Strategy for the Development of Educators in Improving the Quality of Education at Madrasah Tsanawiyah Baitul Makmur Curup

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Abstract: In the midst of intense competition between educational institutions today, it is necessary to have a strategy for educational institutions to continue to exist and be of high quality. Every educational institution should have a strategy in efforts to develop educators, because this will have an impact on the quality of the institution. The facts obtained are that the strategies used in development efforts, especially educators, are still less than optimal, resulting in the low quality of an educational institution. This is certainly a concern for all of us, so it is necessary for us to find solutions to these problems. This research is a field research conducted at MadrSasah Tsanawiyah Baitul Makmur, Curup District, Rejang Lebong Regency. The approach used is a qualitative descriptive approach. Sources of data obtained through observation, interviews and documentation. The data is then tested for validity, and then analyzed through the process of data reduction, data presentation and drawing conclusions. The results showed that the development of teaching staff at Madrasah Tsanawiyah Baitul Makmur Curup was in the good category, but this needs to be improved. The development of educators at Madrasah Tsanawiyah Baitul Makmur Curup is carried out in several steps, including developing programs/planning, determining needs, determining targets, determining programs, identifying program implementation, implementing programs and evaluating program implementation. Meanwhile, the method of developing educators at Madrasah Tsanawiyah Baitul Makmur Curup

is on the job training, consisting of job rotation, training, guidance/counseling, job instructor training, demonstrations, and temporary assignments, while off the job training (Training outside of work), consisting of courses, education and training, workshops, seminars, Subject Teacher Consultations, and comparative studies. Thus, it is hoped that Madrasah Tsanawiyah Baitul Makmur can excel in all fields and be able to compete with other Islamic educational institutions.

Keywords: Educator Development Strategy; Education Quality

1. Introduction

The development of educational staff in an educational organization is absolutely carried out by the leadership of that institution. The definition of educational staff includes all personnel in an educational organization, especially teachers and employees.

Talking about human resources cannot be separated from schools, and the community in terms of planning, implementing, monitoring, and evaluating work programs carried out in schools. According to Law Number 14 of 2005 concerning Teachers and Lecturers Article 1 Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Warlizasusi, 2020).

In managing the development of education personnel, a leader or principal cannot be separated from the principles of management. According to James AF, Staner, management is "a process of planning, organizing, leading and controlling all organizational resources to achieve the goals set (Harun, 2013).

According to Mulyasa as quoted by a team of IAIN Curup lecturers, the success of education in schools is largely determined by the competence of teachers, as well as the success of the principal in managing the available education personnel in schools. The principal is one of the components of education that has an effect on improving teacher competence. The principal is responsible for organizing educational activities, school administration, fostering other educational staff, and utilizing and maintaining facilities and infrastructure. This becomes more important in line with the increasingly complex demands of the principal's task, which requires more effective and efficient performance support (Fathurrochman, 2019).

Whereas management of education personnel (teachers and personnel) includes planning for employees, procurement of employees, coaching and

development of employees, promotions and transfers, termination of employees, compensation, and employee appraisals. All of that needs to be done properly and correctly so that what is expected can be achieved, namely the availability of educational staff who are expected with their qualifications and abilities to carry out work properly and with quality (Mulyasa, 2002).

Made Pidarta defines management as the activity of combining educational resources so that they are concentrated in an effort to achieve predetermined educational goals (Pidarta, 1998). A principal should demonstrate independent organizational leadership by ensuring that the goals and objectives are known and accepted by all personnel. The main task that the principal performs with the teachers in his organization is to prepare a series of development guidelines and criteria (Irawan, 1997).

Education institution such as Madrasah Tsanawiyah will be able to achieve the goals as expected by the community if it is supported by several things such as the existence of quality and reliable infrastructure, funds and human resources. Educators are important in achieving the goals of an educational institution, because human resources as educators and education are the drivers of other resources.

