

# Teacher Planning at Integrated Islamic Elementary School

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## Article Info

Keywords:  
Planning, Teacher,  
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## Abstract

The planning process of a teacher entails numerous components. The elements pertaining to teachers include the teacher-student ratio, professional competence, and Iman and Taqwa (IMTAQ). The study's objective was to examine teacher planning at a Bengkulu-based Integrated Islamic Elementary School (SDIT). This study employs a qualitative methodology. The data collection technique use observation, documents, and interviews. The data analysis in this study was descriptive-analytic. The study's findings indicated that SDIT Bengkulu's teacher planning was carried out by a collegial collective team comprising a principal and five deputy principals. Six individuals acted as informants. Teacher planning's purpose is to ensure that the teacher-student ratio and teacher competencies, specifically teacher professionalism and religion, are met.

Keywords:  
*Perencanaan, Guru,  
Kompetensi*

## Abstrak

Penelitian dimulai dengan temuan bahwa SDIT Iqra 1 Bengkulu memiliki rencana guru yang unik. Perencanaan guru melibatkan banyak elemen. Unsur-unsur yang direncanakan tentang guru meliputi: rasio guru terhadap siswa, kompetensi profesional dan Iman dan Taqwa (IMTAQ). Tujuan penelitian ini adalah untuk menganalisis perencanaan guru di Sekolah Dasar Islam Terpadu (SDIT) Iqra Bengkulu. Penelitian ini menggunakan pendekatan kualitatif. Teknik pengumpulan data dengan menggunakan observasi, dokumen, dan wawancara. Analisis data dalam penelitian ini dilakukan dengan menggunakan teknik deskriptif analitik. Hasil penelitian menemukan bahwa perencanaan guru di SDIT Iqra Bengkulu dilakukan oleh tim kolektif kolegial yang terdiri dari: seorang kepala sekolah dan lima wakil kepala sekolah. Keenam orang tersebut sebagai informan. Tujuan perencanaan guru adalah untuk menjamin terpenuhinya rasio guru-murid, dan terpenuhinya kompetensi guru yaitu profesionalisme guru dan agama.

## INTRODUCTION

Every school understands the significance of planning; it is the first step in any endeavour. If you don't plan ahead, you set yourself up for failure. Poor planning is a major factor in whether or not schools are able to achieve their goals. Human resource (HR) planning, according to Sedarmayanti (2017), should be viewed as a management process that determines how the organization should progress from one position to the next in its current HR hierarchy. It is

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expected that organizations will have adequate human resources in all five areas: quantity, quality, location, and timing. Pidarta also addressed personal planning (2011). Among the many considerations made by managers about their workforce are: (1) the amount of energy required by the organization; (2) the types of skills required and how many people are needed for each; (3) efforts to place employees in the right jobs for a specific period of time in the hopes of advancing and providing maximum benefits to both the organization and each member. A school principal must make teacher plans that take into account the number and expertise of teachers and avoid admission mistakes (Toha, 2017).

As a result of this plan, policymakers will need to take into account a variety of factors, including social, environmental, economic, and other factors. The above is described by Scheer et al. (2011), namely, a number of challenges or issues have been identified for Cooperative Extension in the 21st century (Extension Committee on Organization and Policy, with a focus on increasingly complex and changing social, environmental, and economic conditions that have produced external factors impacting Extension's ability to carry out its mission. According to Noe et al. (2010) first step in the planning process is forecasting. In employee forecasting, human resource (HR) managers seek to find out the supply and demand for various types of HR. The main goal is to predict areas within the organization because there will be predicting future shortages or excesses of labour.

