

Compensation Management In Educational Institutions Teaching The Qur'an (Case study at the few Integrated Islamic School in South Tangerang)

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Abstract

Compensation is the most important part of managing human resources in a profit or non-profit institution. Because compensation practices have a significant impact on the performance and productivity of employees in particular and for institutions in general. The better the management of compensation, the better the performance of employees, conversely if the management of compensation is worse, the performance and productivity of employees will also be worse. The implementation of compensation management in educational institutions that teach the Qur'an in the South Tangerang area in general still does not meet the principles of fairness and decency. In addition, there is still no clear career path and has not received serious attention from the Institute. This can be seen from the inadequate amount of salary, allowances, facilities received by employees or teachers of the Qur'an and unclear career paths

Keywords: *management, compensation, Al Qur'an institution*

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INTRODUCTION

For Muslims the Qur'an has a very high position. All aspects of human life in outline and in its entirety are in the Qur'an. The Qur'an is also as a life guide for Muslims. All Muslims are obliged to have faith, believe and carry out all the commands contained therein and stay away from what is prohibited. It becomes void of someone's Islam if they deny some or all of the contents of the Qur'an. The Qur'an is also a source of inspiration for the people in the development of science and technology.

However, the important position of the Qur'an for Muslims is not accompanied by their ability to read and understand the Qur'an properly. The fact that in Indonesia, where the majority of the population is Muslim, is still far from ideal. The illiteracy rate of the Qur'an is still high. According to Nadjmatul, from tests conducted on 3,111 Muslims, 72.25 percent were categorized as unable to read the Qur'an properly (<https://iiq.ac.id/>, nd). This figure also implies that the majority of Indonesian Muslims cannot read the Qur'an and cannot understand the Qur'an, let alone practice its contents as a whole. This condition will have implications, namely the distance of Muslims from the values of the Qur'an which they should apply in all aspects of life.

Some Muslims are aware of the problems above and encourage them to make efforts to raise awareness and da'wah of the Qur'an widely. This can be seen from the increasing number of educational institutions that teach the Qur'an specifically or in an integrated manner in formal education. This can also be seen from its development in various areas ranging from rural to urban areas, from formal institutions to informal institutions. In rural areas, the Qur'an has begun to be taught in every home, prayer rooms, taklim assemblies to Islamic boarding schools. As for in urban areas, apart from being in the homes of Muslim families, the Qur'an is also taught in formal and informal institutions. These formal institutions are like Islamic schools from early childhood education to tertiary institutions. While informal institutions that participate in Al-Qur'an education such as Tahsin and Tahfizh Al-Qur'an Institutes, Qur'an houses and Qur'an recitations in housing and offices.

In its development until now educational institutions that teach the Qur'an have a very large role in Islamic da'wah for the people at large. From these institutions gave birth to many people who were not only able to read and understand the Qur'an, more than that they were able to give birth to Al-Qur'an experts and Al-Qur'an scholars in Indonesia. Their existence is also recognized by the international community. In many international competitions, Indonesia has been the best. Great scholars such as Buya Hamka to Quraisy Shihab are the results of the education of these institutions.

As with other professional institutions, educational institutions that teach the Qur'an should be managed professionally, including in the management of human resources. One of the professional criteria in human resource management is how institutional management is able to provide fair and proper compensation. Apart from that, it also has to give peace and be able to motivate employees to be more productive at work. But the facts on the real life are not the case, there are still many Qur'an teachers who do not get a decent salary and there is no clear career path for them. Whereas on the other hand they teach something very important for Muslims. This is also the reason why the Qur'an teaching profession is not one of the professions that are in great demand, such as doctors, auditors, lawyers, directors and other professions. This also causes the fate of many Qur'an teachers who are economically disadvantaged.

In this research the author tries to look at the facts on the real how compensation management is implemented in educational institutions that teach the Qur'an in the South Tangerang area. Then the authors compare it with the principles and criteria of professional compensation management.

RESEARCH METHODS

This study used qualitative research methods. According to Sugiyono (2012: 1), qualitative research methods are research methods used to examine natural object conditions, (as opposed to experiments) where researchers are key instruments, data collection techniques are carried out by triangulation (combined), data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization. This type of research is a case study.

