

Management of Educators and Education Personnel on the Empowerment of Educational Success at SMP Negeri 2 Tanjungpinang

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Abstract

The purpose paper to explain several aspects related to the management of teachers and education personnel at SMP Negeri 2 Tanjungpinang, which include: 1) planning for teachers and education personnel at SMP Negeri 2 Tanjungpinang; 2) organizing teachers and education staff at SMP Negeri 2 Tanjungpinang; 3) motivate teachers and education staff at SMP Negeri 2 Tanjungpinang; 4) supervision of teachers and education staff at SMP Negeri 2 Tanjungpinang. The research was conducted using a qualitative-descriptive approach. The process of data collection was carried out through interviews, observations, and documentation studies. Data analysis was carried out through the process of reduction, display, and verification. The guarantee of the validity and reliability of the data is obtained through extended observations, increased persistence and triangulation processes. The results showed that the planning of teachers and education personnel was carried out through a needs analysis process involving primary and secondary education assemblies, as well as school committees. Organizing teachers and education personnel is the placement of teachers and education personnel who have been selected from the admissions process in accordance with their respective fields. The process of motivating teachers and education personnel is not only done verbally but also in the form of direct examples from the principal. The supervision of teachers and education personnel is carried out in an administrative form by using monitoring instruments, in addition to class visits.

Keyword: Management, Teachers, Education Personnel, SMP 2 Tanjungpinang

Introduction

Teachers and education staff are important components in school administration (Setyati, 2014). The continuity of quality learning is largely determined by the presence of quality teachers (Hendri, 2018). Indicators of teacher quality can be seen in terms of competence, at least in four aspects, namely: personality, professional, social, and pedagogic (Fahdini, 2014). Mastery of these four aspects can be a minimal capital for quality learning interactions to occur. Education personnel cannot be ruled

out in the implementation of schools, so it becomes one of the standards of assessment of a school (Bachtiar, 2014). They are the main pillars of the management of the school as a whole. Not only in the administrative aspect, but also need to be involved in the making of strategic decisions. The experience of various schools shows that the active participation of education personnel can be an important factor in the progress of the school (Surya, 2017). Therefore, good management of the two entities above is required. The principal plays an

important role in the tasks of empowering teachers and education personnel (Baharun). In this context, SMP Negeri 2 Tnjungpinang is interesting to note, as one of the schools in Kepulauan Riau City with good management. The predicate of accreditation A in this school can be an indicator that various aspects have been managed according to standards. This article seeks to describe the management of teachers and education personnel in SMP Negeri 2 Tanjungpinang.

Please do not use vertical lines in tables. For figures, GIF and JPEG (JPG) are the preferred formats.

Method

Second Level Headings

This research is qualitative research that focuses on reasoning based on social reality objectively. Thus this research seeks to collect objective data or information in the field about the management of teachers and education personnel in SMP Negeri 2 Tanjungpinang, and then examined, studied and processed qualitatively. The management of teachers and education personnel is a social situation that includes actors, places, and activities (activities).

The data collected is qualitative data in the form of statements or explanations not in the form of numbers, which are divided into primary and secondary categories. The main step to get the data needed is to establish a key informant (Moleong, 2014), as the entrance to get wider information. The key informant selected is the principal of SMP Negeri 2 Tanjungpinang.

To collect data in this research used the technique of field research that collects data directly on the field. In this method, the researcher uses the following methods:

a. Observation (observation) is "experiencing the event of managing teachers and education personnel in SMP Negeri 2 Tanjungpinang as a whole, through sensing by researchers". In this study, researchers will observe more in-depth about the Performance of Principals in State Junior High School 2 Tanjungpinang Province Kepulauan Riau.

b. Interview is "a form of verbal communication, so a kind of conversation aimed at obtaining information". This method is taken by discussion or Q&A model, which is further developed gradually to be deep, structured or unstructured (Gunawan, 2018).

c. Documentation is the process of collecting data by recording data to obtain secondary data that includes madrasah / school profiles, the number of educators and education personnel, the number of students, and documents and other things needed in this study (Sukmadinata, 2005).

