

Policy Analysis Of Competency Development Of Educators And Education Personnel In Improving The Quality Of Education In Madrasah Tsanawiyah Nurul Jadid

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ABSTRACT

The focus of this research is on policy analysis of competency development of education personnel and education personnel in improving the quality of education in Madrasah Tsanawiyah Nurul Jadid. This research is a descriptive qualitative research with a case study approach, the purpose of this study is to be able to describe as a whole and thoroughly about the policy analysis of competency development of education personnel and education personnel in improving the quality of education in Madrasah Tsanawiyah Nurul Jadid. Data collection techniques used in this study were observation, interviews, and documentation studies. Research informants were principals, curriculum departments, teachers, and fifteen students as respondents. Data analysis techniques using Miles and Huberman data analysis consist of reducing data, presenting data, and drawing conclusions. The results of this study concluded that in the development of the competency of education personnel and education personnel in improving the quality of education there are several components, Preparing programs or development planning, determining needs, determining targets, determining programs, identifying learning principles, implementing programs, identifying benefits, assessing programs. While the methods used in the development of educators and education personnel use On The Job Training and Off The Job Training.

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1. INTRODUCTION

The development of educational personnel in an educational organization is absolutely carried out by the leadership of an institution. (Rosdianawati et al. 2022) Education personnel include all personnel in an educational organization, especially teachers and employees. (Radinal, 2021) Talking

about human resources cannot be separated from the school, 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, primary education, and secondary education. (Yunita, Khodijah, & Suryana, 2022) In order to realize the achievement of educational goals, teachers must become human resources (HR) which is the most important development priority. (Radinal, 2021) Today's increasingly fierce competition requires tenacity, patience, the ability to anticipate, speed and accuracy of thinking and acting in order to still play an active role in the educational process itself. In managing the development of educational personnel, a leader or principal cannot be separated from management principles. According to James A.F, Staner, management is a process of planning, organizing, leading and controlling all organizational resources to achieve set goals.

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 education personnel available in schools. (Utama, 2017) School principals are one of the influential components of education in improving teacher competence. (Maulida, 2022) The principal is responsible for the implementation of educational activities, school administration, development of other educational personnel, and utilization and maintenance of facilities and infrastructure. This becomes more important in line with the increasing complexity of the principal's task demands, which require more effective and efficient performance support. (Tampubolon, 2015) Meanwhile, education personnel management (teachers and personnel) includes employee planning, employee procurement, employee coaching and development, promotion and mutation, employee dismissal, compensation, and employee assessment. All of that needs to be done properly and correctly so that what is expected can be achieved, namely the availability of expected education personnel with qualifications and abilities to carry out work properly and qualified. (Suraijjah, 2015)

The development of education personnel is not a light task, because it is not only related to technical issues, but also covers a variety of very complicated and complex issues, both related to planning, funding and efficiency and effectiveness of education delivery Made Pidarta defines management as the activity of integrating educational resources to be centralized in an effort to achieve predetermined educational goals. (Kurniati, 2020) A headmaster should demonstrate free organizational leadership by ensuring that goals and objectives are known and accepted by all personnel. The main task that the principal performs with teachers in his organization is to prepare a series of outlines and development criteria. (Nursanti, 2018)

The reasons for the emergence of educational personnel development according to the author are: First, the knowledge of education personnel needs to be updated. The expiration of knowledge and skills of education personnel occurs when these knowledge and skills are no longer in accordance with 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 rights to employment. In society, there are still differences in rights in obtaining jobs, for example between men and women, between minorities and the majority; Fourth, The possibility of power transfer. There are always personnel who move to other institutions or quit for some reason.

Educational institutions such as Madrasah Tsanawiyah will be able to achieve goals such as what is expected by the community if supported by several things such as the existence of infrastructure, funds and quality and reliable human resources. Educators are important in achieving the goals of an educational institution, because human resources (educators and education) are the drivers of other resources. (Utomo, Purnomo, & Nazarudin, 2021) Improving the quality and competitiveness of educational institutions must be a top priority for institutional managers, especially today with the growth of many new institutions that provide various advantages that attract the interest of the

community with quality programs with various innovations and creativity of human resources they have. (Mukhlisoh, 2018) The quality of the school will be a concern for people who have been wanting quality education for their children, so it is expected 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.