1. Location and duration of Research
The research was conducted in the South Tangerang area. Observation and research were carried out for 6 months.
2. Research Object
The objects in this study were Al-Qur'an teachers from various educational institutions that teach the Qur'an such as Integrated Islamic Schools, informal Al-Qur'an Education Institutions such as Tahsin-Tahfizh Al-Qur'an Institutions, Islamic Boarding Schools.
3. Research Instruments
(Moleong, 2010: 168). In qualitative research, findings or data can be declared valid if there is no difference between what the researcher reported and what actually happened to the object under study. In this study, researchers acted as data collectors and as active instruments in efforts to collect data in the field. With its role as a research data collector, the researcher as an instrument conducts "Validation" related to readiness to conduct research before entering the research field. Validation of researchers as research instruments includes validation of understanding of qualitative research methods and mastery of the object under study, namely Al-Qur'an teachers and compensation management of an institution. Various forms of tools and documents will be used to test the validity of the research results. The presence of researchers in the research process, especially at the time of taking is a form of scientific accountability that what is obtained is valid and legitimate.
4. Data Sources and Types
Primary Data
In this study, the research object was selected based on a purposive sampling technique by trying to include certain characteristics of the respondents according to the will of the researcher. The purpose of using this technique is to obtain clear information about the nominal amount of compensation, allowances and facilities obtained as well as the career paths of Al-Qur'an teachers.
5. Data Collection Techniques Interview
In this study, researchers used semi-structured interviews. This type of interview requires the interviewer to make a framework and outline the main points that are formulated without questioning sequentially (Moleong, 2010: 187). The purpose of the researchers using this method is to obtain clear and concrete data about the nominal amount of salary, allowances, facilities and career paths for Al-Qur'an teachers and other teachers in educational institutions who teach the Qur'an. The conduct of the interviews and the order of the questions were adapted to the circumstances of the respondents in the actual interview context. The researcher used semi-structured interviews (in-depth interviews) using the main interview guide and then the questions were developed together or while asking questions after the informants answered so that interactive interviews took place between the researchers and the informants
6. Data Analysis Techniques
Data analysis begins by examining all available data from various sources, namely interviews, observations that have been written down in field notes, personal

documents, official documents, drawings, photographs, and so on. After reading, studying, and studying, the next step is to carry out data reduction which is carried out by way of a core summary, the process with statements that need to be maintained so that they remain in it. The next step is to arrange it in units. The units are categorized in the next step. The final stage of this data analysis is to check the validity of the data.

Compensation Management In Educational Institutions Teaching The Qur'an

Islamic Education Institutions that teach the Qur'an (read further: Islamic Education Institutions and the Qur'an) come from four words, namely Institution, Education, Islam and Al-Qur'an. The meaning of each of these words is; An institution is a body (organization) whose purpose is to carry out a scientific investigation or carry out a business. Meanwhile, according to the Big Indonesian Dictionary, education is the process of changing the attitude and behavior of a person or group of people in an effort to mature humans through teaching and training. While the definition of Islam is the religion taught by the Prophet Muhammad guided by the holy book of the Koran which was revealed to the world through the revelation of Allah SAW. The Qur'an is the holy book of Muslims which contains the words of Allah revealed to the Prophet Muhammad. by the intercession of the angel Gabriel to be read, understood, and practiced as a guide or life guide for mankind. So that if you combine the meanings of the four words above, it will become an organization (organization) that teaches Islamic teachings originating from the Qur'an, starting from reading, understanding and practicing its contents.

The definition of employee compensation according to Gary Dessler (is all forms of salary or rewards that will and arise from a job. Meanwhile, the definition of compensation according to Mujanah (2019) is all income in the form of money, direct goods or indirect goods, which employees receive in return and services provided to the company. Financial or non-financial compensation is provided based on company policy to all employees and efforts to improve their welfare such as holiday allowances and pensions.

One form of professionalism in managing an institution is the seriousness of the management in managing its human resources, including compensation management. Whether or not the compensation management of an institution will affect the performance and productivity of the institution. Many prospective employees join or leave an institution or company due to compensation matters. Institutions that are able to provide large salaries, bonuses and benefits, health insurance, clear careers and other attractive facilities will be the target of job seekers.

As with other large and professional companies, if Islamic Education Institutions and the Qur'an implement good compensation management, it will certainly attract qualified human resources to join. It's not even impossible that they will queue to become employees in it. This certainly benefits the Institution and also has a major impact on the community as connoisseurs of the services of the Institution. For institutions, the joining of quality human resources will certainly

increase the productivity and quality of education services. The better the quality of education services, the better the output quality of the institution. In the end, the da'wah of Islam and the Qur'an will be better.

However, this is different from the current conditions in the field, where very few Islamic and Al-Qur'an Education Institutions implement compensation management in a professional manner. This can be clearly seen from a number of things, such as inadequate salary levels, inadequate benefits and facilities, and unclear career paths. Even if it refers to the principles of justice and fairness by referring to the applicable labor law (Hasibuan, 2013: 122). Fair means that it must be balanced/adjusted to how much work performance, type of work, job risk, responsibility, job title, and meet internal consistency requirements. While the benchmark of deserving is relative, the determination of the amount of compensation is based on the government's minimum wage limit and external consistency that applies. From research conducted at several Islamic schools and Al-Qur'an Education institutions in the South Tangerang area, the facts show that there are still many Islamic and Al-Qur'an Education Institutions that provide compensation below the Tangerang selatan Regional Average Minimum Wage. Referring to the UMK data for the South Tangerang area, the UMK for South Tangerang respectively from 2019, 2020 and 2021 is Rp. 3,841,368, - Rp. 4,168,268, - and 4,230,793, The salary received by the majority of teachers in Islamic schools and Al-Qur'an Institutions is still far below the UMR, which is around 2 million to 3.5 million per month with an average working hour of 6 to 8 hours working or starting at 7 in the morning going home. 3 or 4 p.m. In addition, most of the teachers do not get health insurance and other adequate facilities.