Data analysis techniques are carried out through the stages of reduction, display and verification, which are more described as follows:

a. Data reduction means summarizing, choosing the main things and focusing on the things that are important, and looking for friends and patterns. So that the reduced data will show a clear picture and make it easier for researchers.

b. Presentation of data (data display), conducted research on all existing data from various sources, namely interviews, observations, and documentation data that has been obtained to be material in conducting analysis in the form of a brief description, charting the relationship between flowchart categories and the like.

c. Conclusion Drawing/verification is the withdrawal of conclusions and verification. Preliminary conclusions, supported by strong evidence support at the next stage of data collection. But "if the conclusions presented at an early stage, supported by valid and consistent evidence when collecting data then the conclusions presented are credible conclusions" (Sugiyono, 2018).

In order to reach a proper and objective conclusion, credibility of the data is needed that intends to prove that what was collected is in accordance with what happened. The validity of the data is checked through "extension of observations, increasing diligence in research, triangulation, and member check".

Results

A. Teacher Planning and Education Personnel

In theory, planning activities in education are determined by the way, nature, and process of decision making, so it seems that in this case there are many components that participate in the process. In policy determination activities up to the implementation of educational planning there are several outlines that need to be considered, namely: who holds the power, who determines decisions, and what factors need to be considered in decision making. Especially in the case of the holder of power as the source of the birth of decisions, it is necessary to get attention, for example in educational institutions that analyze how and to whom are charged the tasks contained in the policy.

The process of effective and efficient education planning absolutely must be supported by careful analysis. The analysis needed is the field of internal education policy. Implementing policy analysis in schools can be carried out by stake holders who play an important role through meeting activities at SMP Negeri 2 Tanjungpinang. Proven before doing activities and establishing a program made analysis that is as simple as possible. That's according to an interview with the principal:

Before setting a future work plan, first do an analysis. This analysis is done when we hold meetings, at the meeting we determine what programs are worthy of priority by analyzing financial factors and opportunities. (Taslim, 2018).

Based on the above statement, it can be concluded that SMP Negeri 2 Tanjungpinang in conducting teacher development and staff do planning in advance. Even in a planning is done accurate analysis so that the planning program is made as best as possible. The planning program was discussed in the meeting. This statement is in line with the informant's statement as follows:

In the implementation of planning discussed in the meeting, and in the meeting discussed about the program that will be carried out by teachers and staff, for example the determination of the schedule of subjects, determination of the curriculum to be used, determination of the preparation of teaching materials and planning

of pedagogical development activities of teachers and staff (Nuraini, 2018). From the above statement, it can be concluded that SMP Negeri 2 Tanjungpinang in the meeting was held to discuss issues related to teaching activities, such as, determination of subject schedules, determining the burden of study hours, determining the teaching materials to be used and determining the curriculum to be applied as well as the pedagogical development of teachers and staff skills.

B. Organizing teachers and education personnel

Organizing is the activity of grouping each authority or division of tasks (job discription) of each teacher and staff. Schools must be able to sort through each job according to the capacity of each element. A professional teacher must carry out his duties in accordance with his knowledge. Similarly, school staff personnel, must carry out tasks in accordance with their skills.

In SMP Negeri 2 Tanjungpinang in its management always pay attention to the implementation of organizing. This is done so that the work program that is made can be realized thoroughly. As the results of the interview with the principal are:

So to realize a plan in this school we did organizing. If the discussion here teachers and staff then actually organized related to teaching and learning activities and management of school administration. To increase the capacity of teachers in managing the teaching and learning process in schools and the skill capacity of staff in running school administration we always provide opportunities for every teacher and staff to follow training, workshops, and further studies.

Based on the above statement, of course, to improve the quality of education in this school, the authorities carrying out organizing are the skills of doing teaching and learning activities while for improved staff is the skill of managing administration and managing educational advice such as laboratories.

Every organizing activity in this school is done as it should be. The results of the findings in the

field are known that organizing activities can be carried out properly, can be seen through task division meeting activities and the distribution of teacher competence. Where at the meeting has been formed a team of learning schedules. Then one week after the meeting was decided the schedule had been completed by a team led by waka curriculum. Of course, before the schedule is set, then there is agreement about the subjects and hours to be taught. This is also reinforced by the results of interviews with the principal, namely:

As a leader I must invite all teachers to sit together to discuss the implementation of learning that will be done. One form of organizing in this school is through a task division meeting.

