained communication between the two parties enables this madrasa to achieve the objectives of this education institution.19

4. Professional Competence

Teachers are not only teaching, but also educating. Educating is a complex effort, considering lots of activities that need to be anticipated to transform students into better

19. Interview with Mukhsin, S.Ag. as the teacher and the Vice Principal of Curriculum Affairs at Madrasah Aliyah NU Banyuputih
individuals. Educating skills are completely required to achieve objectives of education as maximal as possible.\textsuperscript{20} It means that teachers’ performance should be very professional. Moreover, professional teachers are those who are able to educate their students based on their competence. In other words, professional jobs require techniques as well as procedures relying on intellectual foundations which are learned intentionally and used for others’ needs.

As agents of change, teachers should enhance their teaching and educating skills for the nation’s generation. Likewise, school/madrasa should support the teachers’ roles in advancing their skills. It implies that each education institution should totally attempt to realize the enhancement of the teachers’ teaching and educating skills. School/madrasa, through the principal’s policies, need to provide sustainable and well-organized facilities for developing the worthwhile potential of the teachers. In short, quality teachers constitute the main asset to yield quality graduates.

For this reason, it is appropriate that Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang attempted to organize some agendas of training for the teachers to enhance their professional skills. The principal, Ali Sodiqin, M.Pd.I., asserted that the teachers had to possess professional competence in relation to their discipline and apply effective teaching methods. It demonstrates that the competent teachers enabled the students to achieve the success of their learning. In addition, the use of appropriate teaching methods could create interactive teaching and learning conditions.

The attempts that Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang managed to develop the teachers’ professional competence are presented as follows:

\textsuperscript{20} Muhamad Nurdin, \textit{Kiat Menjadi Guru Profesional} (Yogyakarta: Prisma Sophie, 2004), page 119
a. Providing More Facilities for Teachers

As an attempt to empower the teachers, Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang provided sufficient facilities to enhance the availability of quality teachers. The teachers were supported with the facilities to realize competent, creative, and innovative human resources. This madrasa fulfilled reference books, learning media, and other facilities to improve their quality. According to the principal, the fund for these facilities was regarded lower than benefits of the advancement of quality teachers. In other words, the fund was constituted valuable investment for this madrasa in the future.

The purchase of these books was managed by the madrasa’s cooperative. This cooperative built relationship with several publishers to provide the availability of books for the teachers and the students. The teachers could order the books to the cooperative. Not to mention, the purchase cost of the books were fully guaranteed by this madrasa.

b. Assigning Teachers and Educational Staff to Workshops

Another attempt that was managed by Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang to empower the teachers’ professional competence dealt with delegating some teachers and educational staff to attend workshops. One of them included a workshop which was organized by Walisongo Research Institute (WRI) Semarang, collaborating with the Ministry of Religious Affairs and Asian Development Bank (ADB). This workshop discussed the preparation of Madrasa Development Plan (MDP) and Madrasa Education Development Project (MEDP) and was attended by the delegated teachers and educational staff, involving Mc. Judi, Rokhim, A.Ma., and Kuswandi, S.Ag.
c. Teachers-Subject Forum (MGMP)

Relating to Teachers-Subject Forum (MGMP), Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang held a seminar for teachers who were responsible for the National Examination. This seminar was attended by Islamic senior high schools (Madrasah Aliyah) in the eastern part of Batang regency which was under the supervision of Educational Institution (LP) Ma’arif-Nahdhatul Ulama, namely Madrasah Aliyah NU Banyuputih, Madrasah Aliyah Sunan Kalijaga Bawang, Madrasah Aliyah Subkhanah Subah, and Madrasah Aliyah NU Gringsing. The keynote speaker of this seminar was Mr. Drs. Fauzin, M.Ag. He is one of directing boards in LP Ma’arif-Nahdhatul Ulama, Central Java and a teacher of Senior High School 03 Semarang. Likewise, this seminar was aimed at providing the teachers of this educational institution with strategies for the National Examination. In other words, by attending this seminar, the teachers were expected to be able to do their best for the success of their students in the National Examination.

