

# Management Models of Educators and Educational Staff in Improving the Quality of Education

*(Case Study at SMAN 3 Medan, SMAN 2 Lubuk Pakam, SMA Unggul CT Foundation Deli Serdang, and SMAN 1 Perbaungan)*

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**Abstract**— The purpose of this study is to determine the management models of educators and educational staff in improving the quality of education in senior high school. The study is based on qualitative research method. The data is obtained based on observations, interviews, and documentation. The research has drawn the following result; this study consisted of 264 senior high school teachers, and 219 teachers (89%) had assessment characteristics in either category, teachers taught using learning tools (lesson plans, syllabus, annual programs, semiannual programs) that were complete and taught based on each others expertise. From the result, it was concluded that improving the education quality in senior high school of Medan had fulfilled the standards of educators and educational staff.

**Keywords**—*Educators, Educational Staff, Education Quality*

## I. INTRODUCTION

The quality of national education is measured through the achievement of all National Education Standards, including standards for content, process, graduation competence, educators and education personnel, facilities and infrastructure, management, financing and education assessment. The issue of the quality of education is an issue that is always warm and interesting to be discussed and studied. The issue of the quality of education is in line with the demands of development and change. A change requires the role of the agent of change in generating renewal ideas and managing the change. The figure of an internal agent of change in educational institutions is the existence of a leader who runs the leadership effectively, namely leadership that is able to manage all the resources in the institution. He leads towards the expected vision and mission. Especially human resources, as educators (teacher) and educational staff who are suspected loaded with various problems, including issues of qualifications, professional development and development, as well as performance that is in need of attention. Direction and guidance that is intensive and sustainable so that they are truly able to carry out all tasks, functions, and responsibilities with professional, in line with the demands of the required standards of educators and educational staff.

Stated that there are three determinants of the quality or quality of education, namely "(1) people (educators), (2)

programs (curriculum) and (3) institutions (leaders)". Effective educational leadership is predicted to be able to realize the standards of educators and education staff, and it will further support efforts to improve the quality of education [1]. Accountability for the implementation of standards of educators and education personnel in state senior high schools is the standard of educators and educational staff in relation to their number and qualifications. To improve the quality of teachers, it is advisable to actively attend seminars, workshops, and training. Educational development strategies are not only based on input oriented, but also must pay more attention to educational process factors. The role of the government through the education office is expected to conduct an analysis of teacher needs every year, and improvement of school infrastructure, according to their individual needs.

Reality in the field are the factors to be highlighted and considered by the government and policy makers are making changes in terms of the program (curriculum changes) without coupled with efforts that are aligned and balanced with efforts to improve people (educators and education staff), as well as education management (by the leadership of the institution). The program (curriculum) has changed, but the people who will run it, and manage the implementation of the program (curriculum) are not well organized and managed. Finally, the determined program (curriculum) is not able to be implemented optimally as expected, because it is not accompanied by equal competence of educators and educational staff, and also it is not supported by good management. For example, the absence of intensive and continuous monitoring or control of efforts program implementation (curriculum) is sustainability.

According to Government Regulation of the Republic Indonesia Number 17 Year 2010 Educators have the duty and responsibility as professional educators to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education. Educators will deal directly with the students, but he still needs the support of other educational staff, so he can carry out their duties properly. That is reason educators and educational staff have

the same important role and position in the context of the organization of education (learning). Basically, both educators and educational staff have the same role and task, namely carrying out various activities that lead to the creation of ease and success of students in learning.

According to Law No. 20 of 2003 concerning the National Education System article 39 paragraph 2, educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community service, especially for educators at tertiary institutions. Specifically the duties and functions of teaching staff (teachers and lecturers) are based on Law No. 14 of 2007, which is as an agent of learning to improve the quality of national education, developers of science, technology, and arts, as well as community service [2].

