



HUMAN RESOURCE ORIENTATION AND PLACEMENT AT MTsN 2 BOGOR

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E-ISSN: 3124-4726

Received: April 2026

Accepted: April 2026

Published: April 2026

Abstract :

In the era of globalization, the quality of human resources has become a crucial factor in determining the competitiveness of educational institutions. This study aims to analyze the implementation of human resource orientation and placement at MTsN 2 Bogor. The research employed a qualitative approach with a descriptive design. Data were collected through observation, interviews, and documentation, involving selected participants using purposive sampling. Data analysis was conducted using inductive techniques, including data reduction, data presentation, and conclusion drawing. The findings reveal that the orientation process at MTsN 2 Bogor is carried out systematically, starting from needs analysis, recruitment planning, selection, and continuing to orientation prior to job placement. Orientation serves not only as an introduction process but also as a strategic effort to accelerate the adaptation of new teaching staff to the work environment, responsibilities, and organizational culture. A participatory and communicative approach in orientation helps reduce initial anxiety, improve work readiness, and support the development of professional character as well as the internalization of Islamic values. Furthermore, the placement of teaching and educational staff is conducted based on the principle of the right man in the right place, ensuring alignment between competencies, educational background, experience, and institutional needs. Placement is also dynamic, involving transfer mechanisms to optimize staff performance and meet organizational demands. Appropriate placement has been shown to enhance productivity, motivation, and overall performance of educators. In conclusion, orientation and placement play a significant role in improving the quality of human resources at MTsN 2 Bogor. Both processes contribute to creating a conducive work environment, strengthening professionalism, and supporting the achievement of educational goals effectively.

Keywords: Human resource management, orientation, placement, educators, madrasah

Abstrak:

Di era globalisasi, kualitas sumber daya manusia telah menjadi faktor penting dalam menentukan daya saing lembaga pendidikan. Penelitian ini bertujuan untuk menganalisis implementasi orientasi dan penempatan sumber daya manusia di MTsN 2 Bogor. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, melibatkan partisipan terpilih menggunakan purposive sampling. Analisis data dilakukan menggunakan teknik induktif, termasuk reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa proses orientasi di MTsN 2 Bogor dilakukan secara teratur, dimulai dari analisis kebutuhan, perencanaan rekrutmen, seleksi, dan berlanjut hingga orientasi sebelum penempatan kerja. Orientasi tidak hanya berfungsi sebagai proses pengenalan tetapi juga sebagai upaya strategis untuk mempercepat adaptasi staf pengajar baru terhadap lingkungan kerja, tanggung jawab, dan budaya organisasi. Pendekatan partisipatif dan komunikatif dalam orientasi membantu mengurangi kecemasan awal, meningkatkan kesiapan kerja, dan



mendukung pengembangan karakter profesional serta internalisasi nilai-nilai Islam. Selanjutnya, penempatan staf pengajar dan pendidikan dilakukan berdasarkan prinsip orang yang tepat di tempat yang tepat, memastikan keselarasan antara kompetensi, latar belakang pendidikan, pengalaman, dan kebutuhan institusional. Penempatan juga bersifat dinamis, melibatkan mekanisme transfer untuk mengoptimalkan kinerja staf dan memenuhi tuntutan organisasi. Penempatan yang tepat telah terbukti meningkatkan produktivitas, motivasi, dan kinerja keseluruhan pendidik. Kesimpulannya, orientasi dan penempatan memainkan peran penting dalam meningkatkan kualitas sumber daya manusia di MTsN 2 Bogor. Kedua proses tersebut berkontribusi dalam menciptakan lingkungan kerja yang kondusif, memperkuat profesionalisme, dan mendukung pencapaian tujuan pendidikan secara efektif.

Kata kunci: Manajemen sumber daya manusia, orientasi, penempatan, pendidik, madrasah

INTRODUCTION

In the era of globalization, competition among educational institutions has become increasingly intense due to the rapid development of science and technology. As a result, the management of educators plays an important role in improving the quality of human resources. The management of educators in educational institutions generally begins with recruitment, selection, orientation, and placement processes.

Proper management of educators is necessary because it functions as a managerial system that supports the development of teachers' professional potential and improves teacher performance in accordance with their academic background and expertise. Human resource management is therefore a crucial factor in achieving institutional goals.

