MANAGEMENT OF EDUCATORS AND EDUCATION PERSONNEL AT SDIT TAQIYYA ROSYIDA KARTASURA

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Abstract

This study aims to determine the management of educators and education personnel at SDIT Taqiyya Rosyida Kartasura. This study used a descriptive qualitative method. This research will be conducted from Oct 9 to 21, 2023. Data collection through documentation, observation, and interviews. Data validation using the triagulation method by validating SDIT Taqiyya Rosyida Kartasura data. Analyze data using interactive analysis. The results showed that the management of educators and education personnel at SDIT Taqiyya Rosyida has five stages: planning, recruitment, development, evaluation, and compensation and salary deductions. Planning of educators and education personnel at SDIT Taqiyya Rosyida by analyzing the needs of educators and education personnel. In the recruitment process, the dissemination of vacancy information through social media platforms. The selection procedure starts with registration, filing, microteaching, interview, and announcement. After that, new educators intern for three months before the new school year. The development activity is called the 1-year Teachers Professional Development (TPD) program, and it is scheduled from weekly activities and different monthly materials. Meanwhile, the particular Teacher Competency Test is in September. The principal evaluates with learning supervision every three months and schedules. Compensation includes basic salaries, benefits, and additional salaries for educators who teach 24 hours a week. Payroll is also based on rank level and educator class—salary deductions for lateness, absenteeism, BPJS deductions, old age savings, social funds, etc.

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INTRODUCTION

Management of educators and education personnel has an essential role in educational institutions. Without the direction of educators and academic personnel, an educational institution will find it challenging to achieve its goals (Nurmalasari & Zainul Karimah, 2020). Management of educators and education personnel also plays a role in helping to improve the quality of education because quality education comes from the people who manage education itself (Fahmiah, 2018).

But in fact, the quality of educators and education personnel in Indonesia in teaching is still relatively low. There are seven indicators of low competence of educators in Indonesia, namely common understanding of learning strategies, lack of proficiency in managing classes, low ability to conduct and utilize classroom action research, lack of discipline, low professional commitment, and quiet time management ability (Mulyasa, 2013). The quality of educators and education personnel in Indonesia still has fundamental weaknesses, namely in the field of management, which is included in the realm of substance and process (Kusnaendar, 2018). This is based on the fact that there are still many educators and education personnel who ignore aspects of human resource management from the human resource planning system, recruitment system, selection and placement, training, and development, as well as the compensation system and human resource evaluation (Anwar & Muhammadun, 2020).

Integrated Islam-based schools have their attraction for parents who want to send their children to school. Community attraction to Integrated Islamic Schools includes public awareness of the importance of Islamic Religious Education starting early, especially for Muslims. In addition, several things become unique in Integrated Islamic Schools, so students develop. Among them is the quality of Islamic religious education that develops from year to year, which includes a curriculum that combines general knowledge, *tahfidz,* and knowledge of balanced religious values; facilities and infrastructure that support the implementation of education offered and are not inferior to existing facilities in Public Schools; and the essential thing in an educational institution is quality Human Resources (HR) and recognized by the wider community (Hanifah Noviandari & Kharis Syuhud Mujahada, 2023).

It can be seen from several research journals that previous researchers have conducted that discuss the management of educators and education personnel in integrated Islamic schools, such as research entitled "Management of Quality Improvement of Educators in Al-Farih Integrated Islamic Elementary School, Bima Regency." The purpose of this study is to determine the management of educators and education personnel of SDIT Al-Farih Bima Regency, obstacles in the implementation of management of educators and education personnel at SDIT Al-Farih Bima Regency, solutions in overcoming barriers to problems about conflicts that occur among educators. This study used a descriptive qualitative research method. The research was conducted at SDIT Al-Farih School in Bima Regency. The subject of this study was the Principal at SDIT Al-Farih Bima Regency. While informants: teachers and administrative

