

Management of Educators and Educational Staff Development in Improving the Quality of Education

Lukman Sholeh^{1*}, Sutiah², Makruf Al Arif³, Rosyida Rahmatul Haq⁴, Kuntum Khaira Ummah⁵, Miqdad⁶

^{1,2,3,4,5,6}Maulana Malik Ibrahim State Islamic University Malang

Article History:

Received: August 3rd, 2023 Accepted: November 11th, 2023 Published: December 2nd, 2023

Abstract

The focus of this research is on the management of educators and educational staff development to improve the quality of education. This research is descriptive qualitative research with a case study approach. The purpose of this research is to describe as a whole and thoroughly the management of educators and educational staff development in improving the quality of education. Data collection techniques used in this study were observation, interviews, and documentation studies. Research informants were the principal, curriculum section, teachers, and five students as respondents. Data analysis techniques using Miles and Huberman data analysis include reducing data, presenting data, and drawing conclusions. The results of this study concluded that in the management of educators and educational staff development in improving the quality of education, there are several aspects or steps: preparing programs or planning, determining needs, determining targets, determining programs, identifying learning principles, implementing programs, identifying benefits, and evaluating programs. The method used in developing educators and educational staff is on-the-job training and off-the-job training. This study implies increasing insight into managing educational institutions. The implication can develop the skills of each educator and education staff in maximizing existing programs in schools.

Keywords: Educator Management, Educator Development, Education Quality

Copyright © 2023 Lukman Sholeh, Sutiah, Makruf Al Arif, Rosyida Rahmatul Haq, Kuntum Khaira Ummah, Miqdad

*** Correspondence Address:**

Email Address: lukmansholeh211199@gmail.com

Citation: Sholeh, L., Sutiah, S., Arif, M. A., Haq, R. R., Ummah, K. K., & Miqdad, M. (2023). Management of Educators and Educational Staff Development in Improving the Quality of Education. *Southeast Asian Journal of Islamic Education*, 6(1), 1–15. <https://doi.org/10.21093/sajie.v4i2.6826>

A. Introduction

The development of educators in educational organizations is absolutely under the institution's management (Rosdianawati, 2022). Training staff are all employees of the training organization, especially teachers and staff (Radinal, 2021). Human resources cannot be separated from schools and communities in terms of planning, implementing, monitoring, and evaluating work programs implemented in schools (Yunita et al., 2022). To achieve educational goals, teachers must become human resources (HR), the main focus of development (Radinal, 2021). Today's increasingly fierce competition requires determination, patience, foresight, speed, and thoroughness of thought and action to participate in learning actively. In managing the development of educational staff, the school principal cannot be separated from management principles. According to Stanner James A.F., management is the process of planning, organizing, managing, and directing all organizational resources to achieve predefined goals.

The teaching success of a school is largely determined not only by the qualifications of teachers but also by the principal's success in managing the teaching staff (Utama, 2017). School principals are one of the components of education that affect the improvement of teacher competence (Maulida, 2022). The principal is responsible for implementing academic activities, school administration, developing other teaching staff, and using and maintaining facilities and infrastructure. This is becoming increasingly important in line with the increasingly complex demands of the role of principals, who require more effective and efficient performance support (Tampubolon, 2015). Faculty management (faculty and staff) includes personnel planning, staff acquisition, staff training and development, promotion and mutation, staff dismissal, compensation, and staff evaluation. All this must be done correctly and adequately to achieve what is expected, which is to have training staff with the qualifications and skills to do a good and quality job (Suraijjah, 2015).

The development of educators and education staff is a challenging task because it is not only related to technical issues but also involves various complex issues related to planning, financing, and the efficiency and effectiveness of education delivery. Made Pidarta defines management as integrating educational resources to focus on achieving predetermined educational goals (Kurniati, 2020). The principal must demonstrate independent organizational leadership by ensuring all employees know and accept the goals and objectives. The main task of the principal and teachers in the organization is to prepare a set of guidelines and development criteria (Nursanti, 2018). *First*, Application of Technology in Education: The use of technology in education has become a significant focus. Studies have shown that learning software, online platforms, and technology-based learning tools can increase student engagement and help teachers deliver material more effectively. *Second*, Inclusive Education: More research is being done to improve inclusive education. Educational inclusion integrates students with various special needs into the regular classroom. This research has resulted in new approaches and strategies to ensure all students have equal access to quality education. *Third*, Improving Teacher Quality: Improving teacher quality remains the main focus in developing educators. Research has shown that ongoing training, monitoring teacher performance, and professional development are critical factors in improving the quality of education. *Fourth*, project-based learning: project-based learning methods have received further attention. Research shows this approach improves students' understanding of concepts, practical skills, and problem-solving abilities. *Fifth*, Improved Evaluation and Assessment: The

development of better evaluation and assessment methods has helped gain a better understanding of student progress and learning effectiveness. This research has influenced changes in grading and reporting systems. *Sixth, Relevant and Contextual Curriculum:* A curriculum that is relevant and appropriate to the needs of society and the job market is an important focus. Research has highlighted the importance of adapting curricula to local and global needs, as well as incorporating skills-based learning. *Seventh, School Partnerships with Community and Industry:* Research shows that strong partnerships between schools, communities, and industry can provide more meaningful learning experiences for students and help connect education with the real world. *Eighth, Online and Hybrid Education:* The COVID-19 pandemic has spurred research on the effectiveness of online and hybrid education. The results of this study provide insight into how to improve distance learning and incorporate it into more traditional educational models. *Ninth, Character Education and Emotional Intelligence:* Research into the character development and emotional intelligence of students has become an important focus. It covers aspects such as empathy, ethics, leadership, and social skills essential for success in life.

