The Role of Organizational Behavior in Creating Professional Human Resources

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Abstract: *The purpose of this study is to find out in-depth information about the management of organizational behavior at Madrasah Tsanawiyah (MTs) Miftahul Ulum Al Azizah Sumberbaru Jember in 2022/2023 which is oriented towards creating professional human resources. In detail, the objectives of this study are described in the research focus including: 1). Describe the management of madrasah organizational behavior at MTs Mifathul Ulum Al- Azizah Year 2022/2023 in creating professional human resources, 2) Analyzing obstacles and solutions in the management of madrasah organizational behavior at MTs Mifathul Ulum Al-Azizah Year 2022/2023 in creating professional HR. The research method uses a qualitative approach with the research subject being the head of the madrasa and supported by teachers, students, and deputy head of curriculum and school supervisors as informants. Data collection methods using observation, interviews and documentation as well as triangulation are still used as a foundation in seeking data validity. The results of this study reveal that 1). organizational behavior management of MTs Mifathul Ulum Al- Azizah Year 2022/2023 in creating professional HR is designed with several stages namely First, Planning which includes analyzing all activities or capacity activities intellectual, capability, work experience and exemplary. Second, Recruitment which includes prioritizing academic achievement, having good character and making achievement and professionalism a benchmark. Third, Development which includes scheduling training, workshops and training if necessary to increase the standard of ability or skills. Fourth, supervision which includes scheduled inspections of all madrasah resources. Fifth, evaluations that carry out scheduled reviews through monthly, midterm, end of semester or end of learning. 2) Barriers to Organizational Behavior Management at MTs Mifathul Ulum Al- Azizah Year 2022/2023 include teaching staff not meeting what is needed, not graduates from teacher education, teachers who have taught not according to their fields, lack of supervision, lack of capacity building, and lack of evaluation. Solution; recruitment management with academic and non-academic selection, development of training teachers, workshops, supervision and attention to the organization.*

Keywords: *Organizational Behavior Management; Professional Human Resources; Islamic Religious Education Teachers*

INTRODUCTION

Management is the stages that must be passed to achieve an organizational goal efficiently and effectively (Kurniadin & Muchali, 2012). These stages are carried out in every aspect of management in an organization, both related to the management of infrastructure, finance and human resources.

Human resources are the center of attention of every organization because they are considered important in supporting organizational quality (Thoyib, 2012) and Islamic educational institutions such as madrasas are no exception.

Quality educational institutions will pay attention to the human resources component in a professional manner as well proportionally plotting employees according to their respective competencies, setting up a fair salary system in accordance with level, length of service and workload which is carried out in a systematic and formal manner and constantly conducting performance measurement inspections on each employee to determine performance and performance achievements. Everything is oriented towards increasing work performance which originates from the work motivation of teachers (Purnomo, 2017).

Employee performance can be influenced by two factors, namely internal and external factors. Internal factors come from the individual himself such as abilities, needs and beliefs, experiences, awards, and so on. While external factors originate from the organizational environment including duties, authority, responsibility, control systems, leadership, and so on (Bukit, Malusa, & Rahmat, 2017). Therefore it is important for educational institutions to analyze employee behavior patterns in supporting their productivity through organizational behavior management.

Organizational behavior is a science related to aspects of human behavior in a particular organization or community (Thoha, 2010). There are several conditions that need to be observed in organizational behavior including: a) The study of organizational behavior includes the relevant parts of all behavioral science that seeks to explain. b) Human actions within the organization. c) Organizational behavior as a scientific discipline regarding that individuals are influenced by how the work is arranged there is who is responsible for its implementation. d) Even though it is known that there is uniqueness in individuals, organizational behavior still focuses on the need for managers to ensure that all work assignments can be carried out.

Management of aspects of employee behavior through organizational behavior cannot escape the responsibility of a leader, namely the head of the madrasa within the scope of Islamic education institutions. So that madrasa heads are required to be able to utilize every madrasah resource and not occasionally underestimate the slightest problem that occurs so that all programs run effectively and efficiently (Hasibuan, 2000). Therefore, the entity of human resource behavior is important to examine in depth.