2. METHODS

This research uses qualitative which is described descriptively with a case study approach, this research is expected to be described as a whole and comprehensively related to Policy Analysis of Competency Development of Educators and Education Staff in Improving the Quality of Education in Masrasah Tsanawiyah Nurul Jadid. Data collection techniques used in this study are observation, interview, and documentation study. Where observations are used to determine the steps taken related to the development of the competence of educators and education personnel in improving the quality of education in Masrasah Tsanawiyah Nurul Jadid. Interviews are used to obtain data directly with research informants, namely the Principal. Documentation is used to obtain good data with a research focus. This research in its data analysis uses qualitative data analysis techniques. Where in the view of Miles and Hubberman qualitative analysis consists of reducing data, presenting data, and drawing conclusions.

3. FINDINGS AND DISCUSSION

Based on the results of observations on the data that has been presented in the results of the study, the researcher elaborates the data based on relevant theories. This study focuses on the development of educators and education personnel in improving the quality of education in Masrasah Tsanawiyah Nurul Jadid Paiton Probolinggo, then the researcher describes several discussions as below:

3.1 Developing a Program or Development Planning

The process of developing educators at Madrasah Tsanawiyah Nurul Jadid is prepared 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. Madrasah Tsanawiyah Nurul Jadid in compiling educator human resource development programs is carried out in several steps, including performance analysis to see teacher performance in carrying out their duties, analysis of needs for development, and analysis of existing resources. So it can be concluded that Madrasah Tsanawiyah Baitul Makmur has done good planning in the process of developing educators to improve the quality of education.

Planning is part of school management is the most important factor in providing education and teaching in schools whose success is measured by graduate achievement (output), (Kasmawati, 2019) Therefore, in carrying out leadership, the system must think that in the implementation of education in schools, related components such as: teachers, TU staff, parents and the community, government, students, and others must function optimally which is influenced by policies and leadership performance. Effective management is management based on the pillars that regulate the division of labor, mechanisms, functions, authority structures and the range of supervision. Management is also the process of using resources effectively to achieve goals, responsible leadership officials or the running of the company or organization. (Fathurrochman, Adilah, Anjriyani, & Yudha Prasetya, 2022)

Planning is part of management which is an important factor in improving the quality of management in an institution, one of which is an educational institution or school. (Khaer, 2022) Without planning, management will not work well. Good management will begin with good planning which will be used as a basis for carrying out the next management function. According to Stoner as quoted by (Maulidayani & Aswaruddin, 2021) suggests that Management is the process of planning, organizing, directing, and supervising the efforts of members of the organization and the

use of other organizational resources in order to achieve the goals of the organization that have been set.

3.2 Determination of Needs

Education and Training needs analysis is an ongoing process of collecting data to determine what training needs exist, so that training can be developed to assist the organization in achieving its goals. (Pratiwi, 2020) Conducting a needs analysis is fundamental to the success of a training program. Often organizations develop and implement training without first conducting a needs analysis. (Septiani & Wardhani, 2022) These organizations will run the risk of ineffective Education and Training. A training needs analysis is used to determine whether training is an appropriate solution to workplace problems. (Nurbani & Puspitasari, 2022) Needs analysis is "an ongoing process of data collection, to determine what training needs exist, so that what training can be developed to help the organization achieve its goals" Training is often viewed as a distraction and as an expensive activity, rather than as a tool to improve the organization's bottom line.

The first and foremost step in the design of an Education and Training program is the Education and Training Needs Assessment (TNA) activity. (Yaseen et al., 2020) Education and Training needs analysis is closely related to Education and Training planning. Planning is best preceded by identification of needs. 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 abilities possessed by employees. (Gyeltshen, Kamnuansilpa, Crumpton, & Wongthanavas, 2021)

Education and Training is considered an important factor in improving employee performance, processes and organizations, it is widely recognized. (Asrulla, 2022) But the problem is that much of the Education and Training organized by an organization does not or does not meet the real needs. For example, what is needed is actually training B but what A does, as a result of which the investment invested through Education and Training is less visible results. The fact that often happens is also that at the opening of Education and Training, participants do not reach the predetermined allocation amount even until 3 days after the opening there are still less Education and Training participants. This indicates that the Education and Training has experienced saturation or the Education and Training material is not in accordance with the needs of Education and Training participants.