By visiting four senior high schools domiciled in City of Medan on Deli Serdang Regency and Serdang Bedagai Regency, namely: SMAN 3 Medan, SMAN 2 Lubuk Pakam, SMA Unggul CT Foundation Deli Serdang, and SMAN1 Perbaungan on 6 and 7 March 2019, it is known that educators and education personnel in SMAN3 Medan, SMA Unggul CT Foundation Deli Serdang, and SMAN 1 Perbaungan are in accordance with the specified standards whereas in SMAN 2 Lubuk Pakam is still far from what is expected both from in terms of educators or educational staff. Because there are still many educators and educational staff who do not carry out their duties and responsibilities in accordance with predetermined regulations.

Based on the above problems, the authors conducted a study with the topic "Improving the quality of education through the standards of educators and educational staff in Senior High School of North Sumatra".

## II. LITERATURE REVIEW

The study has a relationship between the ability of teachers to the ability of students to explain that the existence of teachers to shape the nation's character is also very strong. The strong role of the teacher indicates the need for teachers with good competence, in accordance with competency standards. Teacher competency standards are fully developed from four main competencies, namely pedagogical, personality, social, and professional competencies [3]. The fourth competency integrated in teacher performance. The limited supply of competent educators that is evenly distributed in all provinces and districts or cities is caused by the limited access of the central government to the management of teaching staff. The central government actually knows the exact condition of the needs of educators in each district or city, but unfortunately is not able to do mutations between regions. Efforts to improve the management of educators and education staff are based on the quality of teachers and educators who have not been optimally carried out. The provision of competent educators has not been evenly distributed in all provinces, districts and cities which includes the fulfillment of educators from primary to secondary education levels. Maisyaroh and Suryani said

that in the learning system, educators should apply basic teaching skills with varying degrees of accuracy. To improve these basic skills, educators need to practice continuously so that the learning process can run effectively & efficiently. Some teaching skills that need to be mastered by educators include: opening and closing lessons, explaining skills, asking questions, strengthening skills, variations in teaching skills, and classroom management skills [4].

## III. METHODOLOGY

This study used qualitative research methods chosen based on the consideration of the data extracted, describing complex social situations in such a way as to become concrete social phenomena. According to Arsenalt and Aderson "qualitative research is a form of inquiry that explores phenomena and order and uses multiple methods in analyzing, interpreting, understanding, explaining and giving meaning to them" [5]. Then look for, study, analyze, logically, and scientifically describe mathematical descriptions of a phenomenon using various methods to interpret an object. Its characteristics use qualitative research using many methods or the use of diverse methods to reveal data from various sources, enrich the form and substance, reveal in depth phenomena.

The method used in this research is qualitative research with a kind of naturalistic approach. Used to determine the management model of educators and high school education personnel in North Sumatra in improving the quality of education. The problems that will be revealed in this study are: how the management of educators and educational staff used by : SMAN 3 Medan, SMAN 2 Lubuk Pakam, SMA Unggul CT Foundation Deli Serdang, and SMAN 1 Perbaungan in improving the quality of education.

## IV. RESULTS AND DISCUSSION

### 4.1 RESULTS

Management of teaching and educational staff is an activity that must be carried out starting from the teaching and education staff entering the educational organization until finally stopping. The objectives of management models of educators and educational staff Personnel in general are: (1) enabling organizations to obtain and retain skilled, trustworthy, and highly motivated workforce, (2) increase and improve the capacity possessed by leadership staff, (3) develop work systems with high performance which includes rigorous recruitment and selection procedures, compensation systems tailored to performance, management development and training activities related to organizational and individual needs, (4) developing high-commitment management practices that recognize that educators and educators are stakeholders valuable internal relations and help develop a climate of cooperation and mutual trust, and (5) create a harmonious work climate.

The management of educators and educational staff in the four schools visited has begun to show an improving trend

compared to previous years. Certification and provision of benefits as a tool to boost the welfare of educators began to run, although there are still some shortcomings. One drawback is occurred in SMAN 2 Lubuk Pakam High School, there are still many educators who teach not according to their majors because the hours according to their majors have been taken by certified teachers. This situation is certainly contrary to the policies set by the government.

Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community service, especially for educators at tertiary institutions. While the educational staff are tasked with carrying out administration, management, development, supervision, and technical services to support the education process in the education unit. Efforts to optimize the performance of educators and education personnel are commonly referred to as management educators and education personnel.

This can be seen in SMAN3 Medan, SMAN2 Lubuk Pakam, and SMAN 1 Perbaungan, where the School Principal collaborates with PKS 1, PKS 2, and PKS 3 to coordinate teachers in terms of training and education so that they can add knowledge into their fields. SMA Unggul CT Foundation also does the same thing, but because this school is a private school, coordination of the foundation is also included.

Improving the quality of education through the standards of educators and education personnel is done through five things, namely:

(1) Optimizing the role of national education which functions to develop abilities, shape the character and nation of the nation, and be realized in an atmosphere of learning and learning process so that students actively develop their potential. This can be seen in SMAN 3 Medan, and SMAN 2 Lubuk Pakam, and SMAN 1 Perbaungan, School principals collaborating with PKS 1, PKS 2, PKS 3 to coordinate teachers in terms of training and education so that they can add knowledge into their respective fields. SMA Unggul CT Foundation also does the same thing, because this school is a private school, the coordination of the foundation is also included in it. (2) The character of the nation formed in education requires exemplary education from educators and education staff. This can be seen in the formation of student character in the four schools studied, namely: SMAN 3 Medan, SMAN2 Lubuk Pakam, SMA Unggul CT Foundation, and SMAN 1 Perbaungan. (3) Guidance of educators and education staff is carried out from the beginning of education in the LPTK. This was also seen in SMAN 3 Medan, SMAN 2 Lubuk Pakam, SMA Unggul CT Foundation, and SMAN Negeri 1 Perbaungan. (4) Because it is different from teaching material that is mastery, as well as the performance content of a competency, the character of the nation is developmental. Development of educational material requires a fairly long and mutually reinforcing educational process between learning activities and other learning activities, between learning in class and curricular activities at school and outside school, at SMAN 3 Medan and SMAN 1 Perbaungan applying life skill

learning every afternoon which is guided by teachers in their respective fields to support student learning practices in the classroom, the SMA Unggul CT Foundation implements this since students sit in the first semester, students are divided into several team work and each weekend will be directed to learn to make a variety of processed foods or other training skills. Supervised and guided by competent educators, and in each holiday students are directed to work to foster their entrepreneurial spirit. Whereas SMAN 2 Lubuk Pakam did not implement this. and (5) The curriculum is the heart of education and means that broad knowledge horizons are not narrow.

The existence of standards set by the government regarding educators and educational staff is certainly due to the high expectations that are instilled by the government in educational institutions. Moreover, the existence of teachers certainly cannot be separated from the existence of educational staff, because the two will be interdependent. The research findings are presented in the following table;

TABLE 1. RESEARCH FINDINGS ARE PRESENTED

School Name	Number of Teachers	Fulfilling Criteria	Percentage (%)
SMA Unggul CT Foundation	36	36	100%
SMAN 3 Medan	99	89	90%
SMAN 1 Perbaungan	68	58	85%
SMAN 2 LubukPakam	61	36	60%

From the table above it is known that: (1) SMA Unggul CT Foundation 100% educators (teachers) have good quality categories, all teachers teach using learning tools (Lesson Plan, Syllabus, Annual Program, Semiannual Program) which are complete and teach based on their expertise respectively. (2) SMAN 3 Medan, 90% of educators (teachers) have good quality categories, teachers teach using learning tools (Lesson Plan, Syllabus, annual Programs, Semiannual Programs) that are complete and teach based on their respective expertise. (3) SMAN 1 Perbaungan 85% of educators (teachers) are of good quality, teachers teach using learning tools (Lesson Plan, Syllabus, Annual Program, Semiannual Program) that are complete and teach based on their respective expertise. (4) SMAN 2 Lubuk Pakam 60% of educators (teachers) have a poor quality category, because there are still many teaching teachers who have not used the complete learning tools (Lesson Plan, Syllabus, Annual program, Semian Program) but teaching is based on their respective expertise .