According to the author, the reasons for the emergence of educational personnel development are: *first*, the knowledge of educational staff needs to be updated. The expiration of knowledge and skills of educational staff occurs when these knowledge and skills are no longer required by the demands of the times. *Second*, it is undeniable that in society, there are always changes, not only because of the development of science and technology but also because of shifts in socio-cultural values. *Third*, equal employment rights in society, there are still differences in rights in obtaining jobs, for example, between men and women, between minorities and the majority; and *fourth*, there is the possibility of power transfer. Some personnel always move to other institutions or quit for some reason.

Institutions such as Madrasah Tsanawiyah can achieve what the community expects if supported by several things, such as infrastructure, funding, and quality and reliable human resources. Educators are essential to achieving the goals of educational institutions because human resources (teachers and lecturers) are carriers of other resources (Utomo et al., 2021). Improving the quality and competitiveness of educational institutions must be a priority for university leaders, especially now that many new educational institutions offer various advantages that attract public interest through quality programs and multiple innovations—the creativity of human resources (Mukhlisoh, 2018). School quality will be a concern for people who want quality education for their children so that there will be physical changes after graduating and getting a diploma, which proves the completion of studies in an educational institution mentally and religiously.

Previous research discussed the professional development of educators in State Vocational High School (SMK) 1 Manado in 2021, (Rasu et al., 2021) management of educators at the State Islamic Institute (IAIN) Takengon in 2022, (Maulida, 2020) Capacity Development of Educators and the Role of Educational Institutions in 2017 (Utama, 2015) This study aims to describe how the policy of developing educators and educational staff improves the quality of education and how to build educational staff in educational institutions. The previous studies did not explain the continuous development of educators and educational staff, so this study introduces different development models to improve the quality of Madrasah Tsanawiyah Nurul Jadid.

B. Literature Review

The educator and educational staff are two professions that are interrelated in an education system, even though they have different scopes (Eneng & Najwa, 2017). This is reflected in the understanding of teachers and lecturers in Article 39 of Law No. 39. Paragraphs 1 and 2 of Article 20 of 2003 apply in the national education system as follows: First, teaching staff are responsible for administration, development, control, and technical services supporting the learning and education process. Second, coaches are specialists whose duties include planning and implementing the learning process, evaluating learning outcomes, conducting mentoring and training, as well as research and social service, especially for college coaches.

From the above understanding, it can be seen that educators are professionals qualified as teachers, lecturers, counselors, civil servants, tutors, instructors, and other designations following their specificity and directly participating in a learning activity in an educational unit (Jf & Latif, 2020). While educational staff is members of the community who devote themselves and are appointed to support the implementation of education, even though they are indirectly involved in the educational process, qualified persons in the educational staff are principals, deputies, heads of affairs, administrative staff, and other staff (Sanda et al., 2022). In the education system, educators and educational staff have functions and tasks that support each other, so these two professions have a symbiotic mutual relationship because each cannot run independently.

The development has a broader scope, namely the high skills of educators and educational staff. The result is a greater focus on long-term capacity building through formal channels, providing training opportunities designed to help educators and educational staff develop themselves, in which development aims to train teachers or educators to take responsibility for a position or workplace (Maskur et al., 2021). The strategy for developing educators and educational staff includes quite complex processes and steps, including:

First, performance analysis is carried out through a performance analysis procedure, which can be started by observing and comparing the actual performance of teachers or educators with predetermined performance standards, regardless of whether they meet their performance standards (Mukhlisoh, 2018). When conflicts arise, problems or obstacles affecting the activities of the educator or lecturer are investigated. And the last process is problem-solving, that is, overcoming difficulties or obstacles (Muniroh & Muhyadi, 2017). Second, it needs analysis. The development needs analysis by coaches and coaching staff based on the results of the performance analysis. Some steps that need to be taken are knowing the effectiveness of pedagogues and training staff, the work of pedagogues and training staff, and the development needs of pedagogues and teaching staff (Syaifullah, 2020).

Third, resource analysis. There are several kinds of resources needed in the development of human resources for educators or educational staff, namely, knowing the effectiveness of educators and educational staff, the work of educators and educational staff, and the development needs of educators and educational staff (Datinus, 2018). Secondly, the cost factor affects the development of an educator or educational staff. Regardless of the ideals of development goals, the size of the payment available always requires designers to make the necessary changes to make the programs offered affordable (decomposable and realistic). Therefore, all aspects of development programs must be considered, including direct and indirect costs.

Third, facility. In addition to price, there is an influence factor in the planning and implementing of trainer development and personnel training.