Enhancementthe quality and competitiveness of educational institutions must be a top priority for institutional managers, especially at this time with the growth of many new institutions that provide various advantages that attract public interest with quality programs with various innovations and creativity of their human resources. The quality of the school will be the concern of the community who have been wanting quality education for their children, so it is hoped that after graduating and getting a diploma as proof of having completed studies from the institution and there are changes, both physically, spiritually and religiously.

Madrasah Tsanawiyah Baitul Makmur Curup is one of the Islam education institution in Rejang Lebong Regency which has a private status under the auspices of the Baitul Makmur Grand Mosque foundation which is chaired by the Regional Secretary of Rejang Lebong Regency. This foundation was founded on May 28, 2001, whose name has now changed to the Baitul Makmur Foundation. Madrasah Tsanawiyah Baitul Makmur Curup has accredited "A" status and has its address at Jl. S. Sukowati Curup.

This research was conducted to see the development of educators in Madrasah Tsanawiyah Baitul Makmur Curup from year to year.InIn this case, the author compares the existing data between 2018 and 2021.

Based onthe initial observations that the researchers did, the authors obtained data thatthere is an increase in the quality of educators in Madrasah Tsanawiyah Baitul Makmur Curup. In 2018, there were 3 educators who had taken a second-level education and in 2021 it increased to 5 people. Then there are 9 educators who have received certification in 2018 and in 2021 it will increase to 13 people. In terms of students, there has also been an increase, in 2018 there were 506 students and in 2021 there were 561 students (Observation, 2021).

Based on the author's initial interview with the Secretary of the Baitul Makmur Foundation, the management of the teaching staff at Madrasah Tsanawiyah Baitul Makmur Curup is classified as good with several strategies that they carry out, such as accepting honorary teachers through a strict selection process, giving rewards to outstanding teachers, and evaluation is carried out at the end of each semester through meetings (Herianto, 2021).

In terms of facilities and infrastructure, Madrasah Tsanawiyah Baitul Makmur Curup does not yet have adequate facilities and infrastructure. It can be seen from the limited study space, so they use the library, school hall and mosque as additional study space. However, the attractiveness and trust of parents in choosing the level of education at Madrasah Tsanawiyah Baitul Makmur Curup is relatively high. This can be seen from the number of students who register at the time of acceptance of new students, even though registration has been closed.

2. Methods

The method used in this research is qualitative research with the type of case study research which is then analyzed using comparative descriptive. According to Denzin and Licolin as quoted by Lexy J. Moleong explained that qualitative research is research that uses a scientific background with the aim of describing phenomena that occur and is carried out using various existing methods (Rumondor, 2019). Then, comparative descriptive analysis is a technique used to compare events that occurred when the author analyzed the incident and was carried out continuously (Moleong, 2010).

3. Results And Discussion

a. Steps for developing educators at Madrasah Tsanawiyah Baitul Makmur

PeThe development of human resources for educators at Madrasah Tsanawiyah Baitul Makmur is carried out in several steps, including (1) developing a program/development plan. The process of developing

educators at Madrasah Tsanawiyah Baitul Makmur is structured for long, medium and short-term programs and is generally programmed at the beginning of the learning year with various considerations related to needs, facilities, implementation and budget. (2) Determining the needs of Madrasah Tsanawiyah Baitul Makmur in determining the analysis of the development needs of educators by taking into account the following aspects (a) Number of educators at Madrasah Tsanawiyah Baitul Makmur, (b) Qualification of education for educators at Madrasah Tsanawiyah Baitul Makmur, (c) Suitability diploma with subjects, (d) Understanding of the 2013 curriculum, (e) The competence of educators at Madrasah Tsanawiyah Baitul Makmur includes pedagogical, personality, social and skill competencies, (f) Average teaching load of educators at Madrasah Tsanawiyah Baitul Makmur, (g) Self-development facilities at Madrasah Tsanawiyah Baitul Makmur, (h) Welfare of educators and education staff at Madrasah Tsanawiyah Baitul Makmur. (3) Setting targets as one of the steps to carry out development carried out at Madrasah Tsanawiyah Baitul Makmur with the aim of being a benchmark to determine the success or failure of the development program as well as material in an effort to determine the next steps such as program content and development methods to be used. (4) The establishment of the teaching staff development program at Madrasah Tsanawiyah Baitul Makmur is determined by two factors, namely the results of the analysis of determining needs and targets to be achieved. From these two factors, a development program was determined to be carried out as a follow-up to the implementation of the development program. (5) Identification of learning principles, Madrasah Tsanawiyah Baitul Makmur in identifying learning principles is intended as a benchmark for whether or not the learning principles applied in the development program are appropriate. By identifying the principles of learning, development will work well because of the use of appropriate learning principles. Good learning principles used for human resource development programs for educators and education personnel are participation, repetition, relevance, transfer and feedback. (6) The implementation of the human resource development program at Madrasah Tsanawiyah Baitul Makmur is actually carried out situationally, with an emphasis on calculating needs and interests, for example MGMP, Curriculum Workshops at the beginning of the school