According to economists, since the development of modern industrial enterprises, human resource planning has become an integral part of the management function (Kemal & Setyanto, 2017). According to Alfred Marshall, a business organization's leadership must ensure that managers, treasurers, and foremen are good people and do the right job. Religious, government, and military organizations have all been given the task of human resource planning. Human resource planning has been around for quite some time. Long-term, short-term, simple, and pragmatic planning began decades ago, and today's management techniques are a result of that long-term process (Rivai and Sagala, 2010). Human resource planning is built on a competitive strategy derived from employee input. Human resource planning is typically carried out in large companies by involving the highest levels of management and those responsible for the technical aspects of the process (Bangun, 2012).

From the opinion above, it can be concluded that planning is the first step in a very strategic in the organization's activities to achieve the goal of designing an organization. Planning is also a draft guidance how the organization runs efficiently and effectively utilises resources to achieve organizational goals. Planning the development of teachers is an effort that will be made to develop and take care of potential teachers, grow up potential of the dedication of teachers in developing themselves that have an impact on the good achievements of teachers, students, and schools. The main activity in human resource planning is in line with teacher planning in general, namely forecasting the need and availability of human resources in the future. The error in these activities will lead to difficulties in carrying out the activities of other human resources, such as recruitment and selection, development, compensation, and other activities.

The success of a school relies heavily on the effectiveness of teacher planning. It is widely accepted that the first step in a teacher's life at school is to plan for the future. The pillars of supporting teachers are infrastructure, systems, and materials. In the absence of a teacher as a "driver," all facilities and infrastructure will not be able to reach their full potential (curriculum, facilities, and infrastructure). A teacher's primary role in the classroom is to encourage and support students in reaching their full potential by making full use of the resources at their disposal and creating an environment that fosters learning. All reform efforts in education are dependent on teachers because teachers play a critical role in the education process. To improve the quality of education for students (Yusutria, 2017). Sulhan (2016) argues that being a teacher is an honorable profession that is praised by God. An individual who is knowledgeable and always imparts knowledge is referred to as the teacher. The teacher takes on the role of a positive substation,

radiating only good vibes. Teachers have a significant impact on the development of a nation's culture. Having full responsibility and intent straight from the start elevates one's status as a teacher. In order to ensure that the human resources needed, both in terms of quantity and quality (the competencies possessed), are available when needed, the profession must be properly planned (Baadriyah, 2015). In addition, according to Hidayat (2016), teachers have a role and responsibility for implementing teaching and learning activities, good or bad, depending on how the teacher plays himself.

On the basis of this description, it is necessary to plan the development of teachers seriously in order to ensure that human scoring schools will be sustainable in the future and succeed. Planning teachers would need to be specifically or even mandated by the SDIT. Both the teachers' plan and the school have declared the school's future to be doomed and are preparing for half of the school's future success. Thoha's research (2017) stated that schools have planned to recruit new employees. By looking at the application letters that have been submitted by applicants and stored in the administrative section, you can find out how to recruit teachers. The next step is to look for a degree program that fits your needs. Look for an applicant's letter with an Islamic Religious Education master's degree and then call him or her for an oral test, teaching practice, and written test relevant to his or her field. Those test-takers who come out on top in the competition. In a similar study, Hasim et al. (2017) found some of the negative effects of insufficient teacher planning in schools. Muniroh (2017) and Muhyadi (2017) stated that education management requires careful planning.

Some of the studies above examine the planning side of teacher recruitment, examining evaluative matters such as career development and teacher evaluation. This research thoroughly researched teacher planning Integrated Islamic Elementary School. Specifically, it will examine the parties involved in teacher planning by considering the ratio of teachers to students, professional competence and Faith and Taqwa.

## **METHOD**

Qualitative research is used in this study. Qualitative research uses qualitative methods and inductive data analysis in a natural, human setting. SDIT Iqra 1 teachers in Bengkulu and primary data interviewees at SDIT Iqra 1 Bengkulu provided the data for this study. There are a variety of written documents that provide secondary information about the implementation of teacher management at SDIT Iqra 1 Bengkulu. The first step in qualitative data analysis is processing and preparing the data for analysis. Transcription and scanning interviews and typing and organizing data collected in the field are some of the tasks that fall under this category (informants). Second, make sure you've gone through all of the information. Getting a broad sense of the data and thinking about what it all means is the first step in the research process.