In addition, as a teacher of the Qur'an there is no clear level and even many Qur'an teachers in Integrated Islamic Schools, the position of a special Qur'an teacher is not included in the main teacher category. This also has an impact on the compensation received is different from the primary teacher as well as the other facilities received are still below the standards of other teachers. Some of them only have temporary daily teacher status or are not permanent teachers from the school concerned. Meanwhile, their workload is disproportionate and does not allow them to work as effectively as the number of students held in a unit of time. This is because the learning method is indeed unique and requires a special method. This method is known as the *tallaqi* method or depositing readings one by one directly in front of the teacher which allows the teacher to hear and see the pronunciation, as well as being able to correct students in reading verses of the Qur'an. This method is the hereditary method exemplified by the Prophet Muhammad which is most effective in the pursuit of the Qur'an. With this method it is not possible for one teacher to teach a large number of students in a short time. The fact is that Qur'an teachers have to teach many students in a relatively short time. The above conditions are of course at odds with the original purpose of compensation, namely helping companies or organizations to achieve what has been set by the organization and ensuring the creation of justice internally and externally.

Several Factors Causing Unprofessional Compensation Management

Based on field observations, there are several factors behind the unprofessional implementation of Compensation Management in Islamic Education Institutions and the Qur'an. First, financial conditions are not sufficient to provide proper compensation to teachers and employees. This happened in several institutions, especially non-formal Al-Qur'an and Islamic Education Institutions. However, there are still many formal Islamic educational institutions that have the same difficulties. Second, misunderstanding in the implementation of compensation management on the part of the Institution. This is due to the limited management of human resources who understand compensation management well. Several Islamic Education Institutions at the top management level are still held by the owner's family so that the implementation of management is not based on the principle of compensation management and based on government regulations. Conditions like this usually occur in established formal Islamic Education Institutions but management is still in the hands of the Institution's family. Third, do not want to refer to professional institutions in compensation management and only focus on profit. This condition occurs in established Islamic Education Institutions but in compensation management they look at the public institutions around them even though they should refer to regulations, the principle of fairness and the principle of decency.

Poor Impact of Compensation Management

Basically, the influence on employee motivation at work. This is in line with what was said by Sagita (2015) that the variables of Financial Compensation and Non-Financial Compensation have a significant influence on work motivation partially. While work motivation certainly has an impact on the performance of employees. So it can be said that compensation management in an institution will have an impact on employees in particular and on institutions in general. If the compensation management applied by the institution is good in the sense of applying the principles of justice and fairness, it will have a positive impact on employees and the institution. Conversely, if you do not apply these principles, it will have a negative impact, the same as what happened to several Islamic and Al-Qur'an Education Institutions in the South Tangerang area. This is also in line with what Akbar (2015) said in his research results that the amount of salary and motivation affects the performance of employees. Likewise, based on the results of interviews with several teachers who teach at the Institute, their tendency is to lack high loyalty to the Institution. Another impact is the lack of interest in human resources for prospective employees who have superior competencies such as language, teaching methods and mastery of material to join institutions that implement compensation management that are less professional, such as the several institutions mentioned above. This is also in line with what was said by Arul (2019) that lack of recognition and not being rewarded fairly for the work done can make someone uncomfortable and may move to another similar institution. The award in question is not only in financial form but can be in other forms.

CONCLUSIONS AND RECOMMENDATIONS

Compensation is the most important part of managing human resources in a profit or non-profit institution. It is appropriate for all Institutions to apply the correct compensation principles and rules in implementation in the field. Because compensation practices have a significant impact on the performance and productivity of employees in particular and institutions in general. The better the management of compensation, the better the performance of employees and vice versa. The implementation of compensation management in educational institutions that teach the Qur'an in the South Tangerang area in general still does not meet the principles of fairness and decency. In addition, there is still no clear career path and has not received serious attention from the Institute. This can be seen from the inadequate amount of salary, allowances, facilities received by employees or teachers of the Qur'an and unclear career paths.

Given the great importance of Al-Qur'an teachers for educational institutions that teach the Qur'an, there needs to be an effort to improve the compensation system for Qur'an teachers in a planned manner so that their motivation and performance increase. The improvements in question are salary adjustments, benefits and facilities obtained as well as clear career paths for these positions. With these improvements, it will have an impact on improving the performance of teachers, increasing the quality of the output from teaching, and increasingly attracting quality human resources into this profession. This is a positive thing for the development of the preaching of Al Qur'an in the future.

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