year during school holidays, including training, Performance appraisal or supervision by the head of the madrasah or supervisory team. (7) Assessment of Implementation a development program can be said to be successful if there is a transformation process within the development participants, such as increasing ability in carrying out tasks, changing behavior at work, changing attitudes and work ethic. In implementing the program to obtain good results, an assessment of a program is needed to find out the results of the program being carried out successfully or not. For this reason, Madrasah Tsanawiyah Baitul Makmur when holding a program related to development, especially the development of its teaching staff, at the end of the implementation of the development program an assessment was held to find out the results obtained from the program. (7) Assessment of Implementation of a development program can be said to be successful if there is a transformation process within the development participants, such as increasing ability in carrying out tasks, changing behavior at work, changing attitudes and work ethic. In implementing the program to obtain good results, an assessment of a program is needed to find out the results of the program being carried out successfully or not. For this reason, Madrasah Tsanawiyah Baitul Makmur when holding a program related to development, especially the development of its teaching staff, at the end of the implementation of the development program an assessment was held to find out the results obtained from the program. (7) Assessment of Implementation of a development program can be said to be successful if there is a transformation process within the development participants, such as increasing ability in carrying out tasks, changing behavior at work, changing attitudes and work ethic. In implementing the program to obtain good results, an assessment of a program is needed to find out the results of the program being carried out successfully or not. For this reason, Madrasah Tsanawiyah Baitul Makmur when holding programs related to development, especially the development of its teaching staff, at the end of the implementation of the development program an assessment was held to find out the results obtained from the program.

b. Methods for developing educators

Madrasah Tsanawiyah Baitul Makmur developing human resources for educators and education staff with 2 programs, including: (1) **On The**

Job Training, using the (a) Job Rotation approach, involving the transfer of participants from one job to another. Sometimes from one placement to another that is planned on the basis of learning objectives. Job rotation can also be used as a new experience given to educators and education staff to improve professionalism. (b) Training must be linked to improving organizational performance. This occurs most effectively when a performance consulting approach is used. Performance consulting is the process by which a coach (internal and external to the organization) and the customer. (c) Guidance is carried out by means of participants having to do assignments under the guidance of senior officials and experts. Counseling is effective when the exercises are individualized and participants learn to do the work directly. (c) Job Instructor Training. To improve the professionalism of educators at Madrasah Tsanawiyah Baitul Makmur held several instructor trainings. Some educators attend job instructor training and then some of these people become instructors for educators as a whole. (d) Demonstration and giving to improve competence as a Madrasah Tsanawiyah Baitul Makmur in dealing with the 2013 curriculum by demonstrating how to do learning using LCD, so that the learning process is not boring, and this can develop the skills of educators in the learning process with facilities that are not separate. (e) Temporary Assignment, in the context of developing educators at Madrasah Tsanawiyah Baitul Makmur, the head of the madrasa gives temporary assignments to several educators according to the need to carry out certain tasks within a predetermined time, for example the head of the madrasa assigns tasks to educators to become mentors in the context of study tour of students, automatically the educator who gets the task will guide the students while on the trip as well as mentors in the context of writing scientific papers for students from the results of the study tour. (2) **Off The Job Training**. Using the (a) Course approach, namely the service of learning citizens in the form of knowledge, skills, mental attitudes, expertise, and skills that can be used to improve the quality of life and become provisions for earning a living and can be used to continue to a higher level of education in a short time. (b) Education, the development of educators in Madrasah Tsanawiyah Baitul Makmur is carried out in a formal and informal way. Formal development is carried out by means of educators being assigned to attend education and training, both those