Quality means qualification, level, and content. Quality is often interpreted with different definitions depending on the parties and perspectives from which the concept is perceived (Pendidikan et al., 2022). In education, two critical questions are: how is the what produced and who is the education user? This definition refers to the added value generated by training and to those who cultivate and enjoy the results of training (Pujiastuti, 2021). Education is a forum for the process of introduction that leads to human culture. Meanwhile, Arifin describes a cultural process that aims to improve the quality and dignity of lifelong humans in families, schools, and communities. Although the quality of education is determined by the capacity of the education system and management and the learning process itself, to make it effective, the addition of input factors (school class size, teachers, textbooks), learning situation, curriculum, school administration, and family form the highest output pathway.

Based on PP No. 19/2005, there are eight national education standards that BSNP is working on, namely: first, content standards are the scope of material and skill levels outlined by graduation qualifications, qualifications of teaching materials, subject knowledge, and curriculum that students must meet at certain levels and types of education (Yasin, 2021). This content standard includes the basic framework, curriculum structure, learning load, level 1 training curriculum, and training calendar. Second, process standards. This process standard involves applying learning in academic units to meet graduate competency standards. Third, Graduate Competency Standards. This standard is a qualification related to the attitudes, knowledge, and skills of graduates. Fourth, educator and educational staff standards. This standard is a national standard for secondary education and criteria for physical and spiritual fitness, as well as the continuing education of educators and educational staff. Fifth, the standards of space and infrastructure are the minimum criteria for places of study, libraries, sports fields, places of worship, places of play and rest, laboratories, workshops, and other learning resources needed to support the learning process. This standard also covers the use of information technology. Sixth, the management standards. This standard includes education planning, implementation, and supervision of educational activities at the education unit level, as well as at the district/city, provincial, and national education administration levels. The purpose of this standard is to improve the effectiveness and efficiency of education. Seventh, financial standards. This standard is a national standard related to the components and amount of operational costs of education units per year. Ninth, evaluation standards. This standard of education is a national standard for educational evaluation mechanisms, procedures, and tools to assess student learning outcomes (Alawiyah, 2017). The evaluation is the evaluation of the primary and secondary education levels, which includes the evaluation of the learning outcomes of educators, the evaluation of the learning outcomes of each study unit, and the evaluation of learning outcomes nationally. In the case of higher education, evaluation only includes evaluation of the learning outcomes of teachers and educational units.

C. Method

This research used qualitative methods, which are described descriptively with a case study approach. This research is expected to be described as a whole and

comprehensively related to the Policy Analysis of Competency Development of Educators and Educational Staff in Improving the Quality of Education in Madrasah Tsanawiyah Nurul Jadid. The data collection techniques used in this study are observation, interview, and documentation. Observations were used to determine the steps to develop the competence of educators and educational staff in improving the quality of education in Madrasah Tsanawiyah Nurul Jadid. Interviews were used to obtain data directly from research informants, namely the principal. Documentation was used to get good data with a research focus. Technical data analysis used qualitative descriptive analysis techniques and achievement criteria as explained in the following table:

Figure 1: Research Informant Sources

No	Element	Sum	Initials
1	Principal	1	AZ
2	Curriculum Section	2	LM, LD
3	Teacher	5	HD, FR, RK, LK, SH
4	Student	5	AD, DK, LN, LR, LQ

From the table, it can be explained that there are thirteen informants, consisting of the principal, curriculum section, teachers, and students. All the data obtained were classified, taxonomic, and reduced according to needs. At the initial data collection stage, the data reduction was sorted in the form of records. Then, a description of the conclusions of the material studied was carried out.

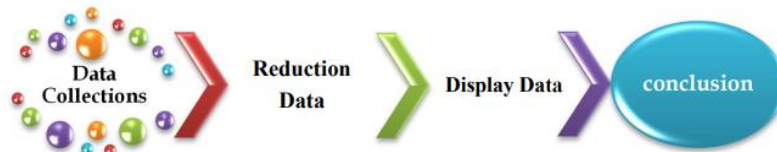


Figure 2: Data Collection Process

According to Miles and Huberman, qualitative analysis consists of three paths: reducing data, presenting data, and drawing conclusions (Ham et al., 2019). Data analysis was performed together during data collection.

D. Findings and Discussion

Based on the results of observations, interviews, and documentation of data studies that have been presented in the results of the study, the researchers elaborate on the data guided by relevant theories. This study focuses on developing educators and educational staff to improve the quality of education in Madrasah Tsanawiyah Nurul Jadid Paiton Probolinggo. The researchers describe several discussions below:

Developing a Program or Development Planning

Principal KMA, said that the process of developing educators at Madrasah Tsanawiyah Nurul Jadid was prepared for long-, medium-, and short-term programs and, in general, was programmed at the beginning of the learning year with various considerations related to needs, facilities, implementation, and budget. Madrasah Tsanawiyah Nurul Jadid compiles educator human resource development programs in several steps, including performance analysis to see teacher performance in carrying out their duties, analysis of development needs, and analysis of existing

resources. It can be concluded that Madrasah Tsanawiyah Nurul Jadid has done good planning in developing educators to improve the quality of education.