Thus Human Resources as an educational component which is considered to be the key to the success of education must be nurtured and

developed continuously so that they become quality Human Resources capable of carrying out their functions in a professional manner. Because quality and professional human resources are an absolute necessity in efforts to improve the quality of education. But how to manage Human Resources so that humans can play the main and optimal role in realizing quality education is not a simple matter. This simplicity can be seen by examining the meaning of the management it self.

This is where the importance of the madrasa head as an education manager needs to explore, channel, foster and develop the potential and abilities of educators and education staff in improving the quality of education. Besides that, the head of the madrasah is expected to be able to demonstrate effectiveness in managing human resources, especially staffing issues and relations between employees.

But in reality the practice in the field is very far from what is expected. Madrasah principals do not give important priority to aspects of human resource management which include human resource planning, recruitment systems, selection, placement, training, development and evaluation of inaccurate human resources so that there is no synchronization between work and disciplines possessed. In addition, there is still a gap in the skills and proficiency of teaching and educational staff with demands for work efficiency and effectiveness, this could be the result of a lack of orientation and comprehensive education and the untouchability of education implementers with training in the context of educational renewal. Many of these problems will be resolved with the implementation of procedural and systematic organizational behavior management.

Thus, this research wants to explore in depth about how the management of organizational behavior is carried out by MTs Mifathul Ulum Al-Azizah Jember Year 2022/2023 in creating professional human resources and what are the obstacles and solutions in dealing with them.

LITERATURE REVIEWS

Organizational Behavior Management

Management is an activity of managing, managing, organizing, implementing and managing to produce effective and efficient activities (Rivai, 2008) management is the process of utilizing resources through the help of others to achieve common goals effectively, efficiently and productively (Siti Farikhah, 2018).

Meanwhile (Murugan, 2016), a management science expert in his book Principles of Management defines management as,,,,…a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplish state objectives by the use of human beings and at her recuses". According to (Soewarso, 2001) argues that management is the art and science of planning, organizing, directing, motivating, and controlling people and work mechanisms to achieve goals. Meanwhile, according to (Hasibuan, 2000) the management of science and art regulates the process of utilizing human resources and other sources effectively and efficiently to achieve a goal. The conclusion that can be drawn from the description above is that management has many meanings, all of which indicate a joint activity. In addition, management knowledge can be realized in all aspects of life. Likewise with project management, in this case the project manager is responsible for planning, scheduling and controlling the learning design functions or other types of projects. They must negotiate, finance, establish an information monitoring system and evaluate progress.

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Organizational behavior studies the impact of individuals, groups, and groups on the emergence of various behaviors in organizations, with the aim of increasing organizational effectiveness (Stephen P. Robbins, 2002). The following is a framework for organizational behavior according to one expert.
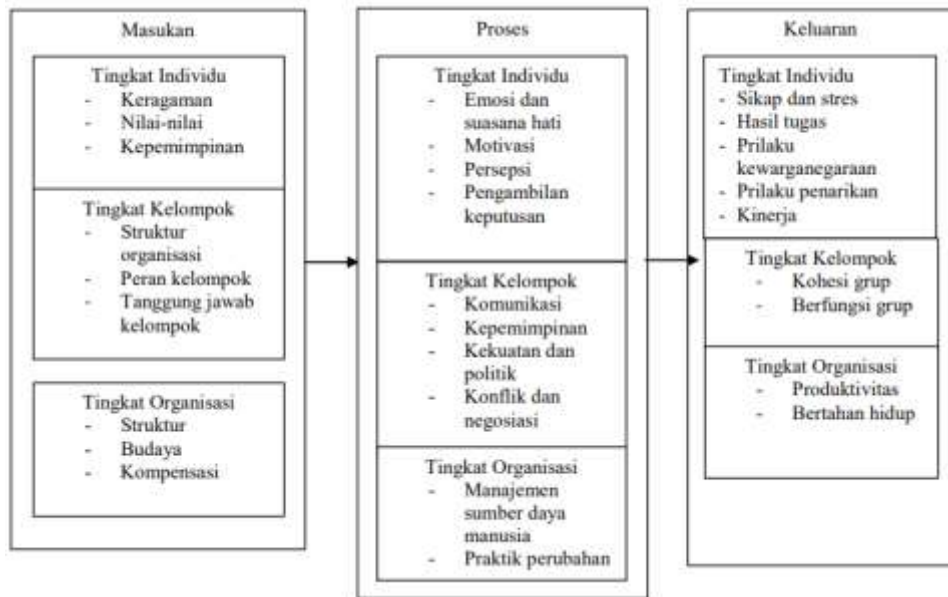
Figure 1. *Organizational Behavior Framework*