In order for the learning system to run smoothly, it is necessary to group the abilities and skills of teachers according to their respective fields. In addition to aiming to easily control the performance of teachers with the division of tasks can also map the ability based on the level of scholarship. If this organization is carried out properly and correctly then the learning goal is easy to realize. As for the process by inviting teachers to attend the task division meeting, the meeting participants are teachers. Together the teacher submits suggestions and suggestions to the subjects and teachers. Of course, in deciding the results of the meeting through consideration of teacher advice and long analysis.

C. Motivating Teachers and Education Personnel

Motivation is a form of effort to increase the morale of subordinates. Theoretically motivation exists that arises from within and from outside the individual. To achieve success in educational institutions motivation is very important because with motivation will give spirit to teachers and staff. Motivation can be done in the form of material and flattery.

In SMP Negeri 2 Tanjungpinang also always provides motivation to all teachers and staff. This is as explained by the deputy principal, namely:

In this school, stakeholders always give appreciation for teachers and staff who have work achievements, although for now not in the form of material still in the form of oral motivation. This oral motivation can be done in the form of flattery and gratitude when all teachers and staff seek job success (Lapunda, 2018).

Based on the above statement, it can be concluded that in this school there is always motivation in the form of speech. Sometimes the boss's thanks are done when there is a meeting of all teachers. For example, during meetings or during istirahat hours when getting together. The motivation given by the principal is in the form of advice, and congratulations if there are teachers or staff who have completed further studies.

The above description is reinforced by one of the informants. As for the following statements: Sometimes we as teachers get special greetings from the principal because of the positive activities we have done. As a subordinate this gives its own value, because this will provide a differentiator with other teachers. In addition, this will also provide motivation for other friends to be active and achieve at work.

Based on the above statement, of course, it can be concluded that in the increase of teachers and staff in SMP Negeri 2 Tanjungpinang leaders also provide motivation. As for the motivation given in the form of oral speech, for now the provision of new motivation is limited to speech, for the provision of material in the form of rewards does not yet exist.

D. Supervision of Teachers and Education Personnel

Supervision is an attempt to prevent possible deviations from the plans that have been set. With supervision it is expected that deviations that may occur can be suppressed so that the possibility of large losses can be reduced or at least reduced.

Based on the results of the study obtained data that in the management of education has been carried out supervision. In the implementation of this supervision is not only carried out by the principal but also involves all components of

the school with the intention that all components of the school are responsible for the success of educational management in the school.

The above explanation, in accordance with the results of the interview with the principal that:

In the supervisory function, the principal carries out the function of controlling the implementation of school policies and programs related to the management of education and teaching and staff performance, which aims so that errors and irregularities in the implementation of the program do not occur, especially those concerning management issues made in accordance with planning can be applied properly.

From the results of the interview it is very clear that the management of education through supervision has been carried out by the principal in accordance with the ways and components of the school. Basically the purpose of the evaluation implementation is to find out the extent of the success of the program that has been made. If it has not been achieved optimally, continuous improvement is carried out.

In general, supervision activities at Muhamadiyah Kepulauan Riau High School are carried out by the principal at the end of each month. The form of supervision is a class visit by looking at learning activities in the classroom. If in his visit there are problems in teaching then the principal has a discussion with the teacher concerned which is then held regular improvements. This is based on the results of the interview as follows:

The principal always conducts regular supervision in the form of class visits. Every visit if a problem is found, the head of the madrasa has a discussion with the teacher concerned. If the problem is serious then discussed in the meeting (Physical, 2018).

So the form of supervision carried out by the principal is through class visits to see firsthand the implementation of learning. If there is a problem in the class visit then the principal immediately discusses with the teacher concerned or to the teacher forum during the meeting.

Discussion

The Importance of the Role of the Principal in Energy Management Educators and Education.

In carrying out duties at school, the principal Must be able to carry out their roles, both as educators (educators), education managers (managers), administrative implementers (administrators), teacher builders (supervisors), leaders of teachers (leaders), changemakers (innovators), and motivationalists (De Keizer, 2018.) Mastery of this competence will have an impact on the performance that is carried out. To be more clearly described as follows:

a. Role as an educator

Educators are people who do the work of educating, meaning providing exercises and teachings on the values, morals and intelligence of the mind, so that education can be interpreted as the process of changing the attitudes and behaviors of individuals or groups to optimal maturity (Abdullah, 2016). Therefore, understanding the meaning of the word education should be more in-depth by studying its relation to the meaning, function, purpose of education and how the strategy of implementation.