Planning is part of school management and is the most critical factor in implementing education and learning in schools, whose success is measured by the acquisition of grades (performance) (Kasmawati, 2019). Therefore, the management of the system should think about the fact that related components, such as teachers, administration staff, parents and the community, administrators, students, etc., should work optimally when carrying out school education under the influence of political and management activities. Effective governance is based on the pillars governing the division of labor: mechanisms, functions, authority structures, and supervisory outreach. Management is also the effective use of resources to achieve goals, become a responsible leader, or manage a business or organization (Fathurrochman et al., 2022).

Planning is part of management, and an essential factor in improving leadership quality in an institution, an educational institution, or a school (Khaer, 2022). With planning, management will work well. Good management will begin with good planning, which will be used as a basis for carrying out the following management functions. According to Stoner, as quoted by (Maulidayani & Aswaruddin, 2021), management is the process of planning, organizing, directing, and controlling the efforts of organizational members and the use of other organizational resources to achieve organizational goals.

Determination of Needs

Training needs analysis is the process of continuously gathering information to determine training needs so that training can be developed to help an organization achieve its goals (Pratiwi, 2020). Conducting a needs analysis is critical to the success of a training program. Organizations must often perform a needs analysis before training (Septiani & Wardhani, 2022). These organizations are prone to training inefficiencies. Training needs analysis is to determine whether training adequately solves problems in the workplace (Nurbani & Puspitasari, 2022). Needs analysis is "an ongoing process of gathering information to determine what training needs exist so that training can be developed to help the organization achieve its goals." Training is often seen as a distracting and expensive activity rather than a tool to improve the organization.

The first and foremost step in designing an education and training program is the education and training needs assessment (T.A) activity (Yaseen et al., 2020). Education and training needs analysis is closely related to education and training planning. The identification of needs best precedes planning. Education and training needs can be seen by comparing the expected level of knowledge and ability (as seen in the mission, functions, and tasks) with the actual knowledge and skills employees possess (Gyeltshen et al., 2021).

Education and training are considered essential factors in improving employee performance, processes, and organizations; they are widely recognized (Asrulla, 2022). However, the problem is that much of the education and training organized by an organization needs to meet its real needs. For example, what is required is training B, but it does training A, as a result of which the investment invested in education and training has less visible results; the fact that often happens is that at the opening of education and training, participants do not reach the predetermined allocation amount until three days after the beginning. There are still fewer education and training participants. This indicates that education and training have experienced

saturation or that education and training material needs to follow the needs of education and training participants.

In implementing the development of educators and educational staff of Madrasah Tsanawiyah Nurul Jadid, the Curriculum Section, AN, in determining or analyzing the needs of educator development is by taking into account aspects such as number of educators in Madrasah Tsanawiyah Nurul Jadid, educational qualifications for educators in Madrasah Tsanawiyah Nurul Jadid, suitability of diplomas with subjects, and understanding of the curriculum. The qualifications of educators in Madrasah Tsanawiyah Nurul Jadid include education, personality, social skills, and the average teaching load of educators of Madrasah Tsanawiyah Nurul Jadid, the self-development facilities of Madrasah Tsanawiyah Nurul Jadid, the educators of Madrasah Tsanawiyah Nurul Jadid, and the welfare of educators. In the development of the work of Madrasah Tsanawiyah Nurul Jadid, needs are prioritized through careful analysis.

Goal Setting

One of the educators involved in developing educational staff, RZ, gave his opinion regarding goal setting. Targeting as one of the steps to carry out development was carried out at Madrasah Tsanawiyah Nurul Jadid to be a benchmark to determine the success or failure of the development program and as material to determine the next steps, such as program content and development methods to be used. The objective of this development program is to improve the technical, theoretical, conceptual, and moral abilities of educators and educational staff by the needs of jobs or positions through existing development facilities. It can be concluded that the target of this development is the achievement of the vision, mission, and goals of the madrasah, as well as the development of existing human resources. In determining targets in educational institutions, there are several aspects: identifying national policies and curricula, studying education policies and national curricula that apply in the country, and understanding the goals and standards the government has set regarding education (Iskandar, 2021). This will help set goals that align with the national framework. Next is learning the characteristics of learners and understanding well the characteristics of learners, such as age, level of development, socio-economic background, culture, and special needs, and identifying their needs, potentials, and challenges that may be faced in the teaching-learning process (Seman et al., 2017). In performing a needs analysis, an in-depth analysis of learners' educational needs is required. It also needs to review existing data and information, such as test results, observations, or interviews with students and parents, and to identify areas where learners are experiencing difficulties or need improvement.

Based on the need analysis, the school sets specific, measurable educational objectives. These goals should include academic, social, emotional, and skill aspects that learners want to achieve, such as improving students' reading, problem-solving, or collaborative skills. Adjusting to the vision and mission of the educational institution is necessary to make sure the academic goals are aligned with the educational institution's vision and mission. The educational purposes should reflect the values that want to be instilled in the learners and achieve the long-term goals of the educational institution (Sujana, 2019). The school should pay attention to sustainability aspects in setting goals. Goals should be realistic and achievable within the specified time frame, considering resources, faculty, and other relevant factors. In addition, the school needs to ensure a follow-up plan to continue and strengthen the achievement of future goals. Next, leverage evaluation data and results to track

learners' progress against set goals. The school must also conduct periodic assessments and use the information to tailor educational programs and activities. A continuous evaluation will help see the impact and effectiveness of the goals in collaboration with stakeholders. It is also critical to involve teachers, parents, and other relevant parties in the determination process.