In implementing the development of educators and education personnel of Madrasah Tsanawiyah Nurul Jadid in determining or analyzing the development needs of educators by taking into account aspects, Number of educators in Madrasah Tsanawiyah Nurul Jadid, Educational qualifications for educators in Madrasah Tsanawiyah Nurul Jadid, Suitability of diplomas with subjects, Understanding of the 2013 curriculum. The competence of educators in Madrasah Tsanawiyah Nurul Jadid includes pedagogic, personality, social and skill competencies. The average teaching load of educators in Madrasah Tsanawiyah Nurul Jadid, Self-development facilities in Madrasah Tsanawiyah Nurul Jadid, Welfare of educators and education staff in Madrasah Tsanawiyah Nurul Jadid. So that the development carried out by Madrasah Tsanawiyah Nurul Jadid really prioritizes needs through in-depth analysis.

3.3 Goal Setting

Target determination as one of the steps to carry out development is carried out at Madrasah Tsanawiyah Nurul Jadid with the aim of being a benchmark to determine the success or failure of the development program and as material in an effort to determine the next steps such as the content of the program and the development method to be used. The objective of this development program is to improve the technical, theoretical, conceptual and moral abilities of educators and education staff in accordance with 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 things, Identify national policies and curricula, Study education policies and national curricula that apply in the country. Understand the goals and standards set by the government regarding education. (Iskandar, 2021) This will help in setting goals that are in line with the national framework. Learn the characteristics of learners, Understand well the characteristics of learners, such as age, level of development, socio-economic background, culture, and special needs. Identify their needs and potentials as well as challenges that may be faced in the teaching-learning process. (Seman, Yusoff, & Embong, 2017) Perform a needs analysis Perform an in-depth analysis of your learners' educational needs. Review existing data and information, such as test results, observations, or interviews with students and parents. Identify areas where learners are experiencing difficulties or need improvement.

Set educational goals Based on needs analysis, set specific, measurable educational goals. These goals should include academic, social, emotional, and skill aspects that learners want to achieve. For example, improving students' reading skills, improving problem-solving skills, or improving collaborative skills. Adjust to the vision and mission of the educational institution, Make sure the educational goals set are aligned with the vision and mission of your educational institution. The educational goals should reflect the values that want to be instilled in the learners and achieve the long-term goals of the educational institution. (Sujana, 2019) Consider sustainability, Pay attention to sustainability aspects in setting goals. Goals should be realistic and achievable within the specified time frame taking into account resources, faculty, and other relevant factors. In addition, ensure that there is a follow-up plan to continue and strengthen the achievement of future goals. Use data and evaluation: Leverage evaluation data and results to track learners' progress against set goals. Conduct periodic evaluations and use the information to tailor educational programs and activities. A continuous evaluation process will help you see the impact and effectiveness of the goals set. Collaboration with stakeholders: Involving teachers, parents, and other relevant parties in the determination process.

3.4 Program Assignment

The determination of the educator development program at Madrasah Tsanawiyah Nurul Jadid is determined by two factors, namely the results of the analysis of determining the needs and targets to be achieved. From these 2 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 planner. In the institution of Madrasah Tsanawiyah Nurul Jadid who plan the program is 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 involved in the preparation of the program of course in accordance with their work programs based on their respective professions and expertise.

From each division in the institution planning work programs is still in the general picture, not in the form of activities or in 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 structural ranks that are more directed towards the VISION and MISSION. All outlines of the direction of the institution will be implemented by all departments involved in the preparation of the program, because it is a joint responsibility from the principal to the structural section below to monitor, evaluate and hold accountable.

The principal and his sections will describe a general program overview 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 of the sections below and the implementation of the work plan coordinates and consults with the principal. All activities will be accountable to the school.