The principal as an educator must understand the differences of individuals who are induced through the phenomena that occur, such as: motivation, responsibility, social life background, maturity level, educational background. This condition causes the principal to act as an educator to instill mental, moral, physical and aesthetic values in teachers, administrative staff and students, by taking persuasive and exemplary actions (Uriatman, 2015)..

The principal as an educator has seven aspects, namely: achievement as a teacher, the ability to guide teachers, the ability to guide students, develop staff, follow the development of science and technology, and exemplify how to teach, carry out good guidance and counseling. The success of a principal in "carrying out his

role as an educator, will be seen in the extent to which moral values (discipline, mutual respect, mutual respect, tolerance of fellow teachers) are implemented in school life" (Aziz, 2015).

In performing its function as an educator, the principal must have the right strategy to improve the professionalism of teachers in his school. Create a conducive school climate, give advice to teachers and employees, and implement attractive learning models. To understand the meaning of educators does not adequately adhere to the connotations contained in the definition of educators, but rather must be studied its characteristics with the meaning of education, educational means and how the educational strategy is implemented (Rusmawati, 2018) (.

b. Role as Manager

A principal is essentially a teacher who is given additional duties as the head of the school (Manik, 2017). So he still has an obligation to carry out his profession as a teacher with the burden of teaching 6 hours. In addition, the principal must carry out other tasks that are also very important in the process of organizing education in schools, namely as education managers. Education managers as an educational profession require special requirements that must be met before carrying out the actual task.

In order for the principal to carry out tasks well and not outdated and technological developments, then as an education manager should be able to develop themselves in a sustainable manner, have knowledge and skills through improving quality and professional abilities (Oktarina, 2019). A manager, the principal must be prepared through education and management exercises in order to strengthen the foundation of his or her security. If not prepared in advance will result in poor performance in the implementation of daily tasks as an education manager, especially in providing services to educational institutions that are managed and also to the community. Consequently, education and training, certification and licensing are requirements for an education manager (Rosyadi, 2015).

The principal needs to follow the education and training (training) of education management and get a diploma or deed to be able to carry out his duties as a professional education manager. In addition, there needs to be a professional container that can accommodate members of the profession that aims to strengthen the professional base of an education manager (Ratmawati, 2017).

c. Role as Administrator

The principal's job as an administrator is to organize and manage school administration activities to support the effective implementation of learning. Sutisna states, that: "Administration may be defined as the process by which activities are carried out efficiently together with or through others. The process refers to making decisions, planning, leading, coordinating and supervising activities to achieve organizational goals" (Sutisna, 2016).

It deals with human behavior in an organization that determines the continuity of a process of carrying out tasks in the administration of education, revealing that "The administration of education as a process of the behavioral system. This concept means that in the implementation of education there is a process of interaction between people in a system that is directed and coordinated in achieving goals"

The principal as an administrator has a very close relationship with various administrative management activities that are recording, compiling and documenting all school programs. Mulyasa said the principal as an administrator must have the ability to manage the administration of personnel, finance, curriculum, students, facilities and public relations (Fitrah, 2017).

d. Role as Supervisor

As a supervisor, the principal's job is to supervise teachers who teach as the main activity in the school. The activity of carrying out supervision of teachers is important to be carried out by school principals in an effort to improve the quality of their performance through increasing their professional abilities. Another reason for the importance of teaching

supervision today is the condition of teachers' professional abilities which are still concerning and directly affect the quality of graduates (Maghfiroh, 2018).

The principal as a supervisor has the responsibility to foster teachers and administrative staff in schools, so that they are able to overcome various problems in the context of learning. So that they are able to adapt to the developments that occur and are able to actualize themselves in carrying out their duties as professional teachers. Teachers are the spearhead who will determine the success of achieving educational goals in schools (Ariana, 2015).