Program Assignment

Principal KMA, in establishing the educator development program at Madrasah Tsanawiyah Nurul Jadid, is determined by two factors, namely the results of the analysis of the needs and targets to be achieved. From these two factors, a development program is then determined, which will be carried out as a follow-up to the implementation of the development program. The program planning mechanism is to find out who is the program planner and who is the implementer of the program. In the Madrasah Tsanawiyah Nurul Jadid, the institution plans the program, the principal, curriculum section, public relations section, student affairs section, and all staff in the institution, while the implementers of the program planner in the form of an annual work program are all those involved in the preparation of the program of course by their work programs based on their respective professions and expertise.

AN, as part of the curriculum section, gave an opinion in his interview. From each division in the institution, planning work programs is still in the general description, not the form or the type of activities. The principal only gives targets to be implemented by the implementer of the work program for one period. These targets are obtained both from students and from structural ranks that are more directed toward vision and mission. All outlines of the institution's direction will be implemented by all departments involved in the preparation of the program because it is a joint responsibility of the principal to the structural section below to monitor, evaluate, and hold accountable.

AN also explained in detail that the principal and his parts will describe the general program description that has been prepared together in the form of activities, types of activities, and others. All sections will do what needs to be done, and the goals are more aimed at the benefit of the school in general. Each planned activity receives a contribution of ideas from the principals, and the implementation of the work plan coordinates and consults with the principal. All activities will be accountable to the school.

Learning Insip Identification

AN, as the Curriculum Section, explained that Madrasah Tsanawiyah Nurul Jadid's identification of learning institutions is intended as a benchmark for whether or not learning institutions are applied in the development program. Acknowledging absurd learning developments goes well, thanks to the right mouthful of learning. Good learning principles used in employee development programs for teachers and educational staff training are participation, repeatability, relevance, transfer, and feedback. The development of Madrasah Tsanawiyah Nurul Jadid's pedagogy related to irregular learning is beneficial for its human resources. Institutions can be seen as the creation of human resources; they can also be seen as learning that is forward-thinking, active, creative, and innovative.

Program Implementation

Principal KMA, explained that the implementation of the human resource development program at Madrasah Tsanawiyah Nurul Jadid was held situationally, with an emphasis on calculating needs and interests. For example, the MGMP, or

Curriculum Workshop, occurs at the beginning of each school year during school holidays, including training, performance appraisal, or supervision by the principal of the madrasah or supervisory team. The results of interviews with educators support this. RP emphasized that, in improving, developing, and forming qualified educators, various efforts must be made through coaching, education, and training. These three efforts are interrelated, but training essentially contains elements of coaching and education. According to Munawwaroh (2017) in practical terms, training is a process that includes a series of actions or efforts that are deliberately applied in the form of helping prospective employees by training professionals in a particular unit of time. The goal is to increase the work capacity of participants in specific fields of work to increase efficiency and productivity in organizations.

Law Number 20 of 2003 concerning the National Education System explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop spirituality, religion, self-control, personality, intelligence, noble character, and the skills they need for society, nation, and country. Training (Luqman et al., 2021) is part of education, i.e., learning to acquire and improve skills outside the prevailing educational system in a relatively short period using methods prioritizing practice over theory. These skills include physical comprehension skills, intellectual skills, social skills, and leadership skills (Maiza & Nurhafizah, 2019). Training can be defined as an activity to improve current and future performance. Based on the above opinion, training produces professional and skilled employees. The training is needed to coach ready-made and qualified prospective workers.

Identify Benefits

Benefit identification is intended to determine the benefits or uses of the development program that has been implemented. This goal will later become a benchmark for assessing the program and how the follow-up will affect the organization's or educational institution's decision (Hidayat, 2020). Principal of MTs Nurul Jadid has identified the benefits of the educator development program, such as whether the program is following what has been planned and whether it is beneficial for organizations or educational institutions.

Program Implementation Assessment

The implementation of a development program can be successful if, among the participants, there is a transformation process, such as increasing the ability to carry out tasks, changing behavior at work, and changing attitudes and work ethic (Hanafi & Norliah, 2016). Good program implementation requires evaluation to determine the effect of program success or failure. Therefore, Madrasah Tsanawiyah Nurul Jadid evaluates at the end of the implementation of the development program, especially its educational development program, where the results obtained from the program are explained.

Educator Development Methods

Madrasah Tsanawiyah Nurul Jadid develops educational staff and educators through two programs, including:

1. On the Job Training

- a. Position Rotation, means that participants move from one job to another. It is beneficial for educators and educational staff, as participants get a broad overview of different jobs, build cooperation between employees, and facilitate adaptation to the working environment.

