

The Role of Ma'arif Educational Institutions in Providing Learning Facilities and Human Resources in Indramayu Regency

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ARTICLE INFO

Accepted : July 10, 2024

Revised : July 23, 2024

Approved: August 11, 2024

Published: August 28, 2024

Keywords:

educational institutions; ma'arif facilities; learning facilities; human resources.



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ABSTRACT

This study aims to describe and analyze the role of the Ma'arif Educational Institution in providing learning facilities and human resource development in Indramayu Regency. The study uses a qualitative approach through field studies and literature with analytical description methods. Data were obtained through observation and interviews with various educational elements. The results show that the provision of adequate facilities and infrastructure has a significant impact on the quality of learning, because the availability of facilities can increase teacher and student motivation. Facility planning is carried out in three stages: annual needs data collection, adjustments to the budget according to priorities, and determination of the final plan. In procuring facilities, the institution uses various methods such as submitting assistance proposals, borrowing, or exchanging goods. Efforts to improve human resources are carried out through guidance, training, and formal and non-formal education that supports employee competence and performance.

INTRODUCTION

According to normative standards, education is a primary factor in shaping human personality. Education plays a significant role in shaping the good or bad of human personality. Recognizing this, the government takes education very seriously, as a good education system is expected to produce a quality future generation capable of adapting to life in society, the nation, and the state (Umar Tirtahardja, 2005:71).

Educational progress can be seen from the ability and willingness of society to embrace the process of informatization and technological advancement. The rapid informatization process, driven by technological advancement, is simultaneously expanding and narrowing the horizons of life on earth. This means that various human problems are becoming global, or at least inextricably linked to events in other parts of the world, whether political, economic, or social.

As social beings, humans cannot live alone without the help of others; every human being will always need and interact with others in various aspects of life. Social solidarity, which is part of the education and learning process, plays a very powerful role in helping individuals communicate and interact to achieve their life goals.

The current paradigm of educational methodology, whether realized or not, has undergone a shift from behaviorism to constructivism, which requires teachers in the field to have the requirements and competencies to be able to make changes in implementing the learning process in the classroom. Teachers are required to be more creative, innovative, not feel like teacher-centered, position students not only as objects of learning but also as subjects of learning, and ultimately lead to a fun, joyful, and democratic learning process that respects every opinion so that in the end the substance of the learning is truly internalized.

In line with the above opinion, learning according to the constructivist view is: "Learning is built by humans little by little, the results of which are expanded through a limited (narrow) context and not suddenly. Learning is not a set of facts, concepts or rules that are ready to be taken and remembered. Humans must construct the learning and form meaning through real experience." (Ministry of National Education, 2003:11)

The implementation of the constructivist approach in learning is realized in the form of student-centered learning. Teachers are required to create a learning atmosphere in such a way that students work together cooperatively (cooperative learning).

To create the situation expected in the statement above, a teacher must have the necessary conditions for teaching and building student learning to be effective in class, working together in learning so that a pleasant and mutually respectful (democratic) atmosphere is created.

On the other hand, according to Hartono Kasmadi (1993:24), the implementation of teaching and learning activities where the teacher still plays a very dominant role, the teacher lectures a lot (telling method) and does not help develop student activities.

From the description above, it cannot be denied that in the Ma'arif Educational Institution there are still many teachers who still do the same as the opinion above, and it is acknowledged that there are many causal factors so that we will see the consequences that arise for students, we will often find students studying only to fulfill obligations, entering class without preparation, students feel constrained, hate teachers because they do not like their teaching style, skip class, do not do assignments given by teachers, are afraid to face certain subjects, feel left out because their opinions are not valued, their rights feel suppressed, constrained so that it has an impact on the loss of learning motivation, the learning atmosphere becomes monotonous, and finally the quality becomes questionable.

From the existing problems, the Ma'arif Education Institution has a responsibility to improve the quality of learning in schools, especially teachers as the spearhead in the field (in class) because they are in direct contact with students in the learning process.

The Teaching and Learning Process (PBM) requires an active role for teachers in providing knowledge to their students, thus producing students who are effective and ready to continue their education to a higher level. In addition, the teaching materials/materials provided must take into account the conditions of the local community. As regulated in Article 1 paragraph (2) of Law Number 20 of 2003 concerning the National Education System, that: "National Education is education that is rooted in the culture of the Indonesian nation and is based on Pancasila and the 1945 Constitution."

The above laws need to be organized in a coordinated, integrated, effective, and efficient manner. Learning is a process of progressive and continuous change in all aspects of behavior throughout life. The behavioral changes resulting from learning constitute actual abilities, also known as learning achievements.

Considering that facilities and infrastructure are one of the determining factors for student learning achievement, the requirements and use of learning facilities must refer to learning objectives, methods, assessment of student interest and teacher capabilities. The use of learning facilities is carried out effectively and efficiently by referring to the teaching and learning process in schools and to the extent that schools do not have adequate learning facilities, various efforts are made to overcome them. In general, schools/educational institutions, especially those under the auspices of the Ma'arif Education Institute, are in dire need of or lack adequate learning facilities.

The reality is that while existing learning resources, such as those described above, are insufficient, the existing educational/school system is expected to produce high-achieving graduates who can continue on to higher levels of education. Meanwhile, those implementing the program, specifically teachers, must seek alternative solutions. Many educational institutions have successfully addressed these challenges, but many ultimately fail because their teachers are unable to address these challenges. Perhaps the surrounding community is also lacking in awareness, or even indifferent to these conditions.

METHODOLOGY

Qualitative research is a research procedure that produces descriptive data in the form of written words or verbal mapping of people or observable behavior, which is in accordance with the actual situation or (Naturistic Inquiry). The study of the role of the Ma'arif Educational Institution in providing learning facilities and human resources in Indramayu Regency will be examined using a phenomenological approach, because in this study or research requires appreciation and interpretation of the role of the Ma'arif Educational Institution in providing learning facilities and human resources in Indramayu Regency.