4.2 DISCUSSION

The principal as a leader has a significant contribution to the development of the school. School development can be seen from the performance of the professional headmaster, and

the principal is able to utilize the available resources effectively and efficiently. From the roles and duties of various school principals, the principal is faced with the challenge of carrying out a planned and orderly and continuous education in developing the quality of education. This efforts made by the principal with the aim to develop the quality of education in schools through the implementation of school programs. The quality of education is dynamic and can be examined from various perspectives.

Based on the results of research that conducted at four senior high schools namely: SMAN 3 Medan, SMAN 2 Lubuk Pakam, SMA Unggul CT Foundation Deli Serdang, and SMAN 1 Perbaungan, there are 264 teachers known and who have complete learning tools and do their jobs professionally as many as 219 people (83%). Strategies undertaken by school principals to achieve and improve the quality of education are: (1) fulfillment of school infrastructure. (2) determination of assessment standards, carried out by the principal in improving the quality of education, the achievement of quality is seen from the results obtained from the results of academic and non-academic values. (3) direction to teachers and students in teaching, this is done by the principal by visiting class which aims to see how the teaching process is carried out by teachers and students, besides the principal gives motivation to students to continue increase interest in learning at school. (4) improving teacher professionalism, and (5) conducting special training for students.

Principals carry out strategies in accordance with their functions, to achieve the quality to be achieved. The function of the principal as the leader of education has a very large role for the advancement of the quality of education in schools, the function of the principal is; “(1) helping teachers understand, choose, and formulate educational goals. (2) mobilizing teachers, employees, students, and community members to make education programs successful in schools. (3) routinely evaluating the teacher's performance in teaching in the classroom in order to increase students' motivation in receiving lessons in the classroom” [6].

The planning of education quality support programs is carried out by the principal together with teachers, employees, and parents of students. The principal together with the teacher and staff gather first in a forum to analyze what programs are needed by the teacher and students in the school. For this reason the principal together with his staff and all coordinators to choose what programs will be run by the school in supporting the quality of education. The steps in compiling program planning in senior high school where the researcher examines other things: (1) holding a meeting to discuss the program that will be carried out by the school at the beginning of the new school year led by the school principal, specifically the problem of completeness of teacher learning devices when teaching in the classroom (2) form a team and coordinator responsible for managing the programs that have been distributed respectively, to be able to help the principal in coordinating existing programs, (3) coordinating the principal with all his staff along with all coordinators to determine the program supporting the quality of education in

schools, (4) program socialization to parents of students, by discussing the allocation of program implementation and allocation of costs needed to implement the program, (5) making improvements and updates related to school facilities in accordance with the funds owned by the school, (6) asking for participation from people parents to participate in the implementation of school work programs both material and nonmaterial.

## V. CONCLUSION

National Educator and Educational Staff Standards (NEESS) are determined to maintain the quality of education or outputs of educational outcomes. High quality and superior human resources and up to date skills can only be produced from the quality education. A good education will be determined by how good the education staff are too. The issue of the quality of education is in line with the demands of development and change. A change requires the role of a renewal agent in generating renewal ideas and managing change. In this study, from the four senior high schools studied by the researcher, namely: SMAN 3 Medan, and SMAN 2 Lubuk Pakam, SMA Unggul CT Foundation, and SMAN 1 Perbaungan, there were 264 teachers identified and who had complete learning tools and and perform their duties professionally as many as 219 people (83%). From the research conducted it was concluded that in improving the quality of education at SMAN 3 Medan, SMAN 1 Perbaungan and SMA Unggul CT Foundation had fulfilled the standards of educators and educationa lstaff, while SMAN 2 Lubuk Pakam still needed a lot of improvement to fulfill the standards of educators and educational staff.

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