

Human Resources Career Development in Islamic Education Institutions: Case Study at SMPS Riyadhusholihin Pandeglang

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Abstrak: Pengembangan karir sumber daya manusia (SDM) di lembaga pendidikan Islam telah menjadi topik yang semakin penting dalam konteks pengembangan pendidikan yang berkelanjutan. Penelitian ini bertujuan untuk mengkaji praktik-praktik pengembangan karir SDM di SMPS Riyadhusholihin Pandeglang dan upaya Lembaga untuk meningkatkan pengembangan karir SDM sebagai studi kasus yang merepresentasikan pendidikan Islam tingkat menengah. Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui wawancara mendalam dengan staf pengajar, pengelola dan SDM di SMPS Riyadhusholihin. Hasil penelitian menunjukkan bahwa pengembangan karir SDM di Lembaga pendidikan Islam ini melibatkan beberapa komponen kunci, termasuk identifikasi kebutuhan karir, pelatihan dan pengembangan kompetensi serta penilaian kerja. Program kegiatan sebagai bentuk upaya Lembaga dalam meningkatkan pengembangan karir SDM diantaranya seperti mengikuti forum Musyawarah Guru Mata Pelajaran (MGMP), Kelompok Kerja Guru (KKG), Pendidikan dan Latihan Profesional Guru (PLPG), dan program studi lanjut secara tugas yang dilaksanakan oleh individu seperti In House Training (IHT), dan kegiatan lain yang mendukung pengembangan dalam karir tenaga pendidik dan kependidikan di SMPS Riyadhusholihin Pandeglang. Selain itu, penulis memberikan saran untuk mengikuti pelatihan pada komunitas pendidik sekolah internasional (AISEI) untuk mendukung tujuan Lembaga pendidikan dalam pengembangan karir.

Kata Kunci: Pengembangan Karir, Sumber Daya Manusia, Lembaga Pendidikan Islam.

Abstract: Human resource (HR) career development in Islamic educational institutions has become an increasingly important topic in the context of sustainable educational development. This study aims to examine HR career development practices at SMPS Riyadhusholihin Pandeglang and the Institute's efforts to improve HR career development as a case study representing secondary Islamic education. The research method used is qualitative research with a case study approach. Data was collected through in-depth interviews with faculty, managers, and human resources at SMPS Riyadhusholihin. The results showed that HR career development in Islamic educational institutions involves several key components, including identification of career needs, training and competency development, and job assessment. Activity programs as a form of the Institute's efforts in improving HR career development include participating in the Subject Teacher Deliberation Forum (MGMP), Teacher Working Group (KKG), Teacher Professional Education and Training (PLPG), and further study programs on a task basis carried out by individuals such as In House Training (IHT), and other activities that support the development of educators' careers and education at SMPS Riyadhusholihin Pandeglang. In addition, the author provides advice to attend training at the International School Educator Community (AISEI) to support the educational institution's goals in career development.

Keywords: Career Development, Human Resources, Islamic Education Institutions.

Introduction

Islamic education, as one of the main pillars in the life of Muslims, has a very important role in shaping the character and preparing the younger generation to face the challenges of the modern world. In the midst of the dynamics of global changes and rapid technological developments, Islamic educational institutions are faced with an increasingly challenging task, namely providing relevant and quality education¹. Success in achieving this noble goal

¹ Christian Kuswibowo, "Analysis of the Effect of Competence, Work Motivation and Career Development on Teacher Work Productivity in Islamic Education Institutions," *Journal of Islamic Education and Innovation* 2, no. 2 (2021): 153–164.

depends not only on infrastructure and curriculum but also closely related to the human resources (HR) contained in it. Career development of human resources in Islamic educational institutions is the key to ensuring that Islamic education remains relevant, quality, and competitive.²

In an effort to meet the demands of the times, HR career development in the context of Islamic educational institutions has become an increasingly important topic. Excellent human resources not only determine the quality of education provided by this institution but also influence the development of Muslims and their contribution to global society.³ Therefore, it should be emphasized that HR career development is not just an administrative matter, but a commitment to improve Islamic education and advance the Ummah.⁴

One of the main problems in Islamic educational institutions is the lack of qualified and skilled teaching staff. This can hinder an institution's ability to provide quality education.⁵ Many Islamic educational institutions have difficulty attracting and retaining qualified teaching staff, potentially hindering academic development. In addition, rapid changes in society and technology require educational institutions to always update their curriculum.⁶ Sometimes, Islamic educational institutions are late in adapting their curriculum to the demands of the times. This can result in graduates who are unprepared for real-world challenges.