The role of the principal as a supervisor is expected to be able to help fellow teachers professionally to overcome various problems in the teaching and learning process. His position as a supervisor has placed the principal in an important position in fostering and developing the quality of teacher performance, especially in increasing the effectiveness of learning in schools (Zakso, 2018).

The success of teachers in the learning process can help maintain the authority of the principal, so it is not an exaggeration to say that in his leadership the principal must attach importance to togetherness by fostering good relations with teachers and administrative staff³⁶. They are all partners of the principal in achieving educational success in schools. If the principal cannot establish a good togetherness with the teachers, it is very difficult for the principal to move them in the desired direction (Iskandar, 2018).

e. Role as Motivator

Motive can be interpreted as an impulse or force that causes someone to do something (Prihantata, 2015). In other words, motive is a driving force that moves someone to behave in order to achieve a desired goal (Medina, 2016). Motivation is more emphasized on giving or the appearance of a motive which is a driving force that moves people to behave in order to achieve goals (Effendi, 2015).

There are three kinds of abilities that must be possessed by school principals in order to carry

out their duties as a good motivator, namely: the ability to regulate the work environment (physical), the ability to regulate the work atmosphere (non-physical) and the ability to determine the principle of rewards and punishments. Giving motivation can be done directly or indirectly to teachers/employees. Direct motivation can be given in the form of praise, awards, holiday allowances, service star bonuses and the like. Indirectly, motivation can be given in the form of providing various facilities needed to increase work effectiveness. The principal as a motivator, must be able to have the right strategy to motivate teachers in carrying out various tasks and functions (Rusmawati, 2018). This motivation can be given to teachers through setting the physical environment, setting the work atmosphere, discipline, encouragement, rewards, providing various learning resources and so on which can stimulate teachers to be more active and creative in teaching in schools. Principals must have high expectations to improve the quality of education, strong commitment and motivation to improve school quality optimally. Teachers who have high commitment and expectations that students can achieve optimal performance, even with all the limited educational resources available at the school. At the same time, students are also motivated to consciously improve themselves in achieving achievements according to their talents and abilities. High expectations from various dimensions of the school are the dominant factors that cause schools to always be dynamic to make continuous improvements (Muhibbin, 2018).

f. Role as Innovator

As a reforming agent for the educational institution he leads, a school principal is strongly required to be ready to always play a role in every work situation leading to change, because change itself is needed as a medium for problem solving aimed at creating better conditions. Renewal can occur in a carefully planned form as a special idea and engineering carried out by leaders (Purwanti, 2017).

On the other hand, there are reforms that occur without being planned in advance, but appear suddenly due to dissatisfaction from organizational members with the situation. Therefore, the principal as an innovator can play a role in realizing changes in the values, attitudes, mindset, intellectual behavior, skills and insights of students in accordance with the goals of education itself. As an educational innovator, school principals are required to continuously implement innovations in learning so that the quality of education can be improved (Rahman, 2018).

Management of educators broadly includes seven components. These seven components are carried out sequentially, orderly, and continuously so that they must go through predetermined stages. The seven components are:

a. Educator Planning

Teacher procurement planning is an activity to determine the needs of employees, both quantitatively and qualitatively for now and in the future. The past has delivered the present condition so that it can be used as a reference for planning the future based on the existing potential. As long as the situation faced in the past that has led to the present condition can be used as the same reference to predict the future. However, if the situation is completely different then careful reading of the situation is needed in planning (Suwanto, 2019). These changes are often faced by planners nowadays, so that precise moves are needed as an effort to anticipate as early as possible.

b. Recruitment of Educators

Recruitment of teachers/educators is an activity to meet the needs of employees in an institution, both in number and quality. Gorton stated that: The purpose of employee recruitment is to provide candidates who are really good (surplus of candidates) and most qualified (most qualified and outstanding individuals) for a position. Basically, the recruitment of educators is very important, because in addition to finding more professional teachers, competent teachers will also be obtained in their fields. As mentioned by M. Daryanto, the requirements for educators are:

- a) Personality
- b) Faithfulness
- b) Body health
- d. Intelligence
- c) Ability
- f. Dexterity
- d) And other conditions that are special for a state position that has been determined by the government.