- b. Training, there are several reasons why Madrasah Tsanawiyah Nurul Jadid pays attention to improving the skills of educators through training. First, educators need new knowledge and skills. Second, they must understand the learning process and students and the importance of different experiences and skills from others. Third, educators are ready for education now and in the future. Based on the research data, it was shown that the training program was planned. The preparation of the training plan was started at the beginning of the academic year and during the preparation of the work program and presentation at workshops. We also ask for feedback from all stakeholders on how appropriate the training is for all educators and educational staff.
- c. Guidance and Counseling, involve participants who have to complete tasks under the guidance of senior officials or experts. Counseling is conducted individually to make it effective effective and participants learn to do their work directly.
- d. Job Instructor Training, to improve the professionalism of educators, the school hold several instructor trainings.
- e. Demonstration and Sampling, in this method, the trainer must give an example or show how the work is done or how the tool or machine is processed for example how to operate LCD projector. It is very effective as participants receive direct theory and practice to facilitate the transfer of lessons. In addition, this method does not require separate facilities.
- f. Temporary Assignment, in order to develop the educators of Madrasah Tsanawiyah Nurul Jadid, the principal of the madrasah assigns temporary tasks to several educators to perform certain tasks within a predetermined period of time.

2. Off the Job Training

- a. Course, can improve the quality of educators in the form of knowledge, competence, attitudes, expertise, and skills, and is relatively short in time.
- b. Education, teacher development at Madrasah Tsanawiyah Nurul Jadid is done through formal and informal means. Madrasah Tsanawiyah Nurul Jadid gives teachers the flexibility and recognition to continue their education and develop their ability to work professionally and better.
- c. Workshop, Madrasah Tsanawiyah Nurul Jadid work usually held a workshop once at the beginning of the term, during the school holidays for 3–4 days.
- d. Seminar, educators of Madrasah Tsanawiyah Nurul Jadid also often participate in seminar activities.
- e. MGMP, the teachers of Madrasah Tsanawiyah Nurul Jadid attended the MGMP program to improve their professional skills.
- f. Comparative Study, Madrasah Tsanawiyah Nurul Jadid conducted a comparative study to add insight and experience to improve the quality of the madrasah.

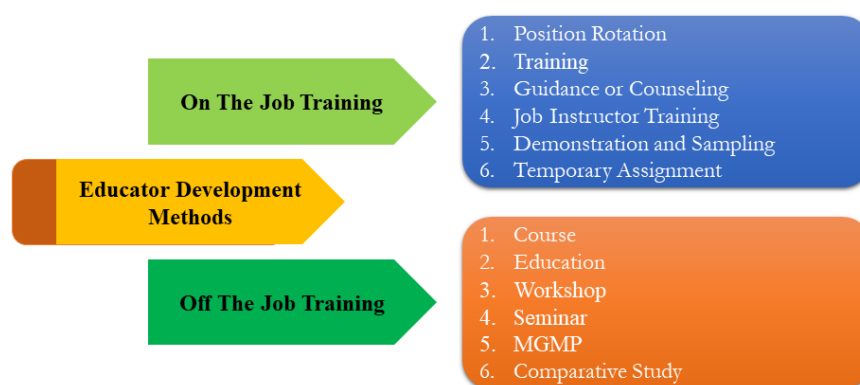


Figure 3: Educator Development Methods

Based on the explanations above, the development of educators in madrasah tsanawiyah Nurul Jadid is done by two methods: on-the-job training and off-the-job training. This is aligned with the theory developed by the Han Manual, according to which the development training of trainers is divided into off-the-job training and on-the-job training. From the explanations related to the development of educators and educational staff carried out at the Madrasah Tsnawaiyah Nurul Jadid, this research has limitations that it only focuses on the development of educators and educational staff. It is expected that further research can be developed with other sectors that are also urgent in educational institutions, especially in the management of educational institutions.

E. Conclusion

Based on the above results and discussion, the development of educators and educational staff must be able to improve the quality of education in such a way that the goals of education can be optimally achieved; educational institutions might apply the results so that they can optimize the implementation of the learning and the development of educators and educational staff. This research can be used as a reference for further research related to educators and educational staff development models in educational institutions. It is recommended that further research could investigate other aspects of an educational institution in improving their quality.

References

- Alawiyah, F. (2017). Standar Nasional Pendidikan Dasar dan Menengah. *Aspirasi*.
- Asrulla, A. (2022). Pengaruh Pelatihan, Pengalaman Kerja, dan Reward terhadap Kinerja Tenaga Pendidik Pada Direktorat Pendidikan Nurul Islam Group Batam. *Indonesian Journal of Islamic Educational Management*. <https://doi.org/10.24014/ijiem.v5i1.16354>
- Datinus, et al. (2018). Pengaruh kepemimpinan Visioner, Organisasi Pembelajaran dan Perilaku inovatif terhadap kinerja Karyawan Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Bisnis dan Pariwisata Kementerian Pendidikan dan Kebudayaan Republik Indonesia. *Program Pascasarjana (PPs) Universitas Islam Negeri Raden Intan Lampung*.
- Eneng, G., & Najwa, N. L. (2017). Manajemen Pendidik Dan Tenaga Kependidikan Dalam Upaya Peningkatan Mutu Pendidikan Anak Usia Dini. *Jurnal Visionary: Penelitian Dan Pengembangan Dibidang Administrasi Pendidikan*.