The main problem faced by Islamic educational institutions, including SMPS Riyadhusholihin Pandeglang in HR career development is the gap between the demands of the times and the preparation of human resources. Educators, researchers, and administrative staff at these institutions often have to face challenges such as lack of professional development opportunities, lack of access to up-to-date training, and lack of understanding of shifts in educational paradigms. All this can have a negative impact on the quality of teaching, research, and administration of Islamic educational institutions.

However, HR career development in Islamic educational institutions is not an easy task. It requires an in-depth understanding of the specific challenges faced by these institutions, as well as the right strategies to address these issues. Therefore, research on HR career development in Islamic educational institutions becomes very relevant and important. The study will help identify barriers evaluate existing practices and devise workable solutions. Career development is a person's chance to achieve a career plan. It is common to use the term with several meanings, such as:⁷ a) career as a sequence of promotions or lateral transfers to more demanding positions or to better locations within or across the hierarchy of

² Nurul Ulfatin and Teguh Triwiyanto, "Human Resource Management," *Cet. I* (2016).

³ Nina Rahayu, Elvina Hawari, and Aliyas Aliyas, "Teacher Career Development During Service: Professional Competency Analysis," *Al-Musamif* 4, no. 2 (2022): 135–144.

⁴ Feti Fatimah Maulyan, "The Role of Training to Improve the Quality of Human Resources and Career Development: Theoretical Review," *Journal of Management Science* 1, no. 1 (2019): 40–50, <http://ejournal.univbsi.id/index.php/jsm/index>.

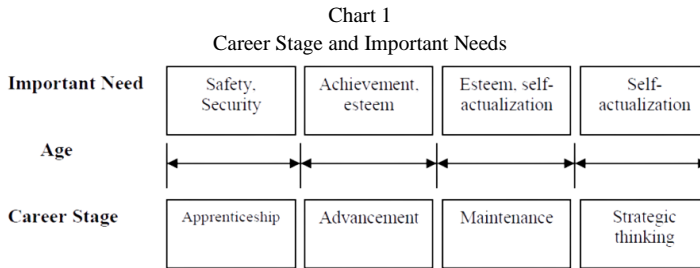
⁵ Z Hasan, "Efforts to develop teacher careers through improving academic qualifications and professionalism (study on junior high school teachers in Bengkalis Regency)," *Akademika: Journal of Religion and Education* (core.ac.uk, 2017), <https://core.ac.uk/download/pdf/355098480.pdf>.

⁶ Evy Ramadina, "The Role of School Principals in the Development of the Merdeka Belajar Curriculum," *Mozaik Islam Nusantara* 7, no. 2 (2021): 131–142.

⁷ N A Irmayani, *The Influence of Education and Career Development on Employee Performance at the Youth and Sports Office of West Java Province* (repository.unpas.ac.id, 2018), <http://repository.unpas.ac.id/38310/>.

employment relationships during one’s working life; b) career as a job guide that forms a pattern of systematic progress and career paths; c) career is a person's employment history or a series of positions he or she held during working life.

The time spent at each stage in work life varies from person to person, but most workers go through all of these stages. Career development includes career planning and career management.⁸ Understanding career development in an organization requires two processes, namely how individuals plan and execute career goals and how organizations plan and execute career development programs.⁹



A number of previous studies have highlighted the importance of HR career development in the context of education. A study conducted by Meidola Hutauruk, Amini, et al, in 2023 entitled *Human Resource Career Development in Educational Organizations*, found that there are two factors that affect the career development of educators and education personnel in educational organizations, namely internal factors (employee professionalism): such as interests, responsibilities, disciplines, expertise, intellectual personalities and external factors (organizational environment) such as type Management, managers, and career development systems in organizations: The ability of principals to embrace their subordinates to work in a compact team, provide clear main tasks and functions for each educator and education staff (according to their respective objectives) so that there is no overlap in positions and positions, greatly affects the career development of educational resources in an educational organization.¹⁰