Institutional leaders expect employees to demonstrate optimal performance in carrying out their duties and responsibilities. Among the various activities in human resource management, orientation and placement are two important processes. Orientation refers to a program designed to assist new employees who have passed the selection process in understanding their work environment and the institution where they will perform their duties.

High-quality human resources are characterized by strong knowledge, discipline, responsibility, honesty, technological competence, and future-oriented thinking. Educational institutions that possess such human resources will be able to compete effectively in the global era.

Human resources are one of the most strategic elements in organizational management and play a key role in achieving institutional objectives. MTsN 2 Bogor has developed its own approach to human resource empowerment based on madrasa culture, institutional values, and internal regulations. Therefore, the strategies applied in the orientation and placement of educators at MTsN 2 Bogor become an important topic for further academic discussion. Based on this background, the researcher is interested in conducting a study entitled "Human Resource Orientation and Placement at MTsN 2 Bogor."

RESEARCH METHOD

This study employed a qualitative approach with a descriptive research design. Descriptive research aims to observe and analyze phenomena that occur

within a particular research setting and present them systematically to produce meaningful conclusions.

The research began with the preparation of research instruments followed by the selection of three research subjects using purposive sampling. The selected subjects were individuals who were considered capable of providing relevant information related to the research topic.

The research instrument used in this study was open-ended interviews with the selected research participants. Data collection techniques included observation, interviews, and documentation.

Qualitative research emphasizes an in-depth understanding of social phenomena rather than focusing solely on statistical measurement. Data were analyzed using inductive analysis techniques involving data reduction, data presentation, and conclusion drawing.

The data collected in this study were classified into primary data and secondary data. Primary data were obtained directly from the research subjects through interviews and observations. Meanwhile, secondary data were obtained from documents, archives, and other supporting materials related to the research topic.

FINDINGS AND DISCUSSION

Implementation of Human Resource Orientation at MTsN 2 Bogor

Human resource orientation at MTsN 2 Bogor is an integral part of the management of teaching and educational staff aimed at introducing new personnel to the work environment, job responsibilities, and the organizational culture of the madrasah. Orientation does not merely function as an initial introduction process but also serves as a strategic effort to accelerate the adaptation of new personnel so that they can perform effectively and professionally.

Based on interview results with the principal, the orientation process begins with a needs analysis of teaching and educational staff. This analysis is conducted by the principal in collaboration with the vice principal for curriculum affairs by considering actual needs based on teaching hours, workload, and the availability of existing personnel. This stage serves as the primary basis for determining the number and qualifications of personnel required. Following the needs analysis, the process continues with recruitment planning, including the formulation of criteria for prospective teaching and educational staff. Subsequently, job vacancies are announced through media by the administrative office. This process aims to attract candidates who meet the madrasah's requirements. The next stage is selection, which is conducted through tests and interviews to ensure that prospective staff possess appropriate competencies, both academically and in terms of personality and professionalism. After the selection process is completed, the results are announced internally, and successful candidates proceed to the orientation stage. Orientation is conducted before teaching staff are assigned their workload. At this stage, new personnel are introduced to several important aspects, including:

- (a) job duties and responsibilities,
- (b) the organizational structure of the madrasah,
- (c) work culture and institutional values, and
- (d) the learning system implemented.

As an Islamic-based educational institution, MTsN 2 Bogor emphasizes the integration of religious values with the mastery of science and technology. Therefore, the orientation process not only focuses on administrative aspects but also on character building and the professional development of teaching staff.

Placement of Teaching and Educational Staff at MTsN 2 Bogor

The placement of teaching and educational staff at MTsN 2 Bogor constitutes the final stage of the human resource management process following recruitment and selection. Placement is defined as the process of assigning individuals to specific positions or roles based on their competencies, educational background, and institutional needs.

Based on the research findings, staff placement at MTsN 2 Bogor is carried out by applying the principle of *the right man in the right place*, meaning that teaching staff are assigned according to their abilities, expertise, and field of specialization. This aims to ensure that teaching staff can perform their duties optimally and contribute maximally to the learning process. Placement is not only applicable to newly recruited staff but also includes existing personnel through mechanisms such as job rotation or transfer. These transfers are conducted based on institutional needs, both in terms of quantity and quality of staff. Thus, placement is dynamic and can be adjusted to organizational developments.