personnel. The data collection techniques used were interviews and documentation. The process used for checking data validity is triangulation with sources and methods collected in different places and situations with the data. Data analysis techniques using interactive methods include data collection, reduction, presentation, and conclusions. The study results are the management of educators at SDIT Al-Farih Bima Regency, including recruitment, selection, placement, orientation, coaching and training, mutation, and dismissal. Coaching and training are the main focus of educator management. Coaching is carried out regularly and periodically to minimize conflicts in the school environment. At the same time, the training is tailored to the needs of educators to improve their quality. Obstacles to implementing educator development in the form of inadequate space availability and non-innovative coaching routines cause boredom, and implementing learning coaching outside the city for one month causes problems for female educators. The solution: 1) the foundation establishes good relations with teachers so that there is no misunderstanding between teachers and the foundation, 2) minimizes policies that are so strict that teachers feel comfortable in the work environment (Fiki Kusuma Weranata Putra, Narimah, & Haerul, 2023).

The second research was entitled "Educator Management at SDIT Anak Soleh 2 Mataram". This study aims to determine educator management, including planning, organizing, implementing, supervising, and evaluating educators at SDIT Anak Soleh 2 Mataram. This study used a qualitative approach with qualitative descriptive methods. The research subjects consisted of school principals, vice principals, and SDIT Anak Soleh 2 Mataram teachers—data collection using documentation and interview techniques. Data analysis techniques include editing, categorizing, displaying, and interpreting data. The results of this study, namely (1) The planning stage of recruitment of educators at SDIT Anak Soleh 2 Mataram from the submission of new educator needs to the foundation, administrative selection, written test 1 in the form of commitment test, written test 2 in the form of academic tests Quran recitation and memorization tests, interviews, to micro-teaching tests (2) Organizing stage: organizing educators is carried out by the principal, Vice principal, and the formation of the committee as well as: level coordinator. (3) Implementation stage: The Principal of SDIT Anak Soleh 2 Mataram, conducts coaching of educators with Islamic Personal Development activities for teachers, teacher meetings and meetings every Saturday, teacher training at least once every semester, and mutual reminders between teachers. (4) Supervision Phase The headmaster controls directly by going around and indirectly with the assistance of the vice-principal and level coordinators who have been established to supervise teachers at each grade level. In addition, the principal set up picket officers to discipline teachers (Rahmat Sulhan Hardi, Basiki, Sutrisna, & Wibawa, 2020).

Based on the two previous studies above, there is a novelty of the research, so the author is interested in studying the "Management of Educators and Education Personnel at SDIT Taqiyya Rosyida Kartasura" more deeply. This

study aims to determine the management of educators and education personnel at SDIT Taqiyya Rosyida Kartasura. The benefits of this research can be information or reference material for schools and madrasahs in managing educators and education personnel so that they become qualified educators and education personnel.

METHOD

This study used qualitative descriptive methodology. This research was carried out at SDIT Taqiyya Rosyida Kartasura from Oct 9 to 21, 2023. Collection of qualitative information on education personnel management at SDIT Taqiyya Rosyida Kartasura, including planning, recruitment and selection, development, evaluation, and compensation. Data collection by interviews, observation, and documentation. Data analysis uses an interactive model consisting of three steps: data collection, data presentation, and conclusion drawing (Miles Huberman, 2014). After data processing, findings are presented in descriptive form, and decisions are formed from the data using triangulation of sources and methods.

RESULT
Planning

Planning is a preparatory stage in acting to achieve goals (Amon, Ping, & Adi Poernomo, 2021). There are 66 educators and education staff at SDIT Taqiyya Rosyida, which includes 58 educators, four administration staff, three cleaning services, and two security guards—in planning educators and education personnel at SDIT Taqiyya Rosyida, the Principal analyzed the needs of educators and education personnel. If there is a shortage of educators and education personnel, the principal conveys the needs of educators at the foundation meeting. Next, the principal formed a recruitment team.