Organizational behavior is defined as the study of what people do in an organization and how their behavior ultimately impacts organizational performance (Robbins & Judge, 2013). Organizational behavior relates to how people act and react in all types of organizations, which includes how people are employed, educated and trained, informed, protected, and developed (Djatmiko, 2008). Organizational behavior needs to be studied in relation to the interests of human resources as workers in organizations that contribute highly to an organization (Muhammadin et al., 2021).

In the opinion of these experts, it can be concluded that organizational behavior is the behavior of an individual in a particular organization or group that aims to increase the effectiveness of an educational institution. According to (Thoha, 1995) that there are principles of organizational behavior, including: a) Humans have different behaviors, because their abilities are not the same. b) People have different needs. c) People think about the future, and make choices about how to act. d) A person understands his environment in relation to his past experience of needs. e) Someone has reactions of pleasure or displeasure. f) Many factors determine a person's attitude and behavior.

According to (Nawawi, Uha, 2013) In studying organizational behavior, it focuses on three characteristics, namely: 1). Behavior, more to the behavior of individuals in organizations, understand the behavior of different individuals in the organization. 2) Structure, structure relates to the formation of groups and

division of tasks, how work in the organization is designed, and how work is organized. Organizational structure has a major influence on the behavior of individuals or people in the organization and organizational effectiveness. 3) Process, related to interactions that occur between members of the organization. Organizational processes include: communication, leadership, decision-making processes and power.

Based on the various definitions and descriptions above, it can be concluded that organizational behavior management is the process of managing organizational behavior by using management functions to boost organizational performance effectively and efficiently.

Professional Human Resources

Human resources (HR) is a central factor in an organization. Of course, every organization is formed based on various visions for the benefit of humans. The urgency of human resources in an organization requires that every organization has employees with high quality and productivity in running the organization (Anwar, 2000). In line with the opinion (Mukhyi & Hudiyanto, 1996), which states that human resources are a very important element in a company. If there is a failure in managing human resources, it will result in disruption in achieving organizational goals, both in terms of performance, profit, and the survival of the organization itself.

Garava et al. (2001) in Kalangi (2015) explain that the urgency of human resources in an organization is based on four main things, including: First, flexibility and adaptability; Second, individual improvement; Third, competence; Fourth, the development of organizational competence; as well as the fifth individual work.

High-quality human resources according to (Hasibuan, 2000) are human resources that create not only comparative value but also competitive-generative-innovative value by using the highest energy such as: intelligence, creativity and imagination; no longer solely using conventional methods.

According to (Purnomo, 2017), the quality of human resources is the knowledge, skills, and abilities of a person that can be used to produce professional services. (Soeprapto, 2006), agrees that the quality of human resources will always be inseparable from professional work. So that a quality of work, must be involved in the context of work which is a person's profession. Therefore, it is not surprising that high quality human resources are expected to emerge from professionals, this is not surprising because only professionals have the expertise, organization and code of ethics that make it easier for them to develop concepts, benchmarks, even measures that they can use to evaluate

and shape their self-image. Therefore, greater attention must be given to HR Management it self.

