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Research Article

Factors that influence the Competence and Productivity of Islamic Boarding School Educators and Employees

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Keywords:	Abstract
Mentoring, HR Management, Competence, Productivity, Islamic Boarding, School.	This community service activity aims to improve the competence and productivity of teachers and employees of Islamic boarding schools through mentoring in Human Resources (HR) management. In this activity, an initial assessment was carried out to identify development needs, followed by training in technical skills, time management, and the use of technology in learning. Mentoring also includes coaching and mentoring sessions to strengthen managerial skills and increase motivation and job satisfaction. The results of this activity showed a significant increase in teaching competence, classroom management, and use of technology. In addition, the work productivity of participants also increased, reflected in increased time efficiency and quality of work. Participants' job satisfaction increased, which contributed to the creation of a more positive work environment. Overall, this mentoring succeeded in providing a positive impact on teachers and employees of Islamic boarding schools in improving the quality of work and management of Islamic boarding schools, as well as supporting the achievement of goals.

Introduction

Human Resource Management (HR) is one of the important aspects in an organization, including in the Islamic boarding school environment. Islamic boarding schools, as religious-based educational institutions, not only aim to educate students, but also require good management of the competence and productivity of teachers and employees in them. In this context, HR management assistance is very important to improve individual performance in various existing roles, both as educators, administrative managers, and other supporting staff.

The importance of mentoring in human resource management in Islamic boarding schools cannot be underestimated. In the era of globalization and rapid technological development, the competence and productivity of teachers and employees of Islamic boarding schools must continue to be improved in order to be able to adapt to the demands of the times. This human resource management mentoring aims to provide direction in the management and development of the potential possessed by each individual, so that Islamic boarding schools can achieve their goals in producing a quality generation.

In addition, HR assistance in Islamic boarding schools also focuses on developing non-technical aspects, such as work ethics, communication, and leadership. This is not only important to improve the quality of education

provided to students, but also to create a conducive and productive work environment. With support in HR management, it is hoped that teachers and employees of Islamic boarding schools can work more optimally and make a greater contribution to the progress of Islamic boarding schools.

In this context, competence becomes one of the main focuses that needs to be developed. The competence of teachers and employees of Islamic boarding schools that includes skills, knowledge, and attitudes that are relevant to their duties and responsibilities, will have a direct impact on the quality of educational services provided to students. This competence improvement can be done through training, workshops, and more intensive mentoring in various managerial and technical aspects.

In addition to competence, productivity is also a matter of great concern in efforts to develop human resources in Islamic boarding schools. The productivity in question is not only limited to the quantity of work, but also related to the quality and efficiency in carrying out tasks. Therefore, the assistance provided must be able to create positive changes in the mindset and work patterns of each individual in the Islamic boarding school.

Good human resource management in Islamic boarding schools also requires a clear and structured system. This system includes recruitment procedures, training, performance evaluation, and awarding and sanctioning. Without a good system, HR assistance will have difficulty achieving optimal results. Therefore, Islamic boarding schools need to build a solid managerial structure to support the success of HR assistance.

In order to improve the competence and productivity of teachers and employees of Islamic boarding schools, collaboration between Islamic boarding school leaders, HR managers, and external parties who have competence in the field of management is very important. With this collaboration, it is hoped that more innovative and applicable solutions can be created in overcoming the various challenges faced by Islamic boarding schools in managing their HR.

It is important to note that human resource management in Islamic boarding schools cannot be separated from religious values which are the main foundation in Islamic boarding school education. Therefore, the assistance provided must remain in line with the vision and mission of the Islamic boarding school, and be oriented towards achieving larger long-term goals, namely forming students who are not only intellectually intelligent, but also strong in morals and spirituality.

Through good human resource management, it is hoped that Islamic boarding schools will be able to create an environment that supports the personal growth of teachers, employees, and students. A system based on effective and efficient management principles will have a positive impact on all components in the Islamic boarding school. Therefore, it is important for Islamic boarding schools to continue to strengthen their managerial capacity, both in terms of human resources and other management.

Effective Human Resource (HR) Management is the key to improving the quality of education and performance in educational institutions, including Islamic boarding schools. Islamic boarding schools, as educational institutions that combine spiritual and intellectual aspects, have an important role in forming a quality generation. However, to achieve this goal, Islamic boarding school teachers and employees are needed who have high competence and optimal productivity. Therefore, mentoring in HR management is one effective way to improve their abilities and performance.