carried out by organizations and those carried out by educational institutions. Informal development is carried out on the basis of their own wishes and efforts. (c) Workshops at Madrasah Tsanawiyah Baitul Makmur are usually held once every semester at the beginning of the semester during school holidays. The implementation of the workshop activities takes students vacation time and is carried out for 3-4 days. (d) Seminar is a meeting that has technical and academic objectives, with the aim of conducting a thorough study of a particular topic by solving a problem that requires interaction between seminar participants assisted by a professor or scholar. Seminar activities are also often attended by educators at Madrasah Tsanawiyah Baitul Makmur. (e) Subject Teacher Deliberation (MGMP) is a forum or forum for professional activities of teachers of similar subjects in the workshop or in each school which consists of two elements, namely subject teachers' meetings. (f) Comparative Study, Madrasah Tsanawiyah Baitul Makmur has conducted comparative studies in several schools. It aims to add insight and experience in order to improve the quality of madrasas. is a meeting that has technical and academic objectives, the purpose of which is to conduct a thorough study of a particular topic by solving a problem that requires interaction between seminar participants who are assisted by a professor or scholar. Seminar activities are also often attended by educators at Madrasah Tsanawiyah Baitul Makmur. (e) Subject Teacher Deliberation (MGMP) is a forum or forum for professional activities of teachers of similar subjects in the workshop or in each school which consists of two elements, namely subject teachers' meetings. (f) Comparative Study, Madrasah Tsanawiyah Baitul Makmur has conducted comparative studies in several schools. It aims to add insight and experience in order to improve the quality of madrasas is a meeting that has technical and academic objectives, the purpose of which is to conduct a thorough study of a particular topic by solving a problem that requires interaction between seminar participants who are assisted by a professor or scholar. Seminar activities are also often attended by educators at Madrasah Tsanawiyah Baitul Makmur. (e) Subject Teacher Deliberation (MGMP) is a forum or forum for professional activities of teachers of similar subjects in the workshop or in each school which consists of two elements, namely subject teachers' meetings. (f) Comparative Study, Madrasah Tsanawiyah

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c. Efforts to Improve Education Quality at Madrasah Tsanawiyah Baitul Makmur

Human resources as school managers consist of: (1) Principals, are teachers who have additional duties as school principals. (2) Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. (3) Administrative staff, facilities and infrastructure. The learning process is not only a component of teachers, participants and curriculum, the presence of educational facilities and infrastructure has become a must in achieving learning success (Hadiyanto, 2004). (4) Studentship, students as students are one of the inputs that determine the success of the educational process. Acceptance of students is based on clear, transparent and accountable criteria. (5) Finance (Financing Budget), one of the factors that influence the improvement of the quality and suitability of education is an adequate education budget. Schools must have sufficient funds to provide education. Therefore, school education funds must be managed transparently and efficiently. (6) The curriculum is the main substance component in schools. The basic principle of this curriculum is to strive for the learning process to run well, by measuring the achievement of goals by students and encouraging teachers to develop and continuously improve their learning strategies. (7) Organization, the organization of an educational institution, is a factor that can help to improve the quality of service and quality in educational institutions. Organizing is an activity that organizes and groups work into smaller and easier to handle parts. (8) The physical environment, study and work must be supported by the environment because the environment is very influential on the activities of teachers and students in learning activities. (9) The development of science or technology, in addition to teacher factors and other facilities related to the world of education, namely external factors in the form of developments in science and technology. Schools as a place to gain knowledge and function as a transfer of knowledge to students, are required to keep up with current developments in science and technology, in accordance with their teaching fields. (10) Regulations, In an effort to improve the quality of national