RESEARCH METHOD

The method used by the author in this study is a qualitative research approach. (Moleong, 2001) argues that qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, and issues about the human being studied, and others. This qualitative research approach is to conduct research related to the management of educational organizational behavior to create human resources at MTs Mifathul Ulum Al-Azizah in 2022. His research is descriptive qualitative. (Arikunto, 2013) argues that in general descriptive research is non-hypothetical research, so that in the context of research it is not necessary to formulate hypotheses.

The research subjects in this study were the principals at MTs Mifathul Ulum Al-Azizah in 2022. Meanwhile, the informants in this study were teachers, students, and deputy head of curriculum and school supervisors. The main data sources in qualitative research are words and actions (Sugiyono, 2007). It can be concluded that the data source in this study is the subject where the data can be obtained. Sources of data in this study were the behavior of actions, events, utterances from interviews, documents and interactions between teachers and MTs students.

Methods of data collection using observation, interviews and documents. In this study, researchers in looking for the validity or validity of the data used data triangulation techniques and extended participation. The data that has been collected from the results of interviews, observation and documentation, are then analyzed based on the interactive analysis model developed by Miles and Huberman. There are four components carried out with this model, namely data collection, data reduction, data display and drawing conclusions (Miles & Huberman, 1993).

RESULT AND DISCUSSION

Discussion of research findings at MTs Mifathul Ulum Al- Azizah Jember which the author presents is based on the results of interviews, documentation and observations that were carried out both formally and informally. Formal and informal interviews, observation and scrutiny of documentation were carried out directly by the researcher. The discussion of research findings is as follows:

Planning

First making the main tasks and functions in terms of what the workload is like, then finding and selecting the right personnel to carry out these tasks. In filling out personnel, besides being based on intellectual capacity, capability and experience, academic achievement and skills are also considered.

The job and position analysis has so far been carried out through several stages, including: (1) drafting or drafting by the head of the madrasah with a designated team, (2) discussion in plenary meetings, (3) plenary meetings/siding, (4) drafting and determination of SK. (interview with the MD) what was conveyed was true that "the considerations used as the basis for conducting job analysis include the number of students, the number of activities and programs that must be adjusted, besides that it is necessary to provide additional infrastructure support and financial strength in order to achieve the goal".

As for the initial concept of job analysis which shows the duties and functions of all components of the madrasa, from the top to the bottom, it is structured structurally and deliberatively by all interested parties such as foundations and related parties.

Recruitment Management, Selection and Placement of Human Resources

Recruitment of teachers, employees or employees for educational institutions has become a challenge in itself. This need is passed after an analysis in planning which then results in HR planning. Sometimes educational institutions are asked to take appropriate and fast steps when there is a vacancy in employees where this is outside of planning. However, whatever the reason, the problem still needs to be resolved.

Based on research findings in the field, there are several recruitment and selection processes for prospective teachers or employees at MTs Mifathul Ulum Al-Azizah Jember included: 1) carefully and precisely considering the needs of the formation 2) conveying information en masse through madrasah media, 3) making calls, 4) interviews, 5) acceptance, 6) placement.

Academic and non-academic achievement criteria are also standards that apply to all applicants, both general applicants and applicants who still have a kinship relationship with the head of the madrasa, teachers and even related parties. As for the placement of teachers who have passed the selection, this is done through two models, namely: First, by means of direct placement which is usually applied to teacher recruitment. Second, by way of apprenticeship, which is usually applied in the recruitment of prospective teachers.

Training and Resource Development

There are several programs and forms of training that have been implemented at MTs Mifathul Ulum Al- Azizah Jember at the end of the day is training for the profession of teachers, the Independent Curriculum, computers, libraries and others. There are still other trainings, including training for prospective madrasa heads for those interested in nominating themselves to become madrasa heads, of course with predetermined requirements. Besides conducting training within the institution itself, MTs Mifathul Ulum Al-Azizah Jember also included teachers and employees to attend training outside the institution according to the invitation. Both at the district or provincial level, even up to the level national.