- Fathurrochman, I., Adilah, P., Anjriyani, A., & Yudha Prasetya, A. (2022). Pengelolaan Manajemen Sekolah Yang Efektif. *E-Amal: Jurnal Pengabdian Kepada Masyarakat*. <https://doi.org/10.47492/eamal.v2i2.1581>
- Gyeltshen, K., Kamnuansilpa, P., Crumpton, C. D., & Wongthanavasus, S. (2021). Training needs assessment of the Royal Bhutan Police. *Police Practice and Research*. <https://doi.org/10.1080/15614263.2020.1716355>
- Ham, C., Donnelly, C. A., Astley, K. L., Jackson, S. Y. B., & Woodroffe, R. (2019). Effect of culling on individual badger *Meles meles* behaviour: Potential implications for bovine tuberculosis transmission. *Journal of Applied Ecology*. <https://doi.org/10.1111/1365-2664.13512>
- Hanafi, M. Y., & Norliah, M. A. (2016). Pelaksanaan program pendidikan inklusif murid berkeperluan khas dalam pelan pendidikan Malaysia 2013-2015. *International Conference on Special Education in Southeast Asia Region 6th Series*.
- Hidayat, D. (2020). Teknik Identifikasi Kebutuhan Belajar Berbasis Partisipasi Masyarakat Dalam Pelatihan Kewirausahaan. *Comm-Edu (Community Education Journal)*. <https://doi.org/10.22460/comm-edu.v3i2.4193>
- Iskandar, A. A. (2021). Analisis Kebutuhan Fungsional Sistem Informasi Manajemen Konfeksi Berbasis Web (Studi Kasus: Shofa Collection Tasikmalaya). *Journal Automata*.
- Jf, N. Z., & Latif, M. A. (2020). Peningkatan Kualitas Manajemen Pendidik dan Tenaga Kependidikan di PAUD. *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini*. <https://doi.org/10.35473/ijec.v2i1.415>
- Kasmawati, K. (2019). Implementasi Perencanaan Pendidikan dalam Lembaga Pendidikan Islam. *Idarah: Jurnal Manajemen Pendidikan*.
- Khaer, A. (2022). Perencanaan Pendidikan: Problematika, Peranan Dan Fungsi Dalam Lembaga Pendidikan. *Andragogi*.
- Kurniati, R. (2020). Pengembangan Sumber Daya Manusia untuk Meningkatkan Mutu Tenaga Pendidik di MTs Pondok Pesantren Darul Qur'an. *Hijri*. <https://doi.org/10.30821/hijri.v9i2.8373>
- Luqman, L., Mei Indrawati, & Utari, W. (2021). Peningkatan Mutu Pendidikan Melalui Manajemen Tenaga Pendidik di SMK Binaan Wilayah Barat Kabupaten Bojonegoro. *Jurnal Mitra Manajemen*. <https://doi.org/10.52160/ejmm.v5i4.528>
- Maiza, Z., & Nurhafizah, N. (2019). Pengembangan Keprofesionalisme Berkelanjutan dalam Meningkatkan Profesionalisme Guru Pendidikan Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*. <https://doi.org/10.31004/obsesi.v3i2.196>
- Maskur, H., Purwanto, P., & Choiriyah, S. (2021). Manajemen Pengembangan Pendidik dan Tenaga Kependidikan Pada Madrasah. *Jurnal Ilmiah Ekonomi Islam*. <https://doi.org/10.29040/jiei.v7i2.2524>
- Maulida. (2020). Edu riligia. *Ilmu Pendidikan Dan Keagamaan*, 4(3), 247–264.
- Maulida, M. (2022). Manajemen Tenaga Pendidik di Institut Agama Islam Negeri (IAIN) Takengon. *Ta'dib*. <https://doi.org/10.54604/tdb.v11i1.28>
- Maulidayani, M., & Aswaruddin, A. (2021). Perencanaan Dalam Meningkatkan Kualitas Dan Performa Pada Lembaga Pendidikan Tinggi. *Education Achievement: Journal of*