## **FINDINGS AND DISCUSSION**

Teacher planning refers to the fulfilment of teacher-student ratios, professional and religious competencies. Teachers must be sufficient, have something that will be the carrying capacity of implementing Islamic schools, achievement, independence, and environmental insight. Teachers must have the ability to internalize values to students, can understand school culture that cares about social and environmental concerns, teachers must have a strong desire to excel, have an Islamic personality, have school-based and environmental management skills, have good teaching skills, and have the ability to take advantage of the school's carrying capacity to excel and be better from time to time. This principal statement is in line with the expression (Toha, 2017. Pidarta, 2011: 116 ), which makes teacher planning part of management. This is also by the planning objectives conveyed by Sedarmayanti (2017:23). Teacher planning is carried out in an

effort to produce teachers who have the ability from the time of initial entry to the teacher position to have the desired quality in the future.

The principal, works with a team that includes the school's vice principals for curriculum, student affairs, pre facilities, and public relations, as well as vice principals in the 'Ulumul syar'i field. Bengkulu's head of SDIT Iqra school is not a one-person show or a single fighter, but rather a collective-collegiate one. In this way, the plans made by teachers have a broad perspective. According to Bangun (201:112), top management is responsible for all strategic planning.

The principal and the planning team as a maker of teachers in schools is proper for future school governance front. The principal and the team will have a work reference with teacher planning. In addition, teacher planning requires a strategy. Teacher planning is a minimum work that must be done late by the principal and the team. What has been done by the principal and his team is an attitude that has reflected the implementation of the HR management function as expressed by Yuniarsih and Suwatno (2013: 90) which says that: the success of human resource planning will be determined by the accuracy of strategy selection in designing the empowerment of existing personnel. This is predicting future needs.

In addition, the planning of teachers conducted by SDIT Iqra Bengkulu by the planning of the teacher general predicts what teachers' needs in the short term and long-term needs of the teachers. Teacher planning carried out is a process of tweaking the potential of teachers to be developed based on the potential and needs of future schools (future predictions). This is in accordance with the expression Scheer et al., 2011: Noe et al., (2010: 245), Rival and Sagala (2010: 34) that p Planning for human resources must be part of the consideration of aspects of social change, environment, economic, and forecast future needs. SDIT excellence Iqra Bengkulu has p Planning for the development of teachers integrated the planning of the teacher of compliance ratio of teachers and students, the competence of professionals, and the religious side.

SDIT Iqra Bengkulu aspires to future success. These individuals, namely teachers, can respond to future challenges, not only in terms of world achievements but also in terms of good achievements for life beyond the world, namely the hereafter. In this world, the teacher successfully performs his profession and receives intercession in the hereafter. H al is defined as follows: the success of human resource planning will be determined by the accuracy with which existing personnel predict future needs when designing empowerment strategies (Yuniarsih and Suwatno, 2013: 90). The school principal and his team are attempting to develop teacher development plans in order to have effective teachers who are both individually and socially competent in their profession. Berseneva and Chashchin (2014:1) elucidate human resource management and planning fundamentals. Human resource management via effective workforce planning enables businesses to optimize their use of staff by identifying and productively applying professional staffing capacity, establishing a foundation for planned recruits, and lowering the overall cost of hiring employees through their own systematic personnel policy.

Teacher planning often gets less attention given the nature of its activities as a supporter of the main activities. However, the actual planning is very decisive for the success of the school concerned. Therefore, this plan is the basis for determining the quality of a school in the future. The principal and team SDIT Iqra Bengkulu realize that teachers are *the backbone* of the school, so that the necessary attention to the school specifically to teachers by planning integrated. The purpose of planning for SDIT Iqra teachers in Bengkulu is by the description of the concept above, as shown in the data results, namely: teacher planning aims to coordinate all teacher potential to be used for the next academic year, to ensure teachers who teach in schools have adequate teacher-student ratios, and to prepare teachers to face future challenges related to global and technology.