Human Resource Evaluation Management

The HR evaluation system or often known as performance appraisal is an activity to measure or assess whether a teacher or employee is successful or failed in carrying out his work by using work standards as a benchmark.

This evaluation system aims at least: First, to provide a basis for planning and implementing awards for teachers and employees for their performance in the previous period (toward past performance), and second, to motivate so that in the future the performance of these teachers and employees can be further enhanced (tomotivate future performance improvement).

The evaluation system carried out at MTs Mifathul Ulum Al-Azizah Jember through the following methods: First, a monthly evaluation is carried out to evaluate the course of the madrasa program for one month and absorb cases in the field, both *KBM* activities and student cases. Second, mid-year or end-of-semester evaluation meetings. Third, the evaluation meeting at the end of the learning year is carried out to evaluate the journey of the madrasa for one year. The results will be used as guidelines for making the next *RAKM* and *RAPBM*.

In addition to these evaluations, dental content evaluations are also being carried out with case studies which will be completed soon. The evaluation of the implementers of the work program is generally accepted, in the sense that it is applied equally to teachers and employees because basically all contribute to the success of the teaching and learning process in madrasas. Criteria or benchmarks used as a comparison in determining the failure and success of a teacher or employee in carrying out their duties using the duties and functions as the main work standard in addition to several other supporting factors.

Surveillance System

The monitoring or control system carried out by the madrasa includes: determining standardization, carrying out supervision of activities, and making comparisons between standards and supervision observations in the field.

Obstacles and Solutions to Implementing Madrasah Organizational Behavior Management in 2022/2023

The development of science and technology makes the educational climate in an institution also experience a shift. Especially related to the needs of educators. Sometimes the needs of educators at this time must be adjusted to the skills needed with technological developments, while there are still many old teachers who have not been able to meet the latest change criteria due to one of the factors of age. Madrasas often feel confused in making a policy. So sometimes take steps in a hurry.

So the right solution is to always refer to the teacher supervision process so far, so that the head of the madrasah will feel that he understands what developmental actions are important to carry out for teachers in the context of developing teacher competence and then designing together with the foundation regarding standardization in teacher recruitment by taking into account the skills needed in this era. Current and other elements, namely in accordance with formation needs, academic and non-academic qualifications, academic and non-academic achievements, work experience, good attitude so that staff or employees who are truly professional and proportionate are expected.

Placement with the principle of "The right man in the right place" will have a positive impact, namely in the performance of employees will be carried out optimally because it is in accordance with their interests, talents, capacities and capabilities so as to increase work effectiveness and efficiency.

CONCLUSION

Human resources planning at MTs Miftahul Ulum Al-Azizah Jember relies on an analysis of the activities or workload of each component of the madrasah. The results of this analysis will produce the main objectives and functions where the main duties and functions become a reference in the description of positions or jobs. Filling in positions or jobs is carried out by considering several things including: capability, intellectual capacity, work experience and a good attitude. The selection prototype carried out still uses the principle of professionalism by setting aside kinship or family relationships, but prospective teaching staffs who is expected to meet the madrasah criteria and considerations, namely academic and non-academic achievements, good

character and experience in the intended field. With regard to the training and development of human resources that have been carried out so far, the evaluations carried out still tend to be on measuring the success and failure of the training in terms of implementation, not oriented on whether the training effectively can change behavior and if there is a change in behavior and there is an increase, is it true? True due to the training followed. Although the evaluation so far has been carried out using three stages, namely; (1) monthly evaluation, (2) mid-semester evaluation, (3) year-end evaluation, but there are still imbalances in the course and implementation of the program itself. This resulted in the Tupoksi as a work standard used as a benchmark for the success and failure of a teacher in carrying out work assignments that are his responsibility being neglected.

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