c. Development and Coaching of Educators

Educators as individuals need coaching and development to improve and enhance professionals, including in their duties. Guidance is more oriented towards achieving minimum standards, which is recommended to be able to do their work/tasks besides being oriented towards the career development of teachers, including managers' efforts to facilitate them in achieving higher positions or status, so development is also directed to make teachers more professional (Qomar, 2018).

d. Promotions and Transfers

Promotion (increase in rank) is a change in position that is vertical, so that it has implications for authority, responsibility, and income (Iskandar, 2015). In Indonesia, for promotion or first appointment teachers are usually appointed as prospective civil servants with a probationary period of one or two years, then they attend pre-service training, and after graduation are appointed as full-fledged civil servants. After the appointment of employees, the next activity is placement or assignment (Prasojo, 2018). So basically the appointment of teachers is not just appointed but must go through procedures such as first becoming a civil servant candidate for two years and then being fully appointed as a civil servant. Meanwhile, mutation is the transfer of an employee from one position to another. This transfer is more horizontal so it has no implications for income. Mutations can have positive connotations but sometimes also have negative connotations. If the mutation is carried out as an organizational refresher, then the meaning of the connotation is positive. However, if the transfer is due to a certain case, the connotation is impressed as a step of disposal.

e. Dismissal of Educators

There are certain limits and conditions and are owned by employees so that one day they must be dismissed. Dismissal by the service or government can be done for the following reasons (Bachtiar, 2016):

- 1) The employee concerned is incompetent and does not have the ability to carry out his duties properly;
- 2) Organizational streamlining or simplification;
- 3) Rejuvenation, usually employees who are 60 years old and entitled to retire must be dismissed within one year;
- 4) Not physically and mentally healthy so that they cannot carry out their duties properly;
- 5) Commits a criminal offense resulting in imprisonment or confinement;
- 6) Violating the oath or promise of a civil servant.

f. Compensation for Educators

Compensation is remuneration or also called rewards given by educational institutions to teachers, which can be valued in money and have a tendency to be given regularly. Compensation other than in the form of salary, can also be in the form of allowances, housing facilities, vehicles and others (Mutakin, 2015).

g. Assessment of Educators

The assessment of these educators is focused on individual achievements and their participation in school activities. This assessment is not only important for the school, but also for the employees themselves. For employees, assessment is useful as feedback on various things, such as abilities, fatigue, shortcomings and potential which in turn is useful for determining goals, paths, and career development. For schools, the results of the assessment of the work performance of educators are very important in making decisions on various matters, such as identifying the needs of the school's admissions program, selection, introduction, placement, promotion, reward system, and other aspects of the overall effective process of human resources (Suhandi, 2014).

Optimizing the Management of Educators
Educators are personnel (personnel) who are directly involved in educational institutions. The educator has educational insight (understanding the philosophy and science of education), and carries out educational implementation activities (micro or macro) or education administration (Bakar, 2017).

Ahmad Tafsir stated by Sulistiyorini in his book, educators in Islam are people who are responsible for the development of students by seeking the development of all potentials of students, both effective potential, cognitive potential, and picomotor potential.

In essence, what is meant by the teaching staff in the description above is the teacher. Teachers as education managers have a very important role, because they are in direct contact with students. Therefore, it must have several criteria to become a good teacher, among others: it has been explained in the Law on Teachers and Lecturers no. 14 of 2005 article 8 as follows: "Teachers are required to have academic competence qualifications, educator certification, physically and mentally healthy, and have the ability to realize national education goals". Strengthening the Competence of Educators and Education Personnel

The birth of Law no. 14 of 2005 is one of the efforts to improve the quality of teachers, and is also expected to improve the quality of education in Indonesia⁶⁰. This law mandates that teachers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize national education goals. Priority policies in the context of teacher empowerment currently are increasing qualifications, increasing competence, teacher certification, career development, rewards and protection, planning for teacher needs, teacher allowances, and additional benefits. Likewise, educational staff who collectively contribute to the progress of educational institutions (Fahdini, 2014).

Conclusion

Teachers and education personnel are important components in school administration, so that they become an important aspect in a good school assessment. The principal must have full awareness of managing teachers and education personnel in order to achieve school progress. SMP Negeri 2 Tanjungpinang shows that the management of teachers and education personnel who meet the standards can lead schools to compete with equal schools.

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