SDIT Iqra Bengkulu is focused on the long term. These teachers can prepare students not only for success in this world but also for success in a world beyond this one, i.e. the hereafter. The teacher succeeds in the world and in the afterlife, receives divine assistance. The success of human

resource planning will be determined by the accuracy with which current employees can predict future needs when designing empowerment strategies (Yuniarsih and Suwatno, 2013: 90). The school's principal and his team are working to devise strategies for ensuring the recruitment and retention of strong educators on both a personal and professional level. We can learn a lot about human resources management and planning from Berseneva and Chashchin (2014:1). By optimizing staff utilization by employing workforce planning, companies can identify professional staffing capacity, create a basis for a planned recruit and reduce the total cost by employing a company's systemic human resources policies and practices.

Various aspects are considered in making teacher planning; the main thing considered in making teacher planning is the real needs of teachers based on the results of the previous year's evaluation, namely the study program and skills possessed by teachers, the ability of teachers to teach to answer the needs of the digital era and the future. Next, the time of implementation time becomes an important thing because it involves the readiness of the teacher in time. The next consideration is a representative place to be occupied in the implementation process.

As theorized by Sedarmayanti (2017: 23), findings from this study support the notion that schools should shift their focus from where teachers currently occupy to where students want them to be. SDIT Iqra Bengkulu also makes teacher planning related to teachers, such as assessing the quantity of teachers, teachers with specific skills, and placing teachers appropriately. Pidarta (2011: 116) believes that managers' development plans for teachers include (1) the number of personnel needed, (2) how many types of skills are needed and how many people in each type of skill, as well as what kind of expertise and how much is needed for each type of skill, (3) efforts to place them in the right job for a certain period of time, with the hope of advancing and progressing.

The study's findings of planning a future-oriented teacher are also in line with the phrase: planning the teacher should follow the developments and demands of institutions dynamic (Sutrisno, 2009: 34). This is also in line with the opinion of Bangun (2002: 115), which states that the main activity of teacher planning is to forecast the needs and availability of human resources in the future. SDIT Iqra Bengkulu in making teacher planning the thing to do is predict the needs of future teachers. In addition, planning is also carried out by following the very dynamic developments of the times.

The SDIT Iqra Bengkulu team also thinks that teacher planning plays a strategic role, as it aids the journey in achieving its objectives. The future path is predetermined by the planning teacher. Good resource planning indicates that human resources are important to the organization, and they can help alleviate the institution's various challenges. This is consistent with this expression:

Theoretical concepts were found to have a common thread among the findings, and institutions typically plan human resources by involving management and technical management (Build 2002: 112). Teacher plans are made by the principal and deputy principals of SDIT Iqra Bengkulu. According to the theory above, top management and technical management should be involved in this process. In order for an organization to achieve its goals, it must analyze and identify the availability of human resources. A primary goal is to make sure that the necessary human resources, both in terms of quantity and quality (the competencies possessed), are available when needed (Baadriyah, 2015:61).