3.5 Learning Insip Identification

Madrasah Tsanawiyah Nurul Jadid in identifying learning institutions is intended as a benchmark for whether or not learning institutions are applied in the development program. By identifying learning insip development will run well because of the use of appropriate learning insip. Good learning principles used for human resource development programs of educators and education personnel are participation, repetition, relevance, transfer and feedback. The development of educators in Madrasah Tsanawiyah Nurul Jadid related to learning insip is very helpful to develop their human resources. Human resources of an institution can be considered to develop can also be seen from a conducive, active, creative and innovative learning process.

3.6 Program Implementation

The implementation of the human resource development program in Madrasah Tsanawiyah Nurul Jadid is actually carried out situationally, with an emphasis on calculating needs and interests. For example, MGMP, Curriculum Workshop at the beginning of each school year during school holidays, including training, performance appraisal or supervision by the head of the madrasah or supervisory team. In improving, developing and forming qualified educators, it is necessary to make various efforts through coaching, education and training. These three efforts are interrelated, but training essentially contains elements of coaching and education. According to (Munawwaroh, 2017) Operationally, training is a process that includes a series of actions or efforts that are carried out deliberately in the form of providing assistance to prospective workers by coaching professionals in a certain unit of time aimed at improving the work ability of participants in certain fields of work in order to increase effectiveness and productivity in an organization.

In the National Education System Law No. 20 of 2003, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and State. While training according to (Luqman, Mei Indrawati, & Utari, 2021) is a part of education that concerns the learning process to acquire and improve skills outside the applicable education system in a relatively short time with methods that prioritize practice over theory. These skills include understanding physical skills, intellectual skills, social skills, managerial skills, etc. (Maiza & Nurhafizah, 2019) Training can be briefly defined as an activity to improve current and future performance. Based on the above opinion, it can be concluded that training serves to produce professional and skilled labor. The training is needed as a vehicle for coaching ready-made and qualified prospective workers.

3.7 Identify Benefits

Benefits identification is intended to find out what are the benefits or uses of the development program that has been implemented. This goal will later become a benchmark for the assessment of the program and how the follow-up will be the decision of the organization or educational institution. (Hidayat, 2020) Head of MTs Nurul Jadid has identified the benefits of the educator development program, such as whether the program is in accordance with what has been planned, whether it is beneficial for organizations or educational institutions.

3.8 Program Implementation Assessment

The implementation of a development program can be said to be successful if in the development participants there is a transformation process such as, increasing the ability to carry out tasks, changing behavior at work, changing attitudes and work ethic. (Hanafi & Norliah, 2016) In the implementation of the program to obtain good results, an assessment of a program is needed to determine the results of the program carried out successfully or not. For this reason, Madrasah Tsanawiyah Baitul Makmur when holding programs related to development, especially the

development of educators owned, at the end of the implementation of the development program, an assessment was held to find out the results obtained from the program.

3.9 Educator Development Methods

Madrasah Tsanawiyah Nurul Jadid develops human resources educators and education personnel with 2 programs, including:

1. On The Job Training

- a. Position Rotation

Job rotation involves the movement of participants from one job to another. Sometimes from one placement to another it is planned on the basis of learning objectives. Position rotation can also be used as a new experience given to educators and education staff to improve professionalism. It can be concluded that position rotation is very beneficial for educators and education staff because participants will get a broad picture of various types of work, develop cooperation between employees, facilitate adjustment to the workplace environment.

- b. Training

Training should be linked to improving organizational performance. This happens 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 customers. There are several reasons why Madrasah Tsanawiyah Nurul Jadid pays attention to improving the competence of educators through training. First, educators need new knowledge and skills, Second. Educators must understand the learning process, learners and understand the importance of various experiences and knowledge with others, Third. Educators are prepared to be able to face education in the present and the future.

Based on research data, it was revealed that the training program was planned, the training program plan began at the beginning of the school year and when compiling the work program, and was presented at work meetings. We also ask for input from all relevant parties on how appropriate and appropriate training is for all educators and education personnel.