The next research was conducted by Rani Febriyani, Nurul Amelia Sari, and Syarifah in 2022, with the research title *Management of Teacher Career Development in Improving the Quality of Education at MIN 1 Langkat*. Obtaining research results, there are several programs carried out at the institution in developing employee careers, including:¹¹ a) teacher education qualification improvement program equalization and certification program; b)

⁸Riane Johnly Pio, “Career Planning and Development,” *National Seminar on ICT and Social Sciences (SocioTech)* 7, no. 2 (2017): 207–215.

⁹ Dede Andi and Melda Wiguna, “The Role of HR Management in Employee Career Development at PT. Atlas Resources Tbk South Jakarta,” *e-Journal of Resource and Environmental Economics* 11, no. 1 (2022): 31–40.

¹⁰ Carolus Borromeus Mulyatno, “Human Resource Career Development in Educational Organizations,” *Journal of Education and Counseling* 4 (2022): 1349–1358.

¹¹ R Febriyani, “Management of Teacher Career Development in Improving the Quality of Education in MIN 1 Langkat,” *Journal of the Center for ...* 2, No. 2 (2022): 121–131, <https://www.pusdikra-publishing.com/index.php/jies/article/view/589%0Ahttps://www.pusdikra-publishing.com/index.php/jies/article/download/589/514>.

MGMP empowerment program (Subject Teacher Deliberation); c) teacher symposium; d) management carried out in the form of observation and evaluation;

Meanwhile, research conducted by Agus Salim Salabi in 2023 entitled *Teacher Career Development at Darul Ihsan Hampanan Perak Islamic Boarding School Deli Serdang* based on the results of his research at the institution concluded that teacher career development carried out in the form of career and personal improvement plans, as well as monitoring and evaluation which has implications for a) repositioning; b) dismissal; c) resignation; d) retirement. The type of teacher career development is Short courses, study assignments or study permits, or *in-house training* (IHT).¹² While these findings are useful, the case study at SMPS Riyadhusholihin Pandeglang will provide deeper insights into specific problems and solutions within the context of this institution.

This research aims to contribute to the understanding of HR career development in Islamic educational institutions, focusing on case studies at SMPS Riyadhusholihin Pandeglang. We will investigate the issues faced by this institution in HR career development, as well as identify best practices that can be applied to improve the quality of Islamic education. Through this research, we hope to provide concrete and useful guidance to SMPS Riyadhusholihin Pandeglang in their efforts to improve HR career development and, in turn, improve the quality of Islamic education in the school.

By understanding this background in depth and through rigorous research, we can develop useful recommendations for Islamic educational institutions to enhance their HR career development. Through a comprehensive approach, we can jointly maintain the relevance of Islamic education and prepare a qualified young generation ready to face an increasingly complex future.

Research Methods

The research method used in this study is a qualitative research method with a case study approach at SMPS Riyadhusholihin Pandeglang. The case study approach was chosen because it allows researchers to deepen the understanding of human resource career development in the context of Islamic educational institutions. This method involves collecting data through in-depth interviews with HR management staff, participatory observation, and document analysis related to existing career development policies and programs. This qualitative data is then analyzed thematically to identify key patterns and findings related to HR career development at SMPS Riyadhusholihin Pandeglang.

The case study method was chosen for its relevance and depth in exploring the understanding of the context and specific characteristics of human resource career development in an Islamic educational environment. The case study at SMPS Riyadhusholihin Pandeglang will provide specific and detailed insights into how career development is integrated in Islamic educational institutions, and how it contributes to the development of human resources in the environment. With this method, it is hoped that this research can make a valuable contribution to understanding the dynamics of career

¹² Agus Salim Salabi, "Teacher Career Development at Pesantren Darul Ihsan Hampanan Perak Deli Serdang," *Continuous Education: Journal of Science and Research* 2, no. 1 (2021): 1–16.

development in the Islamic education sector as well as provide a foundation for further improvement in career development practices in similar institutions.