Based on interviews with the vice principal for academic affairs, educational qualifications are one of the primary considerations in the placement process. MTsN 2 Bogor requires teaching staff to hold at least a bachelor's degree (S1). However, under certain conditions, there are specific policies for high school (SMA/MA) graduates, particularly for teaching subjects related to Islamic boarding school (pesantren) studies. This is supported by the statement of the Head of Administration, who noted that educational level is used as an initial indicator to assess candidates' capabilities. In addition, practical skills and experience are also taken into account in determining placement.

In line with this, the principal emphasized that staff placement is conducted by considering individual competencies and capabilities, enabling teaching staff to perform effectively in accordance with job demands. Therefore, placement at MTsN 2 Bogor is not only oriented toward fulfilling workforce needs but also toward ensuring alignment between individual competencies and assigned responsibilities.

Orientation as an Adaptation Process for Teaching Staff

The findings indicate that orientation at MTsN 2 Bogor plays a crucial role in assisting newly recruited teaching and educational staff in adapting to the work environment. Orientation functions as a bridge that connects new personnel with the organizational work system, thereby facilitating a smoother transition from external environments into the organization. Theoretically,

orientation aims to reduce the anxiety commonly experienced by new employees. This anxiety arises from uncertainties related to job responsibilities, the work environment, and organizational expectations. Through orientation, new personnel acquire the necessary information to understand their roles, which in turn enhances their confidence and work readiness. At MTsN 2 Bogor, orientation is conducted systematically, starting from the planning stage to job placement. This indicates that orientation is not merely a formality, but is deliberately designed to support the success of teaching staff in carrying out their duties.

The Relationship between Orientation, Recruitment, and Selection Processes

The implementation of orientation at MTsN 2 Bogor is closely linked to the prior recruitment and selection processes. Orientation serves as a follow-up stage to ensure that selected teaching staff can adapt and perform optimally. The process, which begins with needs analysis, followed by recruitment, selection, and orientation, reflects a structured human resource management system. This is important, as the quality of teaching staff is largely determined by the initial recruitment process.

However, the findings also reveal that the effectiveness of orientation is highly dependent on the quality of information delivered. Excessive information may lead to confusion, while poorly timed information can increase anxiety. Therefore, careful planning of the orientation program is necessary to ensure that the information provided is relevant, systematic, and easily understood.

Approaches in the Implementation of Orientation

According to French, the success of an orientation program is largely determined by the approach employed. A participatory approach, a welcoming atmosphere, and attention to individual needs are essential factors in creating an effective orientation program. In MTsN 2 Bogor, this approach is reflected in the active involvement of school leaders in the orientation process, as well as direct communication with new teaching staff. This creates a positive impression and helps new personnel feel accepted as part of the organization.

A participatory approach also enables teaching staff to actively engage in understanding their duties and responsibilities. They do not merely receive information passively but are actively involved in the adaptation process.

The Role of Orientation in Improving Human Resource Quality

Orientation plays a strategic role in enhancing the quality of human resources at MTsN 2 Bogor. Through orientation, teaching staff not only gain an understanding of their duties but also internalize the values upheld by the madrasah. The quality of teaching staff is determined not only by academic competence but also by their ability to adapt, collaborate, and understand organizational culture. Orientation thus serves as a means of shaping the professional character of teaching staff, enabling them to perform their roles effectively.

Furthermore, orientation contributes to improving staff retention. Personnel who adapt well tend to have higher job satisfaction and are more likely to remain within the organization for a longer period.

Implications and Challenges in the Implementation of Orientation

The findings suggest that orientation at MTsN 2 Bogor has been implemented effectively; however, several challenges remain. One of the primary challenges is delivering information effectively without causing confusion among new staff.

Additionally, differences in the backgrounds of teaching staff must be considered in the orientation process. Each individual has unique needs and varying capacities for adaptation, requiring the orientation program to be flexible. To enhance its effectiveness, the following are needed:

- (a) more structured program planning,
- (b) the use of interactive methods, and
- (c) continuous evaluation of the orientation process.

Thus, orientation can function as a genuine means of professional development rather than merely a formal activity.

Placement as a Strategic Stage in Human Resource Management

The findings indicate that placement is a strategic stage in human resource management at MTsN 2 Bogor. Placement determines the success of the recruitment process, as selected teaching staff must be assigned to appropriate positions to perform optimally. Conceptually, placement is not merely about filling positions but also involves aligning individual characteristics with job demands. Inappropriate placement may result in poor performance, low motivation, and decreased productivity among teaching staff.