- c. Guidance or Counseling

Guidance or counseling is carried out by means of participants must do assignments guided by senior officials / experts. Counseling is effective when the exercises are individualized and participants learn to do their work directly.

- d. Job Instructor Training

To improve the professionalism of educators at Madrasah Tsanawiyah Baitul Makmur held several instructor trainings. Some educators to attend job instructor training then some of these people become instructors for educators as a whole.

- e. Demonstration and Sampling

To improve competence as a Madrasah Nurul Jadid in facing the 2013 curriculum held a demonstration of how to conduct learning using LCD, so that the learning process is not boring, and this can develop educators' skills in the learning process with facilities that are not separate. It can be concluded that with this method the trainer must give an example or demonstrate how to do work / how to work a tool or machine. Very effective because participants get theory and practice directly so as to facilitate the transfer of lessons besides that this method also does not require separate facilities.

- f. Temporary Assignment

In order to develop educators in Madrasah Tsanawiyah Nurul Jadid, the head of the madrasah gives temporary assignments to several educators according to the needs to

carry out certain tasks within a predetermined time, for example the head of the madrasah assigns the task to the educator to be a guide in the context of student tour studies, automatically the educator who gets the task will guide students when on the way or guide in Framework for writing scientific papers of students from the results of tour studies.

2. Off The Job Training

a. Course

Course is a learning citizen service in the form of knowledge, skills, mental attitudes, expertise, and skills that can be used to improve the quality of life and become a provision 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 Nurul Jadid is carried out in formal and informal ways. Formal development is carried out by means of educators assigned to participate in education and training both carried out by organizations and forced by educational institutions. Informal development is carried out on the basis of one's own desire and effort. Madrasah Tsanawiyah Nurul Jadid gives flexibility and appreciation to educators to continue their education in order to develop their abilities so that they can work professionally and better.

c. Workshop

Workshops at Madrasah Tsanawiyah Nurul Jadid are usually held once a semester at the beginning of the semester during school holidays. The implementation of workshop activities takes vacation time for students and is carried out for 3-4 days.

d. Seminar

A seminar is a meeting that has technical and academic purposes to conduct a thorough study of a particular topic by solving a problem that requires interaction among seminar participants assisted by a professor or scholar. Seminar activities are also often attended by educators at Madrasah Tsanawiyah Baitul Makmur.

e. MGMP

MGMP (Subject Teacher Deliberation) is a forum or forum for professional activities of teachers of similar subjects in the studio or in each school consisting of two elements, namely subject teacher deliberation. The MGMP program has been carried out by teachers of Madrasah Tsanawiyah Nurul Jadid in order to improve their professionalism.

f. Comparative Study

A comparative study was conducted by Madrasah Tsanawiyah Nurul Jadid. This aims to add insight and experience to improve the quality of madrasah.



Gambar 1: Educator Development Methods

From some of the explanations above, it can be concluded that the development of educators of madrasah tsanawiyah nurul jadid is carried out by two methods, namely on the job training and off the job training. Human resource development of educators and education personnel included in on the job training includes: position rotation, training, guidance counseling, job instructor training, demonstration example, and temporary assignment, while those included in the off the job training method include: courses, education, workshops, seminars, mgmp and study banding. This is based on the theory developed by hani handoko that educator development training is divided into two, namely off the job training and on the job training

CONCLUSION

Based on the results and discussion above, that the development of educators and education personnel in improving the quality of education is in order to be able to optimize learning in educational institutions, so that the objectives of learning development and mentoring can be achieved optimally, educational institutions need to implement the development of educators so that they have the ability to optimize teaching, implementation of educator and personnel development Education has several components, namely: Preparing programs or development planning, determining needs, determining targets, determining programs, identifying learning principles, implementing programs, identifying benefits, assessing programs. The novelty of this study focuses on previous research that has not explained coherently in developing educators and education staff, so that in this study it is explained to hear various forms of development models in improving quality in Madrasah Tsanawiyah Nurul Jadid so that beloved educators and qualified education staff so that with that they can create good quality education. This research only focuses on the development of educators and education in improving the quality of education with the perspective of various Development Models, this research can be used as a reference for further research related to educator and educational development models in educational institutions.

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