MGMP, according to the principal of Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang, constituted one of effective attempts to improve the teachers’ performance and quality in this madrasa. The teachers received feedback and knowledge in terms of educational issues so that they did their job well based on well-established guidelines. Furthermore, the teachers could share their difficulties encountered in teaching and learning processes, and MGMP followed them up to find appropriate problem-solving.

d. Principals’ Working Forum (FKK)

Principals’ Working Forum (FKK) is a principals’ forum that is aimed at sharing educational issues
encountered by each school/madrasa. One of issues covers professional human resources. FKK is held once in three months with different agendas. In January 2010, for example, this forum discussed the preparation to face the National Examination and teacher professionalism that the certified teachers had to possess. FKK has comprised nine madrasas/schools under the supervision of LP Ma’arif-Nabdatul Ulama in Batang regency, namely SMA Wabid Hasyim Tersono (Drs. Nur Khozin), SMA Al-Munawir Gringsing, MA YIC Bandar (Hasyim, S.Ag.), MA NU Banyuputih (H. Ali Sodiqin, M.Pd.I.), MA NU Limpung (Ali Hamzah, S.H.), MA Subkhanah Subah, MA Sunan Kalijaga Bawang (Ahmad Munir, S.Ag, S.Pd.), MA NU Batang, and MA NU Sawangan.

e. Courses

Madrasah Aliyah Nahdhatul Ulama (NU) Banyuputih, Batang has organized some courses to provide the teachers with additional skills for enhancing their job as agents of change. There have been two kinds of courses in this madrasa so far, namely a language course and an IT courses. These courses are held twice a week, and the participants involve all the teachers. They are divided into several groups consisting of five to ten persons. The tutor for the language course is Khumaidullah, M.S.I majoring Arabic, whereas the tutors for the IT course are Badrudin, S.T. and Novi Herdiyanto, S.Pd. However, the IT course is managed conditionally, in which the teachers need certain skills. The principal noted the courses as follows:

“…then, there are two courses, including an English or Arabic course and a communication and technology (IT) course. The former is held twice a week and aimed at enhancing the quality of the teachers in transferring knowledge.
The latter is intended to improve the teachers’ skills in mastering IT. As a result, the quality of their teaching and learning processes increases.”

Having good language skills enables the teachers to communicate with their students actively and to translate English or Arabic books and articles if they need. Meanwhile, their skills in IT enable them to apply multimedia-based learning methods since it enhance the teachers’ success in delivering learning materials to the students. This implies that fun and interactive learning methods tend to be more easily received by the students compared to conventional methods. Therefore, the teachers should possess good language and IT skills to face today’s challenges. Additionally, they should also adapt and adopt the advancement of sophisticated technology.

F. Conclusions

This present study promotes several conclusions:
1. For the sake of providing quality teachers, Madrasah Aliyah Nabdhatul Ulama (NU) Banyuputih, Batang attempted to empower the teachers. The teacher empowerment focused on the four competences that had to be possessed by the teachers. Some attempts to empower the teachers are demonstrated as follows:
   a. To empower the teachers’ personal competence, Madrasah Aliyah Nabdhatul Ulama (NU) Banyuputih, Batang emphasized the teachers’ physical appearance in order to be wise, teachers’ discipline, the building of the principle of “believe in their own knowledge” that demands them to study more than the students.
   b. To enhance the teachers’ pedagogical competence, Madrasah Aliyah Nabdhatul Ulama (NU) Banyuputih, Batang
held some training, including training in the improvement of teaching creativity, training in the enhancement of the quality of learning innovations, and training in the use of web-based learning media.

c. To empower the teachers’ social competence, *Madrasah Aliyah Nabdhutul Ulama* (NU) Banyuputih, Batang organized social activities that had to be attended by the teachers. Those activities involved doing sports together, fast-breaking (Iftar) and *tarawih* together, *halal bi halal*, a routine meeting on the second date of each month, and *silaturahim* for asking their colleagues’ condition.

d. To enhance the teachers’ professional competence, *Madrasah Aliyah Nabdhutul Ulama* (NU) Banyuputih, Batang provided learning facilities for the teachers, Teachers-Subject Forum (MGMP), Principals’ Working Forum (FKK), and several courses in terms of language and technology that were independently carried out.

2. To deal with quality education, it starts from quality human resources. One of indicators in determining quality teachers is that they are competent in relation to their discipline. Therefore, *Madrasah Aliyah Nabdhutul Ulama* (NU) Banyuputih, Batang is expected to be able to erode the misplacing of teachers in this madrasa. Likewise, the misplaced teachers are encouraged to continue their study, and the most important point is that this madrasa should consider aspect of professionalism when recruiting the candidate of teachers.

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