Research Results

The career development of human resources at SMPS Riyadhusholihin Pandeglang shows a significant positive impact in improving the quality of education and the contribution of the institution to society. One of the main findings of this study is the strong commitment of the staff and management of the Institute to the career development of HR. This is reflected in the implementation of periodic training tailored to staff needs, internal promotions that reward well-developed individuals, and ongoing support for the growth of staff skills and knowledge. In addition, the study also reveals the importance of learning culture in supporting career development. SMPS Riyadhusholihin Pandeglang has a culture that encourages employees to continue learning and improving. This is reflected in the active participation of staff in various training and self-development activities, which results in an improvement in their competence.

However, not all fact-or-matters run smoothly. Although supportive organizational policies have been implemented, there are still some obstacles faced in their implementation. For example, internal promotion processes often create inequalities in promotional opportunities, which may need to be reviewed to ensure fairness and transparency. In terms of response to external factors, SMPS Riyadhusholihin Pandeglang has shown good adaptability. Changes in national education policy and the development of educational technology have been responded to quickly, including curriculum alignment and integration of technology in learning. This reflects the readiness of the Institution to face change and maintain its relevance in the dynamic world of education.

After conducting a research approach at SMPS Riyadhusholihin Pandeglang, researchers obtained some information related to the training and development of education and education personnel within SMPS Riyadhusholihin Pandeglang. Training and development of educators and education personnel is an effort to improve the performance of education and education personnel in the present and the future by increasing the ability of human resources to be able to work, through learning by increasing competencies related to their main tasks and functions.

In conducting this training and development also looks at factors that can affect the career development of human resources, such as: a) Creation of Quality Work Environment. Is an effort related to realizing supportive supervision, good working conditions, stimulating salaries and rewards, and making education and education personnel as something challenging and satisfying; b) Human Resource Negotiations. Activities related to placing the rights and obligations of human resources and schools become clearer, formulating agreements in handling disputes between human resources, and agreeing on the consequences that will be obtained if they violate labor relations; c) Research of educators and education personnel. It is an effort to determine human resource actions empirically that aim to improve labor actions in the present and their development in the future. This activity can be carried out by units contained in the educational institution or carried out by special institutions that focus on developing and empowering human resources or human resources

as a whole; d) Retirement and HR termination. This management function is concerned with formulating terms and conditions that provide clarity for the fulfillment of pension rights. The dismissal of HR occurs of its own volition or is dismissed by the organization due to certain things based on an employment relationship agreement; e) Professionalism of Educational Human Resources. Based on the meaning of the word profession which means a pledge or statement that someone will serve a full day to educators and education staff who have been chosen as their career and source of life.

The system carried out by SMPS Riyadhusholihin Pandeglang in career development, namely carrying out several activities for related human resources such as Subject Teacher Deliberation (MGMP), Teacher Working Group (KKG), Teacher Professional Education and Training (PLPG), and further study programs on a task basis carried out by individuals such as In House Training (IHT), education and training, as well as other activities that support the development in the careers of educators.

The Subject Teacher Deliberation (MGMP) activity, aims to improve knowledge of the subject matter and existing learning tools or tools by utilizing various reference sources. Thus, the human resources of educational institutions can implement teaching and learning in accordance with the independent curriculum. Teacher Working Group (KKG) activities, aim to increase general knowledge about information, issues, and advances in information technology as well as events in new discoveries that are directly related to learning activities. Teacher Professional Education and Training (PLPG) activities are carried out so that the teaching and learning process carried out is professionally in accordance with several existing educator competencies.

Based on the results of an interview conducted with the Principal of SMPS Riyadhusholihin Pandeglang, the career development carried out by him for HR educators refers to the competencies and expertise of their respective abilities. Some of the programs carried out by him are mastery of information technology because the independent curriculum they are experiencing requires using the E-Learning program. In carrying out IT development, it can also be seen its utilization, because the human resources contained in these educational institutions can understand and develop themselves.