- Science and Research*. <https://doi.org/10.51178/jsr.v2i1.376>
- Mukhlisoh, M. (2018). Manajemen Pendidik dan Tenaga Kependidikan di Madrasah Tsanawiyah Sunan Kalijaga Siwuluh. *Jurnal Kependidikan*. <https://doi.org/10.24090/jk.v6i2.1941>
- Munawwaroh, Z. (2017). Analisis Manajemen Risiko pada Pelaksanaan Program Pendidikan dalam Upaya Meningkatkan Mutu Pendidikan. *Jurnal Administrasi Pendidikan*.
- Muniroh, J., & Muhyadi, M. (2017). Manajemen pendidik dan tenaga kependidikan di Madrasah Aliyah Negeri Kota Yogyakarta. *Jurnal Akuntabilitas Manajemen Pendidikan*. <https://doi.org/10.21831/amp.v5i2.8050>
- Nurbani, N., & Puspitasari, H. (2022). Analisis Kebutuhan Pengembangan Media Pembelajaran Berbasis Android pada Mata Pelajaran Matematika di SMA. *EDUKATIF: JURNAL ILMU PENDIDIKAN*. <https://doi.org/10.31004/edukatif.v4i2.2357>
- Nursanti, I. (2018). Kinerja Pegawai, Komitmen Organisasi dalam Produktivitas Kerja Pegawai. *Jurnal Administrasi Pendidikan*. <https://doi.org/10.17509/jap.v25i2.15646>
- Pendidikan, M., Kesisteman, J., Kesisteman, K., Kesisteman, D. B., Fardinal, F., Ali, H., & Us, K. A. (2022). Mutu Pendidikan Islam: Jenis Kesisteman, Konstruksi Kesisteman dan Berfikir Kesisteman. *Jurnal Ekonomi Manajemen Sistem Informasi*.
- Pratiwi, S. N. (2020). Manajemen Strategi Sumber Daya Manusia Pendidikan di Era 4.0. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*. <https://doi.org/10.30596/edutech.v6i1.4403>
- Pujiastuti, E. (2021). Implementasi Manajemen Berbasis Sekolah dalam Peningkatan Mutu Pendidikan. *Syntax Literate; Jurnal Ilmiah Indonesia*. <https://doi.org/10.36418/syntax-literate.v6i2.2022>
- Radinal, W. (2021). Pengembangan Kompetensi Tenaga Pendidik di Era Disrupsi. *Jurnal An-Nur*.
- Rasu, Y. M. V, Katuuk, D. A., Rotty, V. N. J., & Lengkong, J. S. J. (2021). Pengembangan Profesional Tenaga Pendidik di Sekolah Menengah Kejuruan (SMK) Negeri 1 Manado. *Jurnal Bahana Manajemen Pendidikan*, 10(1), 117. <https://doi.org/10.24036/jbmp.v10i1.112137>
- Sanda, Y., Pitriyani, A., & Yesepa, Y. (2022). Manajemen Pendidik dan Tenaga Kependidikan dalam Peningkatan Mutu Perguruan Tinggi Keagamaan Katolik. *Jurnal Penjaminan Mutu*. <https://doi.org/10.25078/jpm.v8i1.765>
- Seman, S. C., Yusoff, W. M. W., & Embong, R. (2017). Teachers Challenges in Teaching and Learning for Higher Order Thinking Skills (HOTS) in Primary School. *International Journal of Asian Social Science*. <https://doi.org/10.18488/journal.1.2017.77.534.545>
- Septiani, D. E., & Wardhani, S. (2022). Analisis Kebutuhan Bahan Ajar Untuk Meningkatkan Keterampilan Pemecahan Masalah. *Diklabio: Jurnal Pendidikan Dan Pembelajaran Biologi*. <https://doi.org/10.33369/diklabio.6.1.87-92>
- Sujana, I. W. C. (2019). Fungsi dan Tujuan Pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*. <https://doi.org/10.25078/aw.v4i1.927>
- Suraijiah, S. (2015). Pengembangan Tenaga Pendidik dan Kependidikan di Negara Jepang dan Sudan. *Jurnal Ta'lim Muta'allim*. <https://doi.org/10.18592/tm.v3i6.492>

- Syaifullah, S. (2020). Kepemimpinan Kepala Sekolah Dalam Meningkatkan Tenaga Kependidikan Berbasis Kearifan Lokal di SMAN 3 Wera. *EDU SOCIATA (Jurnal Pendidikan Sosiologi)*. <https://doi.org/10.33627/es.v4i1.416>
- Tampubolon, H. (2015). Budaya Organisasi, Motivasi, dan Kinerja Guru di Sekolah Sebagai Dasar Pengembangan Tenaga Pendidik. *Prosiding Seminar Nasional Penguatan*
- Utama, E. P. (2015). Pengembangan Kapasitas Tenaga Pendidik dan Peran Lembaga Pendidikan Esen Pramudya Utama STAI An Nur Lampung Selatan. *STAI An Nur Lampung Selatan*, 86–98. [http://download.portalgaruda.org/article.php?article=483684&val=5887&title=Pe ngembangan Kapasitas Tenaga Pendidik dan Peran Lembaga Pendidikan](http://download.portalgaruda.org/article.php?article=483684&val=5887&title=Pengembangan%20Kapasitas%20Tenaga%20Pendidik%20dan%20Peran%20Lembaga%20Pendidikan)
- Utama, E. P. (2017). Pengembangan Kapasitas Tenaga Pendidik Dan Peran Lembaga Pendidikan. *Al-Idarah: Jurnal Kependidikan Islam*.
- Utomo, P. B., Purnomo, M. E., & Nazarudin, M. (2021). Studi Perencanaan Manajemen Sumber Daya Manusia Tenaga Pendidik di SD Islam Palembang. *Studia Manageria*. <https://doi.org/10.19109/studiamanageria.v3i1.6814>
- Yasin, I. (2021). Problem Kultural Peningkatan Mutu Pendidikan di Indonesia: Perspektif Total Quality Management. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*. <https://doi.org/10.54371/ainj.v2i3.87>
- Yunita, F., Khodijah, N., & Suryana, E. (2022). Analisis Kebijakan Profesionalisme Guru dan Dosen. *Jurnal Program Studi Pgmi*.