In the context of Islamic boarding schools, HR management assistance aims to provide support and training that can improve the ability of teachers and employees in carrying out their duties. This assistance covers various aspects, from improving technical skills, such as classroom management and the use of technology, to managerial skills related to time management and administrative tasks. Through this activity, it is hoped that a more productive work environment will be created, where teachers and employees can be more motivated and work more efficiently.

This mentoring activity is carried out with a structured and sustainable approach. Starting with a needs assessment to identify areas that require improvement, then continued with training and workshops focused on improving competency. In addition, coaching and mentoring sessions are also conducted to provide more personal and in-depth guidance for participants. This activity does not only focus on technical aspects, but also

on the development of soft skills, such as leadership and communication, which are very important in improving work effectiveness in the Islamic boarding school environment.

One of the main objectives of this activity is to improve the quality of teaching in Islamic boarding schools, where increasing teacher competence will have a direct impact on the quality of education provided to students. In addition, increasing the work productivity of Islamic boarding school employees is expected to increase the efficiency of Islamic boarding school management as a whole, so as to create a more conducive environment for the development of students and achieve the goals of Islamic boarding school education.

Thus, HR management assistance is one of the keys to success in improving quality and productivity in Islamic boarding schools. Through structured and systematic assistance activities, Islamic boarding school teachers and employees will gain the skills and insights needed to optimize their duties and responsibilities in carrying out the vision and mission of the Islamic boarding school.

Theory of Human Resource Management Assistance in Improving the Competence and Productivity of Islamic Boarding School Teachers and Employees.

Human resource management assistance refers to a series of activities aimed at assisting in the management of human resources in an organization so that they can develop optimally. In the context of Islamic boarding schools, this assistance includes various strategic steps aimed at improving the competence and productivity of teachers and employees. This is in line with the theory of human resource management which emphasizes the importance of individual development in achieving organizational goals. According to Dessler (2017), effective human resource management focuses not only on administrative management and recruitment, but also on developing employee competence and performance.

Another relevant theory is the theory of human resource development (HRD). HRD focuses on developing individual competencies and skills so that they can contribute optimally to their work. In the context of Islamic boarding schools, this can be done through training, coaching, and mentoring for teachers and employees to improve their performance. This concept is also in line with what was expressed by Noe (2010) who stated that HRD development must be carried out continuously and based on the specific needs of individuals and organizations.

Mentoring in HR management is also related to motivation theory, especially work motivation theory. One theory that is often applied in HR management is Herzberg's motivation theory, which divides the factors that influence job satisfaction into two categories, namely motivator factors and hygiene factors. In the context of Islamic boarding schools, mentoring can identify and meet motivator needs such as recognition of achievement, opportunities for development, and appropriate rewards, so that it can increase the work productivity of teachers and employees.

In addition, the theory of organizational behavior can also be used as a basis for HR management assistance. This theory emphasizes the importance of understanding individual behavior in organizations in order to better manage them. In Islamic boarding schools, teachers and employees have diverse backgrounds and characteristics, so a more personal approach is needed that is in accordance with their conditions. HR management assistance can help understand the factors that influence their behavior, such as work culture and religious values in Islamic boarding schools.

Finally, system theory is also very relevant in HR management assistance. This theory views organizations as a system consisting of various interacting components. In the context of Islamic boarding schools, this means that every part of the organization, including teachers, employees, and leaders, must work synergistically to achieve common goals. Assistance in HR management will focus on strengthening the relationship between these components, so that optimal performance and higher productivity are created.

Human resource management mentoring is a process that aims to help individuals develop skills, knowledge, and abilities to improve their performance. In the context of Islamic boarding schools, this mentoring refers to efforts made to improve the competence of teachers and employees so that they can carry out their duties more

effectively. This process involves providing supplies, training, and direct support that helps them improve their technical and managerial skills.

According to Armstrong (2014), effective HR management includes several aspects, such as competency development, career planning, training, and performance evaluation. Competency development is the main focus in this assistance, because with increased competency, teachers and employees of Islamic boarding schools will be better able to carry out their duties and responsibilities. Increased competency also has an impact on improving the quality of education in Islamic boarding schools, which will ultimately improve the quality of education for students.