Discussion

Career Development

A career is a pattern of life that is learned and pursued in a directed manner and aims at one's work in life. Veithzal Rival and Herman Sofyandi define career as all activities related to the job/work position held by a person and behaviors, values, and aspirations during his life cycle in work.¹³ Careers often involve trying to develop skills and knowledge in a particular field. This can include formal education, training, work experience, and independent learning.¹⁴ Development is an effort to improve the technical, theoretical, conceptual, and moral abilities of employees in accordance with the needs of the job or position through

¹³ Sugijono, "Employee Career Development in Human Resource Management," *Orbit* 12, no. 3 (2016): 167–177.

¹⁴ Maulyan, "The Role of Training to Improve Human Resource Quality and Career Development: Theoretical Review."

education and training. The purpose of development essentially concerns such things as work productivity, efficiency, service, morale, and career.¹⁵

Career development is an activity that must be carried out by organizations to improve the knowledge, abilities, and skills of human resources. According to Handoko, explaining that the implementation of career plans requires career development. Career development is an employee's personal efforts to achieve a career plan. In addition, career development.¹⁶ Is a subfunction of the scope of Human Resource Management (HRM), namely Workforce Development (*Human Resource Development*) where apart from career development there are also other sub-functions, namely training and *development*. Career development in management aims to prepare resources who are better prepared for future work in the organization.

According to Nurul Ulfatin and Teguh Triwiyanto, there are two paths that can be done in career development, namely: a) education and training; and b) non-training; development through training, for example, is carried out by sending employees to advanced educational institutions or giving/involving employees in training activities, both inside and outside the organization. Examples of career development through non-training, for example, rewarding employee achievements or promotion to higher positions.¹⁷

Designing a career development program consists of 3 (three) phases, namely:¹⁸ a) Planning Phase. This phase aims to identify the advantages and disadvantages of workers in carrying out their duties, thus various efforts can be made in helping workers, such as assistance in choosing career development paths that are in accordance with the competence of educators and education staff; b) Briefing Phase. This phase aims to help workers to be able to make their plans a reality, by establishing the type of career they want, and organizing the procedures that must be taken to make it happen; c) Development Phase. The grace period required to meet the requirements that allow him to move from one position to another. So far SMPS Riyadhusholihin Pandeglang has carried out all phases of the career development program previously described.

In principle, SMPS Riyadhusholihin Pandeglang supports every effort to develop themselves and the professions of each of its employees, where there are still many private schools in Pandeglang Regency that have not placed aspects of career development of their employees, both educators and education staff, as an urgent matter.

Factors Influencing Career Development

According to Hasto, Joko Nur Utomo and Meilan Sugiarto gave examples of 9 factors that influence the career development of individuals in an organization,¹⁹ namely: a) employee and organizational relations; b) employee personnel; c) external factors; d) politics in organizations; e) number of employees; f) the size of the organization; g) organizational culture; h) type of management.

¹⁵ Fatah Syukur, "Education Human Resource Management," *Semarang: Pustaka Rizki Putra* (2012).

¹⁶ Anisatul Maghfiroh, "Analysis of Human Resource Development in Sharia Perspective," *Scientific Journal of Islamic Economics* 7, no. 1 (2021): 403.

¹⁷ Ulfatin and Triwiyanto, "Human Resource Management."

¹⁸ Carolus Borromeus Mulyatno, "Human Resource Career Development in Educational Organizations."

¹⁹ Carolus Borromeus Mulyatno, "Human Resource Career Development in Educational Organizations."

Meanwhile, according to Siagian, factors that can affect the career development of an employee are:²⁰ a) Work performance: without satisfactory work performance, it is difficult for a worker to be proposed by his boss to be considered for promotion to a higher job or position in the future; b) Recognition by other parties: various authorities decide whether or not a person should be promoted such as the direct supervisor and the head of the personnel department who knows the ability and work performance of an employee; c) Loyalty to the organization: is the dedication of an employee who wants to continue working in the organization for the long term; d) Advisors and sponsors: advisors strive to develop employees' careers and sponsors who provide employees with opportunities to develop their careers; e) Support of subordinates: support from subordinates in the form of successful tasks of the manager concerned; f) Opportunity for growth: is an opportunity given to employees to improve their abilities, both through trainings, courses and also continuing their education; and g) Resignation: is the employee's decision to quit and switch to another educational institution that provides greater opportunities for career development. In line with that, Rivai argues that the factors that affect career development are as follows: a) Work performance; b) Exposure; c) Networking; Loyalty to the organization; d) Mentors and sponsors; e) Opportunities for growth.²¹

According to the Principal of SMPS Riyadhusholihin Pandeglang, factors that influence the career development of individuals in the field of education, both general and based on Islam, consist of employee and organizational relations, employee personnel, external factors, politics in the organization, number of employees, size of the organization, organizational culture and type of management.