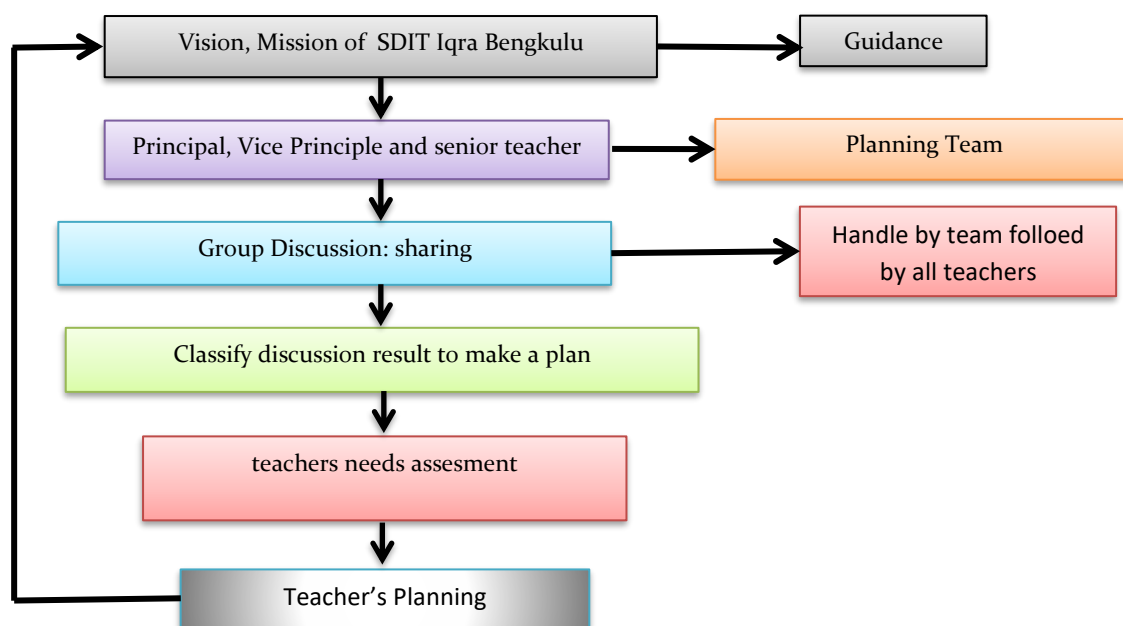
According to Noe et al. (2010:245), the first stage in the planning process is forecasting. In employee forecasting, human resource (HR) managers seek to find out the supply and demand for various types of HR. The main goal is to predict areas within the organization because that is where there will be predicting future shortages or excesses of labor, meanwhile, according to Baadriyah (2015: 61). Human resource planning aims to ensure that the required human resources, both in terms of quantity and quality.

According to Muniroh and Muhyadi (2017) research, educator planning is carried out through needs analysis, job analysis, workload analysis, and then an analysis of strengths and

weaknesses. SDIT Iqra Bengkulu's activities are not much different from the findings of this research. More specifically, Bangun (2012:114) outlines the steps of human resource planning, including: (1) Identifying company activities, (2) Implications of human resource planning, (3) Development of human resource goals and objectives, (4) Planning and implementation of policies, and (5) Evaluation.

From the description above, it can be concluded that the teacher planning of SDIT Iqra Bengkulu is an appropriate first step carried out by the principal and a team of an institution or organization to properly map teachers by referring to all potential teachers to meet short-term needs and projections. Teacher planning carried out by SDIT Iqra Bengkulu has harmony and similarities with the concept of teacher planning in general and with the meaning of teacher planning in particular. The teacher planning carried out by SDIT Iqra Bengkulu has the same content in content, namely it aims to identify the weaknesses and strengths of teachers in schools.

In simple terms, teacher planning at SDIT Iqra Bengkulu is carried out in stages as shown below:



## CONCLUSION

Teachers at SDIT Iqra Bengkulu were able to plan their own futures with the help of the principal and five deputy principals, including the vice-principal for curriculum and the vice-principal for student affairs. Teachers in Bengkulu's SDIT Iqra program plan for both immediate and long-term goals. Educators' planning in terms of classroom size, teacher-student ratios, professional competence, and Islamic values such as Iman and Taqwa (IMTAQ). Several flaws can be found in this study, including teacher health, time passing, technological advancements, and the ever-changing nature of education. In Bengkulu City, there is a need to better understand how SDIT Iqra 1 teachers are prepared for the classroom. Those who work in the classroom are dedicated, innovative, and close to students and their families.

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