education and to produce superior quality human resources and to catch up in all aspects of life adapted to global changes and developments in science and technology, the Indonesian people through the DPR RI on June 11, 2003 have ratified the Law on National Education System a new one, as a replacement. (Law on National Education System Number 2 of 2009). (11) Participation or community participation in the world of education is expected to be the backbone, while the government is limited to providing references and guidance in the implementation of school activity programs. Community participation in the implementation of education also means empowering the community itself in participating in determining the direction and content of education (Suryadi, 2008). (12) Education Policy, One of the government's roles in improving the quality of education is decentralizing education. With this decentralization, various challenges for equity and improving the quality of education require a reorientation and improvement of the management system of education administration.

d. Strategies of educators in an effort to improve the quality of education at Madrasah Tsanawiyah Baitul Makmur

The following are some of the strategies used, including: (1) Serving sincerely, teachers must have the will to teach from a sincere heart for the sake of Allah. With that sincerity, what is taught to students will be conveyed well. (2) Work according to competence, the term the right man in the right place. A person must work according to the field he masters, and then the expected educational goals will be achieved. (3) Continuous self-development, a good educator is one who is constantly willing to learn, increase knowledge and abilities and become a person who continues to grow. PeThe development of educators and education staff at Madrasah Tsanawiyah (MTs) Baitul Makmur Curup also aims to develop several competencies that must be possessed by educators and education personnel, including: Development of Pedagogic Competence, Professional Competence, Social Competence, and Personality Competence. (4) Understanding the characteristics of students, the characteristics of students are certainly different, of course this must be realized by an educator. So he must understand and be able to approach each student. (5) Carrying out the vision and mission of the Madrasa, all educators must be in line with the vision and mission set by the Madrasa.

If it is in line, then the goal will be achieved. So it can be concluded that teachers have an important role in efforts to improve the quality of education.

e. Factors for developing educators

The development of teaching staff at Madrasah Tsanawiyah (MTs) Baitul Makmur Curup is strongly influenced by several factors, including: (1) High personality and dedication determine the success of educators and education staff in carrying out their duties which is reflected in their attitudes and actions in fostering and guiding students. (2) Professional educators and education staff are very important because their duties and roles are not only providing scientific information but also forming attitudes and souls that are able to survive in the era of hypercompetence. (3) The teaching ability factor of educators and education staff is a reflection of the mastery of educators and education staff over their competence. (4) The relationship and communication factors that occur in the work environment provide support for the smooth tasks of educators and education staff in madrasas. (5) The relationship factor with the community, the role of educators and education staff in supporting madrasa relations activities with the community can increase public understanding of the goals and targets that madrasas want to realize. (6) Discipline factor, a job will reap satisfying results for all parties if educators and education staff are able to obey the signs determined through the application of a disciplined attitude in carrying out their duties. (7) The welfare level factor, providing appropriate incentives as a form of improving the level of welfare of educators and education personnel.

4. Conclusion

Based on the description and analysis of the strategy for developing educators at Madrasah Tsanawiyah Baitul Makmur which has been explained in the discussion of research results, the following conclusions can be drawn: (1) The development of teaching staff at Madrasah Tsanawiyah Baitul Makmur is carried out with several steps and methods. The steps for developing educators are carried out with 7 (seven) steps, including, (a) Developing programs/development plans, (b) Determining Needs, (c) Determining Targets, (d) Determining Programs, (e) Identification of learning principles, (f) Program Implementation and (g) Program Implementation Assessment. While the method of developing educators is carried

out by 2 (two) methods, namely (1) On The Job Training, including: Job Rotation, Training, Guidance and Counseling, Job Instructor Training, Demonstration and Giving Examples, Temporary Assignments. (2) Off The Job Training, including: Courses, Education, Workshops, Seminars, Subject Teacher Deliberations, and Comparative Studies. The efforts made by Madrasah Tsanawiyah Baitul Makmur are believed to be able to assist in improving the quality of education.

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