Roles and Objectives of HR Career Guidance

In the process of HR career guidance in an organization, there are several interrelated relationships between individuals, managers, and organizations. a) The individual consists of taking responsibility for one's own career, assessing interests, skills, and values, seeking career information and resources, setting career goals and planning, utilizing development opportunities, discussing with superiors related to the individual's career, and following a realistic career plan. b) Managers/Leaders consist of providing timely feedback, providing constructive support and guidance, participating in career development discussions, and supporting employee development plans. c) Organizations whose role is to communicate missions, policies and procedures, provide training and development opportunities, provide career information and career programs and offer different types of career options.²²

The concept of career guidance does not only refer to job guidance or task guidance but refers to the role of career guidance in situations where a person enters life, life

²⁰ Yudhi Yulizar, Sarboini, and Mariati, "Analysis of Factors Affecting the Career Development of National Police Personnel in the Aceh Police Operations Bureau Work Unit," *JEMSI (Journal of Economics, Management, and Accounting)* 6, no. 2 (2020): 59–70.

²¹ Andi and Wiguna, "The Role of HR Management in Employee Career Development at PT. Atlas Resources Tbk South Jakarta."

²² Linziyatul Maula, Jamilah, and Minnah Elwiddah, "Management of Madrasah Heads in Teacher Career Development in Madrasah Aliyah Negeri 5 Batanghari," *JEMSI* 4, no. 4 (2023): 728–739, <https://creativecommons.org/licenses/by/4.0/>.

arrangements, and events in life. In addition, career guidance directly implies program development, which means working to produce educated people, especially referring to the transition period of school to the world of work in experiencing various activities and exploring various sources.²³

In particular, career guidance programs primarily play a role in helping individuals understand themselves, understand the environment/world of work in a particular way of life, and develop plans and abilities to make decisions for their future. Career guidance activities for educator and educational resources are expected to establish effective and efficient communication. These three relationships must play a role in supporting each other and encouraging the career development of human resources in the organization. Each behavior has a specific purpose such as services regarding career guidance that are not *teacher center*, but instead are *pupil center*. That it is the students who are most active about themselves, understand the picture of further education, and the students themselves will choose and decide their choices. While the guidance teacher only provides assistance, direction, and guidance.

In detail, the objectives of career guidance are:²⁴ a) understanding and assessing oneself, especially those related to the potential that exists in him and that in society; b) realize and understand the values that exist in self and society; c) know the various types of work related to the potential that exists in him, know the type of education and training needed in understanding him both now and in the future; d) find obstacles that may arise caused by themselves and environmental factors and find ways to overcome these obstacles; e) able to plan his future and find his career and life accordingly.

Career guidance programs allow students to increase their understanding of their potential, increase consistency with responsibilities and be able to plan careers appropriately and useful for their lives as a whole. Every human being has the right to be able to taste the highest education in an effort to prepare himself to be able to achieve the expected standard and quality of life. Through higher education, learners acquire a wide range of knowledge, skills and attitudes that are much needed in life for the present and future.

The provision of skills obtained by students in more education will help students in choosing, determining and preparing themselves to enter the world of work in accordance with the demands of life, ideals and life values that they embrace after graduating from school. According to Winkel, regarding career counseling, he explained as follows; Career selection is a process of choosing a position that is influenced by psychological, sociological, cultural, eographic, educational, physical, economic, and open opportunities factors that together form a person's position, where a person gains a number of beliefs, values, needs, abilities, skills, interests, personality traits, understanding, and knowledge, all of which are related to the position he holds.²⁵

²³ M F Ismail and I Siswanto, "Implementation of Career Guidance in Vocational High Schools," *ENLIGHTENMENT* (2018), <http://www.jurnalpencerahan.org/index.php/jp/article/view/16>.