Recruitment and Selection

Recruitment of educators and education staff is carried out at SDIT Taqiyya Rosyida Kartasura if they experience shortages due to various things, such as growth in the number of students, educators, and education staff who die, and marriage for female educators so that the domicile follows the husband. Recruitment is not carried out every year because following school needs if there is a vacant position, the recruitment of new educators and education personnel is held. The dissemination of recruitment vacancies for educators and education personnel at SDIT Taqiyya Rosyida is only through social media platforms. The criteria for prospective educators at SDIT Taqiyya Rosyida are according to the needs of educators by taking into account the competency standards of educators and education personnel in Government Regulation No. 32 of 2013 concerning National Education Standards and Permendiknas No. 16 of 2007 concerning Standards of Academic Qualifications and Educator Competencies listed in the quality standard book Distinctiveness of Integrated Islamic Schools. The

principal also said that the recruitment of educators also pays attention to heart synchronization.

The selection stages at SDIT Taqiyya Rosyida Kartasura start from the administrative selection process, written test, micro-teaching, interview test, and graduation announcement. In the decision-making process of recruiting educators and education staff, SDIT Taqiyya Rosyida emphasizes prospective educators who are more experienced in teaching and academic education, at least S1. The decision to recruit educators and education personnel at SDIT Taqiyya Rosyida Kartasura was carried out three months before the new school year. The principal does not have full power to decide on selection and recruitment results. However, the principal only recommended it to the foundation. After the recruitment decision, the foundation chooses to hire new educator interns at the beginning or on-the-job training for three months, which will be used to improve the professionalism of educators intensively. The activities are observation, In-House Training (IHT), assignment, evaluation, and follow-up until the point is ready to teach. The word prepared to teach at SDIT Taqiyya Rosyida was made a curriculum for three months. The principal said that other people's experience is the best teacher. Then there needs to be training, evaluation, and follow-up.

Development

Every school hopes to have educators and education personnel who carry out their work optimally for the school's progress. In addition, educators need to improve their abilities and improve themselves in teaching. In this regard, the development of educators and education personnel is required to evaluate, maintain consistency, and optimize educators and their character. The principal and the Teacher Quality Division for Curriculum of SDIT Taqiyya Rosyida have programmed the development of educators in the form of training and coaching. Story at SDIT Taqiyya Rosyida is devoted to educators. The background of this development program is carried out. Namely, the low awareness of educators to update knowledge, opportunities for educators to participate in the development, coaching, and professional training of educators are limited, and educator meetings are less active. The program is the 1-Year *Teachers Professional Development* (TPD) Program. This program is routinely held every week, precisely every Saturday. This program aims to improve the skills and competencies of educators, provide broader insight and understanding to educators about technological developments, especially in the world of education, find solutions to problems in education, and improve educators' work discipline. Development activities at SDIT Taqiyya Rosyida Kartasura are scheduled and written. Some of the 1-year Teachers Professional Development (TPD) program materials are as follows.

Table 1. 1-year Teachers *Professional Development Program Material*

Skill Material
1. Public Speaking For Teacher (1 Month)
   a. Eliminate nervousness in front of students
   b. Influencing students with communication
   c. Practice fluent speaking without (e)
2. Cheerful class management strategy with Ice Breaking (1 Month)
   a. Mastering at least 25 Ice Breaking and Practicing in front of students
   b. How to make ice-breaking
3. Learn to Practice Fairy Tales or Tell Stories (1 Month)
   a. Create a fairy tale narrative
   b. Learning expressions
   c. Practice fairy tales in front of more than 20 students
4. Service Excellent (1 Month)
   a. Troubleshooting parental complaints
   b. Discipline therapy and wearing the school dress code
   c. Practice calling, Whats Apps, and meeting parents in person