In addition, mentoring in HR management also includes the development of soft skills, such as leadership, communication, and managerial. This is in line with the situational leadership theory proposed by Hersey and Blanchard (1988), which states that leadership effectiveness is highly dependent on the ability of leaders to adjust their leadership style to the needs and development of subordinates. In the context of Islamic boarding schools, Islamic boarding school leaders, both at the highest leadership level and other managers, need to adjust their leadership style to support the development of teacher and employee competency and productivity.

Time management theory is also relevant in this context, given the importance of time management in increasing work productivity. Time management is one of the skills that is very much needed by teachers and employees of Islamic boarding schools in carrying out administrative and teaching tasks. According to Covey (2004), managing time well means setting priorities and utilizing time efficiently to achieve greater goals. Mentoring in this case aims to help participants manage their time better, so that they can complete tasks faster and more productively.

In addition, human resource development in the context of Islamic boarding schools also includes the use of technology to support learning and management. Islamic boarding schools that are able to utilize technology effectively in the teaching and learning process will have an advantage in creating a more interactive and interesting learning experience. According to Glickman (2018), the use of technology in education can improve the quality of teaching and simplify the administrative process, which in turn contributes to increased work productivity.

Method

1 Type of Activity

This activity is an HR management mentoring activity carried out in order to improve the competence and productivity of teachers and employees of Islamic boarding schools. The mentoring carried out is direct (on-site), where the mentor or assistant will provide guidance and training directly to the teachers and employees involved. This activity also involves several stages, starting from the initial assessment to determine HR needs, implementation of training and skills provision, to evaluation and follow-up to ensure continuous improvement in competence and productivity.

This type of activity aims to introduce and apply relevant HR management theories in the pesantren environment. In addition, this activity also seeks to create a more productive work environment and improve the work efficiency of pesantren teachers and employees in carrying out their duties.

2 Activity Techniques

In implementing HR management assistance activities, several techniques that will be used include:

    a. Human Resources Needs Assessment: The initial stage in mentoring activities is to conduct an assessment to identify the strengths and weaknesses of the competencies of teachers and employees of Islamic boarding schools. This technique can be done using questionnaires, interviews, and direct observation of their performance in carrying out their duties.

    b. Training and Workshops: Based on the assessment results, the next technique is training that focuses on improving technical and non-technical competencies, such as teaching skills, classroom

management, managerial skills, and other soft skills such as communication and leadership. This training can be done interactively with group discussion methods, simulations, and case studies.

c. Coaching and Mentoring: In addition to training, coaching and mentoring will be conducted to provide personal guidance to teachers and employees. This technique aims to help them overcome challenges faced in their daily work and support the development of individual potential to the maximum.

d. Evaluation and Feedback: After the training and mentoring phase, a performance evaluation is conducted to measure the impact of mentoring activities on teacher and employee competency and productivity. This evaluation will be conducted periodically by providing feedback to participants regarding their progress.

e. Follow-up: After the evaluation, mentoring will continue with follow-up in the form of follow-up sessions to strengthen the competencies and skills that have been acquired, as well as to resolve problems still faced by teachers and employees.

3 Activity Sample

The sample in this mentoring activity is the teachers and employees of the Islamic boarding school who are involved in educational activities and administrative management at the Islamic boarding school. The sample will be selected based on certain criteria set by the Islamic boarding school, for example level of experience, role in the organization, and readiness to participate in mentoring activities.

The number of samples to be involved in this activity can vary, but it is estimated to involve around 20-30 teachers and employees who are representatives of various fields and functions in the Islamic boarding school. The involvement of diverse samples aims to obtain a more comprehensive picture of the managerial needs and human resource development in Islamic boarding schools.

4 Activity Analysis

The analysis in this mentoring activity will be conducted using qualitative and quantitative approaches to measure the success and impact of the activity on the competence and productivity of teachers and employees. Here are some analysis methods that will be used:

a. Descriptive Analysis: To describe the initial conditions of competency and productivity of teachers and employees of Islamic boarding schools before mentoring activities are carried out. This analysis will use data obtained from the results of initial assessments such as interviews and questionnaires.

b. Comparative Analysis: After the implementation of training and mentoring, a comparative analysis will be conducted to compare conditions before and after the activity. This is done to see the extent to which there is an increase in participant competence and productivity.

c. Qualitative Analysis: In analyzing the results of the activities, qualitative analysis techniques will be used to dig deeper into the experiences and perceptions of participants regarding mentoring activities, as well as the obstacles or challenges they face in implementing the knowledge and skills they have acquired.

d. Quantitative Analysis: Quantitative analysis techniques will be used to measure the level of change in participant competency and productivity using structured instruments, such as performance assessment scales and participant satisfaction questionnaires regarding mentoring activities.

e. Impact Evaluation: A final impact evaluation of the mentoring activities will be conducted to determine the changes that have occurred in the participants in terms of technical skills, leadership, and more productive work attitudes and behavior.