RESULTS AND DISCUSSION

DISCUSSION

Definition of Educational Institutions

An educational institution is an institution or place where the teaching and learning process takes place, including within families, schools, and communities. An educational institution can also be defined as an organization established to achieve a specific goal, namely the transfer of knowledge and culture to individuals in order to transform their behavior, leading to greater maturity and a better future. (Hubbil Khoir, 2021).

Learning Resources

Learning facilities are all that is needed in the teaching and learning process, both mobile and immobile, so that educational goals can be achieved smoothly, orderly, effectively and efficiently (Nana Syaodih, 2009, p. 49). Educational facilities are equipment and supplies that are directly used and support the educational process, especially the teaching and learning process such as buildings, classrooms, tables and chairs, as well as learning tools and media, while what is meant by educational infrastructure is learning facilities that indirectly support the course of the educational or

teaching process such as yards, gardens, school parks, roads to schools, but if used directly for the teaching and learning process such as school parks used by schools for teaching Environmental Education, school yards and sports fields, these components are educational infrastructure (Mulyasa; 2004, p. 17).

Human Resources

The issue of education quality is not a standalone issue and is influenced by various factors. One factor that plays a significant role is human resources in education. Human resources in education are crucial and must receive serious attention from all stakeholders. This means that if educational quality is to reach the highest level, human resources must also be improved.

According to Edy Sutrisno, human resources are a source of strength that comes from humans in an organization that can be utilized.¹ Meanwhile, according to A. Wardana, quoted by AS Munandar, human resources include human skills, talents and knowledge that can be utilized with potential and used for service and production purposes. Based on this definition, human resources can be interpreted as all the potential that every human being has that must be developed so that it is beneficial for themselves and their environment.

RESULTS

Providing adequate learning facilities and infrastructure significantly improves the quality of learning in schools. Complete facilities and infrastructure in schools motivate teachers and students to participate in the learning process, as all necessary facilities are provided, enabling them to carry out the learning process optimally. Malik Fajar (in Rusyana, 2005:61) stated that the government fully recognizes the importance of infrastructure for schools and educational institutions. Managing an institution with human users requires adequate equipment. Therefore, the government is prioritizing various forms of assistance to meet the demands of the field, particularly at the elementary and secondary levels of education. Initial assistance will focus on facilities, thus assisting in meeting the demands of minimum service standards for each educational institution.

The steps for planning learning facilities at the Ma'arif Educational Institution in Indramayu Regency begin with analyzing the educational needs provided at the Ma'arif Educational Institution. There are three steps taken in planning learning facilities at the Ma'arif Educational Institution, namely: (1) recording educational needs for the next year, (2) comparing the list of needs with the institution's budget based on the priority of its needs, and (3) determining the final plan containing a list of learning facility needs.

In procuring facilities to meet the needs in accordance with educational developments at the Ma'arif Educational Institution and to replace damaged or lost items, the procurement of learning facilities is carried out carefully so that all procurement of equipment can meet the needs of the institution. The following are the methods that can be taken by the institution in procuring learning facilities:

- a. Asking for donations from parents or submitting proposals for assistance in procuring institutional facilities and infrastructure to non-binding social institutions.
- b. Procurement of equipment by renting or borrowing from other places.
- c. Procurement of institutional equipment by exchanging owned goods with other goods needed by the institution.

The use of learning facilities at the Ma'arif Educational Institution has been

carried out optimally and considering the principles of managing learning facilities effectively and efficiently. The use of learning facilities at the Ma'arif Educational Institution is carried out by considering the aspect of differentiating tools which are divided into: (1) Tools that are directly used in the teaching and learning process. And (2) Tools that are not directly involved in the teaching and learning process. The storage of learning facilities at the Ma'arif Educational Institution is aimed at ensuring that existing learning facilities are well maintained, not easily damaged so that they can be used continuously according to their time. The application of management concepts to manage facilities and infrastructure will be able to contribute to the achievement of learning objectives in the classroom. So that if the instructional objectives have been achieved, it is hoped that it will support the achievement of institutional (institutional) objectives.

One important area in educational management is related to the human resources involved in the educational process. The quality of Human Resources (HR) at the Ma'arif Educational Institution in Indramayu Regency can be seen from two positions. The two positions are: 1). The position and status of employees based on class and rank, and; 2). Measured from the level of education, both advanced education (S1, S2 and S3) and non-formal education such as training and workshops held by an institution to increase employee capacity. These two dimensions influence each other. In an effort to optimize the duties and functions of employees at the Ma'arif Educational Institution in Indramayu Regency, all employees have been given various directions and have participated in various forms of education and training, both formal and non-formal.

CONCLUSION

The steps for planning learning facilities at the Ma'arif Educational Institution in Indramayu Regency begin with analyzing the educational needs provided at the Ma'arif Educational Institution. The methods that can be taken by the institution in procuring learning facilities: Asking for donations from parents or submitting a proposal for assistance in procuring institutional facilities and infrastructure to non-binding social institutions; Procuring equipment by renting or borrowing from other places; Procuring institutional equipment by exchanging owned goods with other goods needed by the institution.

The use of learning facilities at the Ma'arif Educational Institution has been carried out optimally and considers the principles of managing learning facilities effectively and efficiently. The quality of Human Resources (HR) at the Ma'arif Educational Institution of Indramayu Regency can be seen from the position and status of employees based on class and rank, and measured from the level of education, both advanced education (S1, S2 and S3) and non-formal education such as training and workshops held by an institution to increase the capacity of employees.

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