Curriculum Material
1. HOTS Question Writing and HOTS-Based Learning (1 Month)
   a. Create HOTS Questions according to the subject
   b. HOTS learning process
   c. Test HOTS Questions according to the subject
2. Differentiated Learning (1 Month)
   a. Definition, characteristics, examples, and practices of Differentiated Learning
3. Quantum Learning & Teaching (1 Month)
   a. Definition, characteristics, examples, and practice of Quantum Learning & Teaching

Additional Materials
1. Learn Basic English (1 Month)
2. Leadership (1 Month)
3. Conflict Management (1 Month)
4. Contextual Teaching And Learning (1 Month)
5. Digitizing Learning (1 Month)

Table 1 shows that the 1-Year Teachers Professional Development (TPD) program consists of 3 materials, namely skills, curriculum, and additional materials. Skill materials include Public Speaking For Teachers, Cheerful classroom management strategies with Ice Breaking, Learning Fairy Tale Practice or storytelling, and Excellent Service. The curriculum consists of HOTS Question Writing and HOTS-Based Learning, Differentiated Learning, and Quantum Learning & Teaching. At the same time, additional materials include Basic English Learning, Leadership, Conflict Management, Contextual Teaching And Learning, and Learning Digitalization. The three development materials are divided into twelve themes so that each month, the development theme differs.

The timeline of the concept of coaching and training educators at SDIT Taqiyya Rosyida Kartasura is as follows.

Table 2. Monthly Quality for one year (except September)

Week of the Month	Programs
Week 1	In House Training (IHT)
Week 2	Practice and Assignment
Week 3	Coaching
Week 4	Teacher Assessment and Evaluation

Table 2 explains that the timeline of the development program concept at SDIT Taqiyya Rosyida Kartasura for one year except September is *In House Training* (IHT) in week 1, Practice and assignment in the second week, *coaching* in the third week, and Educator Assessment and evaluation in the final week. Last week, there was also an appreciation for the best educators in training and development. The timeline of monthly quality concepts for a year in September is as follows.

Table 3. Monthly Quality for one year (September)

Week 1	The Teacher Competency Test is conducted by all teachers online (Scientific Based Material at SDIT Taqiyya Rosyida) 1. Mathematics (100 Questions) 2. Elementary School Teacher Education (100 Questions) 3. Islamic Education (100 Questions) 4. Javanese (100 Questions) 5. English (100 Questions) 6. Arabic (100 Questions) 7. Information and Communication Technology (100 Questions) 8. Physical Education, Sports, and Health (100 Questions) Minimum completeness criteria score of 60
Week 2	Learning Practice and Assignment (For those below the Minimum completeness criteria score)
Week 3	Coaching
Week 4	Online Teacher Competency Exam (Remedial)

Table 3 explains that SDIT Taqiyya Rosyida has a Teacher Competency Test held online in September. There are 800 questions consisting of 100 questions in Mathematics, Elementary School Teacher Education, Islamic Education, Javanese, English, Arabic, Information and Communication Technology, Physical Education, Sports and Health. The Minimum Completeness Criteria value is 60. Suppose some educators score below the Minimum Completeness Criteria. In that case, educators who score below the Minimum Completeness Criteria get practice and learning assignments in the second week—coaching in the third week, and the Online Teacher Competency Exam. The principal will give a performance-based reward in the last week of September to educators with the

highest Educator Competency Test scores. So, it can be concluded that development activities in training and coaching at SDIT Taqiyya Rosyida Kartasura have been scheduled from weekly activities every month and material every month, which varies and is designed. Weekly activities every month except September are IHT, Assignment and Practice, Coaching, and Evaluation and Assessment. In September, there is a Teacher Competency Test.