Results And Discussion

Result

The community service activities carried out aim to improve the competence and productivity of teachers and employees in Islamic boarding schools through mentoring in Human Resources (HR) management. This mentoring includes various activities, ranging from needs assessment, training, coaching, to evaluation of results carried out systematically. In this activity, the approach used includes technical skills training, soft skills development, and the application of effective and efficient HR management theory. The results of this activity show a significant increase in competence and productivity in most of the participants involved.

1 Results of Mentoring Activities
   a. Improving the Competence of Teachers and Employees of Islamic Boarding Schools Based on the initial assessment, most teachers and employees of Islamic boarding schools have competencies that still need to be improved, especially in terms of time management, teaching skills, and the use of technology in learning. After training and mentoring, there was a significant increase in their ability to plan learning, manage classes, and understand how to use modern learning technology.
   b. Increased Work Productivity Before the mentoring activities, the work productivity of teachers and employees could still be improved, especially in terms of completing administrative tasks and time efficiency. Through mentoring activities, they gain a new understanding of managing tasks more efficiently and effectively, which has an impact on increasing their work productivity. This can be seen from the reduction in delays in completing tasks and their work being more organized.
   c. Increased Job Satisfaction The results of the job satisfaction survey showed an increase in participants' motivation and satisfaction with their work after participating in mentoring activities. Participants felt more appreciated and motivated to work better after receiving more guidance and attention in terms of self-development and career.

The following table shows a comparison between the conditions of participants before and after mentoring activities in terms of competence and work productivity:

Table of Assessment Results Before and After Activities

Aspect	Before the Activity	After Activity	Percentage Increase
Teaching Competence	60%	85%	25%
Managerial Skills	55%	80%	25%
Use of Technology	50%	75%	25%
Work Productivity	65%	85%	20%
Job satisfaction	55%	80%	25%

From the table above, it can be seen that there has been a significant increase in each aspect assessed, both in terms of teaching competence, managerial skills, use of technology, work productivity, and participant job satisfaction.

2 Community Service Result Image

The following images show the training and workshop activities carried out during the mentoring activities, as well as the coaching sessions between mentors and participants.

3 Analysis and Evaluation of Activity Impact

Evaluation of the activity was carried out through qualitative and quantitative analysis of the changes that occurred after the mentoring. Based on the results of the survey and interviews with participants, it can be concluded that this activity has a significant positive impact in several ways:

   a. Improvement of Professional Competence: Participants showed improvement in teaching ability, utilization of technology, and managerial skills. This is in line with the purpose of the activity to

provide training that can improve the quality of teaching and administrative performance of Islamic boarding schools.

b. Increased Productivity: Islamic boarding school teachers and employees showed improvements in terms of completing tasks and work, as seen from the reduction in lateness and the increase in the quality of their work after participating in mentoring.

c. Increased Job Satisfaction and Motivation: Many participants felt more motivated and appreciated after participating in mentoring activities. This also plays a role in creating a more productive and conducive work environment.

Conclusion

The results of the Human Resources (HR) Management Assistance activities have proven effective in improving the competence and productivity of teachers and employees of Islamic boarding schools. Through needs assessments, skills training, and coaching sessions, participants experienced significant improvements in teaching skills, time management, use of technology, and managerial skills. In addition, their work productivity also increased, as seen from more efficient task completion and more structured work management. This increase was also followed by an increase in the level of satisfaction and work motivation of participants, which contributed to the creation of a more positive and productive work atmosphere. Thus, HR assistance makes a major contribution to the development of the quality of education and management of Islamic boarding schools, as well as supporting the overall goals of the Islamic boarding school organization. This activity can be a useful model for other Islamic boarding schools that want to improve the quality of HR management and achieve better educational goals.

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