²⁴ A Baroroh, "The Effect of Career Development and Motivation on Performance with Job Satisfaction as an Intervening Variable (Case Study at the Polytechnic of Shipping Sciences...)," *Journal of Management Science* (academia.edu, 2016), https://www.academia.edu/download/35937488/USM_76f03.pdf.

²⁵ Dina Nadira, Amelia Siahaan, and Nia Febridayanti, "The Urgency of Career Guidance Program," *Ittihad* 4, no. 2 (2020): 20–25.

To be able to make choices appropriately embraced data on the following points:²⁶ a) Intellectual abilities, special talents, direction of interest, life goals, and financial abilities of students. It cannot be neglected on the expectations of the family and obligations to the family; b) The content of each type of work; what demands must be met in order for a man or woman to be successful and satisfied in a particular job; c) The possibilities of holding a particular job and the possibility of achieving progress in that field of work how the field of work is described in ten years; d) What kind of education has been pursued so that a person can be considered worthy, capable, and able to hold a job; e) The most urgent needs of society and the state in various fields of work and the amount of personnel needed for a particular field of work.

The role and purpose of career guidance for SMPS Riyadhusholihin is to assist individuals in understanding their own interests, values, talents, strengths, and weaknesses. This helps them identify jobs and career paths that fit their personal profile. Career guidance helps individuals explore the various career options available that include information on different fields of work, industry trends, and job opportunities. In addition, career guidance can help individuals develop the skills necessary to achieve their careers such as communication, leadership, and time management. In addition, career guidance also plays a role in making career decisions for individuals wisely about their career path. It involves consideration of a variety of factors including interests, values, earning potential, and personal needs.

Conclusion

In the Islamic education environment, HR career development is an important aspect that influences the quality of education and the growth of the Institute. The case study at SMPS Riyadhusholihin Pandeglang provides an interesting overview of career development efforts in Islamic educational institutions. Career guidance directs and assists a person in setting and choosing his career. Career selection is a position process that is influenced by psychological, sociological, cultural, geographical, educational, physical, economic, and open opportunities factors that describe motivation, knowledge about job problems, self-understanding, beliefs, value needs, abilities, skills, interests, personality traits so as to lead to certain patterns of behavior in line with the expectations of society and culture. Thus, career guidance must indeed be designed as well as possible through increasing the role of homeroom teachers and collaborating with guidance and counseling teachers or counselors in determining students' career needs appropriately. The nature of career development in this context involves a series of efforts aimed at increasing the competence, motivation, and understanding of individuals in achieving their career goals. This involves a variety of factors, such as organizational support, individual motivation, and a supportive work environment. Factors influencing career development at SMPS Riyadhusholihin include a) Creation of Quality Work Environment; b) Human Resource Negotiations; c) Research of Educators and Education Personnel; d) retirement and termination of human resources; e) Professionalism of Educational Human Resources; However, there are other factors that

²⁶ Nadira, Siahaan, and Febridayanti, "The Urgency of Career Guidance Program."

affect the career development of individuals in Islamic educational institutions, including employee and organizational relations, employee personnel, external factors, politics in the organization, number of employees, size of the organization, organizational culture and type of management. The activity programs are such as Subject Teacher Deliberation (MGMP), Teacher Working Group (KKG), Teacher Professional Education and Training (PLPG), and further study programs on a task basis carried out by individuals such as in-house *Training* (IHT), education and training, as well as other activities that support the development in the careers of educators.

The author advises educational institutions both general and Islamic faith-based educational institutions to be able to join a community of Indonesian educators named *The Association for International Minded School Education for Indonesia* (AISEI), which is an association of Indonesian international school educators. Although this association is specifically for international schools, it does not close itself to national schools that want to improve the education system in Indonesia starting from the root of the problem, to improve professionalism and develop educator competencies. AISEI has the vision to become a growing community of educators and ensure that all its members can become lifelong learners, always want to share, always inspire, and write to leave a legacy of knowledge.

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