Evaluation

Educational evaluation is all forms of systematic and objective assessment, measurement, and interpretation of the goals achieved in the educational process. SDIT principal Taqiyya Rosyida evaluates educators through learning supervision to assess educators' performance to ensure quality education. Several aspects of the assessment are controlled and carried out by SDIT Principal Taqiyya Rosyida. The assessment aspects are preliminary activities, core learning activities, closing activities, Integrity with National Assessment, Application of retroflex (individualized approach and interaction with students, fostering active student participation during learning), Class management, Assessment (Early Formative Assessment, Process Formative Assessment, Summative Assessment, and assignment) and others such as not too many tasks, educator timeliness, and effectiveness Learning. The principal supervises learning every three months.

Compensation and Pay Stubs

Compensation is a reward for work done, which can be payroll, benefits, or additional salary. The compensation of educators and education staff at SDIT Taqiyya Rosyida has its system. The Payroll System at SDIT Taqiyya Rosyida is based on her rank level and teacher teaching period. The table is as follows.

Table 4. Rank at SDIT Taqiyya Rosyida

Rank Name	Teaching Time
On Job Training	1-3 Months
School Employees	3 Months- 2 Years
Teacher/Non-Permanent Employee of the Foundation	2-4 Years
Teacher/Permanent Employee of the Foundation	> 4 Years

From Table 4, the rank and teaching period at SDIT Taqiyya Rosyida consists of On Job Training who teach 1-3 months, School Employees who teach three months years, Foundation Teachers/Non-Permanent Employees who teach 2-4 years, and Foundation Teachers/Permanent Employees who teach more than four years. Rank and teaching period affect the amount of teacher payroll at SDIT Taqiyya Rosyida. The higher the rank and duration of leading the teacher, the higher the teacher's basic salary. The payroll at SDIT Taqiyya Rosyida is once a month with the salary of educators at SDIT Taqiyya Rosyida according to the Regional Minimum Wage of Sukoharjo district. For *On Job Training,* the pay is 70% of the Regional Minimum Wage. The class of teachers also affects payroll.

Table 5. Educators at SDIT Taqiyya Rosyida

Group Name	Teaching Time
3A	First Year
3B	Second year
3C	Third year
3D	Fourth-year
4A	More than four Years

From Table 5, it is seen that the group of educators at SDIT Taqiyya Rosyida are 3A (first year), 3B (second year), 3C (third year), 3D (fourth year), and 4A (5th year). The class of teachers also influences the salary of Educators at SDIT Taqiyya Rosyida Kartasura.

The principal explained that the salary between educators and education personnel is different. Educators are paid more than education personnel. Allowances for educators and education staff at SDIT Taqiyya Rosyida include attendance allowances, welfare, position, discipline, transportation, wife, children, health, meals, old age, and other additions. Additional salaries are also given to teachers who teach more than 24 hours a week. In payroll at SDIT Taqiyya Rosyida Kartasura, there are salary deductions, including social funds, 1-5 minutes delay deductions, 6-30 minutes delay, more than 30 minutes delay, absenteeism, BPJS deductions, Old Age Savings, *Arisan* deductions, and other deductions.

The payroll budget for educators and education staff at SDIT Taqiyya Rosyida comes from School Operational Assistance (SOA or BOS) funds that can be used for payroll and are taken from paying students' monthly tuition fees. Outstanding educators also get bonus appreciation. The payroll of extracurricular teachers is calculated at each meeting. The provision of extracurricular teacher salaries is carried out every month, as well as evaluation and sharing of the progress of extracurricular development.

DISCUSSION

The management of educators and education personnel at SDIT Taqiyya Rosyida starts from planning, recruitment and selection, development, evaluation, and compensation and deductions for educators and education staff. In planning educators and education personnel at SDIT Taqiyya Rosyida, the principal analyzes the needs of educators and education personnel. In the recruitment process, dissemination of teacher vacancy information through social media platforms. The selection procedure starts with registration, filing, microteaching, interviews, and announcements. After the report, new teachers intern On Job Training for three months before the new school year. The scheduled 1-year Teachers Professional Development (TPD) program is the development activity. Weekly activities every month are IHT, Assignment and

Practice, Coaching, and Evaluation and Assessment. The material for the development program is also different every month.