This is consistent with Manggun's view that improper placement can lead to negative outcomes, such as decreased work motivation and low performance. Therefore, placement must be carried out carefully and objectively.

The Principle of "The Right Man in the Right Place"

The placement process at MTsN 2 Bogor adheres to the principle of *the right man in the right place*. This principle emphasizes the alignment between individual competencies and job positions. In practice, this alignment is assessed based on several aspects, including:

- (a) educational background,
- (b) academic competence,
- (c) work experience, and
- (d) teaching and adaptability skills.

By applying this principle, teaching staff are expected to perform optimally and contribute effectively to the learning process. Proper placement also enhances job satisfaction, as individuals assigned to positions aligned with their expertise tend to feel more comfortable, confident, and motivated.

The Role of Educational Qualifications in Placement

The findings show that educational qualifications are a primary factor in staff placement at MTsN 2 Bogor. The minimum requirement is a bachelor's degree (S1), which is considered adequate for fulfilling teaching responsibilities. However, flexibility exists, particularly for subjects related to Islamic boarding school (*pesantren*) education, where high school (SMA/MA) graduates with specific competencies may be appointed. This policy indicates that placement

considers not only formal qualifications (degrees) but also practical competencies and institutional needs, reflecting the adaptability of the institution within the context of Islamic-based education.

Placement as a Dynamic Process (Rotation and Adjustment)

Staff placement at MTsN 2 Bogor is dynamic, as evidenced by job rotation or transfer mechanisms. These are implemented to align with organizational needs and optimize staff performance. Transfers may occur due to:

- (a) the need for staff in specific areas,
- (b) the development of staff competencies, or
- (c) performance evaluation.

Through such mechanisms, teaching staff gain opportunities for professional growth and new experiences, while also helping maintain organizational balance.

The Impact of Placement on Teaching Staff Performance

Appropriate placement has a significant impact on teaching staff performance. Staff assigned according to their competencies tend to:

- (a) be more productive,
- (b) have higher motivation, and
- (c) achieve optimal performance outcomes.

Conversely, improper placement may result in low performance, reduced motivation, and job dissatisfaction. Therefore, placement is a critical factor in determining the success of educational institutions.

Human resource orientation at MTsN 2 Bogor has been implemented systematically and integrated with other human resource management processes. Orientation plays a significant role in accelerating adaptation, improving work readiness, and supporting the professional development of teaching staff. The structured stages, clear objectives, and appropriate approaches make orientation a key factor in improving educational quality within the madrasah. Therefore, continuous improvement of orientation programs is necessary to maximize their effectiveness.

Similarly, the placement of teaching and educational staff at MTsN 2 Bogor is a strategic process that determines the success of human resource management. Placement based on competency alignment, institutional needs, and educational qualifications has proven effective in supporting staff performance. Through appropriate placement, institutions can create a conducive work environment, enhance staff productivity, and achieve educational goals optimally.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the implementation of orientation and placement of educators and educational staff at MTsN 2 Bogor has been carried out in a systematic, structured, and integrated manner within human resource management. Human resource orientation is conducted through clear stages, starting from needs analysis, recruitment planning, selection, and continuing to the implementation

of orientation prior to job placement. Orientation does not merely function as an initial introduction process, but also serves as an important strategy to accelerate the adaptation of new educators to the work environment, job responsibilities, and the organizational culture of the madrasah. Through a participatory and communicative approach, orientation is able to reduce initial anxiety, enhance work readiness, and help educators understand their roles and responsibilities more optimally. In addition, orientation also contributes to the development of professional character and the internalization of Islamic values that characterize MTsN 2 Bogor.

The placement of educators and educational staff is a strategic stage that determines the success of the recruitment process. Placement is carried out based on the principle of *the right man on the right place*, namely the alignment between competencies, educational background, experience, and institutional needs. A minimum qualification of a bachelor's degree (S1) serves as the primary standard; however, flexibility in policy is maintained to meet specific needs, particularly for religious-based subjects. Furthermore, placement is dynamic in nature through a transfer (mutation) mechanism aimed at adjusting organizational needs and optimizing staff performance.

Overall, orientation and placement at MTsN 2 Bogor play a crucial role in improving the quality of human resources. Effective orientation accelerates adaptation and enhances professionalism, while appropriate placement increases productivity, work motivation, and the overall performance of educators. Therefore, both aspects serve as key factors in supporting the achievement of educational goals and improving the quality of learning at MTsN 2 Bogor.

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