Meanwhile, specifically in September, there is a Teacher Competency Test. The principal evaluates with learning supervision, scheduled and carried out every three months. Aspects assessed in learning supervision are the introduction, core, closing, Integrity with National Assessment, Application of Introflex (individualized approach and interaction with students, fostering active student participation during learning), Class management, Assessment (Early Formative Assessment, Process Formative Assessment, Summative Assessment, and assignment) and others such as not too many tasks, teacher punctuality, and learning effectiveness. Compensation includes basic salaries, benefits, and additional salaries for educators who teach 24 hours a week. Payroll is also based on rank level and educator class. Salary deductions for lateness, absence, BPJS deductions, old age savings, social funds, and other deductions. The payroll budget for educators and education personnel comes from BOS funds that can be used for payroll and from paying students' monthly tuition fees.

Management of educators and education personnel at SDIT Taqiyya Rosyida solved the problem in previous research. The problem lies in the educator development program in the form of non-innovative coaching routines that cause boredom. Implementing learning coaching outside the city for one month causes problems for female educators (Fiki Kusuma Weranata Putra et al., 2023). So, the solution in this study is that development activities are carried out in schools, and the material is scheduled in a year with various activities every week.

Management of Educators and Education Personnel at SDIT Taqiyya Rosyida starts with planning. In planning, the principal analyzes the needs of educators and education personnel. If there is a shortage, the principal conveys the needs of educators and education personnel at the foundation meeting and then forms a recruitment team. This aligns with research (Sandela, 2019) and (Muharnis & Jamilus, 2022). Social media is also used to disseminate vacancies to recruit educators and education personnel (Nindy Ayu Diah Prastica, 2021). The selection stages at SDIT Taqiyya Rosyida Kartasura also include the administrative selection process, written tests, teaching practices, interview tests, and graduation announcements so that they are in line with research (Ghofur, Nafisah, Eryadini, Nurdiana, & Youhanita, 2023). In the decision-making process of recruiting educators and education staff, SDIT Taqiyya Rosyida specializes in prospective educators who are more experienced in teaching and academic education and have at least a Bachelor's degree (Wahyudi, 2022). Decisions on the recruitment of educators and education personnel are carried out by parties so that they are in line with research (Panigoro & Permana, 2022). The development program at SDIT Taqiyya Rosyida has a name, namely the 1-Year *Teachers Professional Development* (TPD) Program. The program is scheduled and written. This is in contrast to research (Musfah & Purwanti, 2017). Development activities are not regularly scheduled and are not registered. In the evaluation process, the principal supervises the learning process, which generally consists

of 3 aspects: the preliminary element, the core activity aspect, and the closing aspect (Madjid, 2021). However, there are several additional aspects assessed by SDIT principal Taqiyya Rosyida, namely Integrity with National Assessment, Application of Introflex (individualized approach and interaction with students, fostering active student participation during learning), Class management, Assessment (Early Formative Assessment, Process Formative Assessment, Summative Assessment, and assignment) and others such as not too many tasks, educator timeliness, and learning effectiveness. The payroll system at SDIT Taqiyya Rosyida has increased yearly, according to research (Fiki Kusuma Weranata Putra et al., 2023). However, the payroll at SDIT Taqiyya Rosyida is also based on rank. The salary deduction aims to discipline educators and education personnel to distinguish between those who are often late and those who are disciplined (Khasanah & Antariksa, 2021).

In the end, researchers concluded that the management of educators and education personnel needs to be carried out from planning, recruitment and selection, development, evaluation, and compensation and salary deductions so that educators and education personnel will be more disciplined and update technology, especially education. There are novelties in this research, such as scheduled and varied development materials. So, it is expected to be a reference for schools and madrasahs in managing educators and education personnel.

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