



Management of Educators in Improving the Quality of Education at the Junior High School Level in Magetan Regency

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Abstract. One of the educational factors that needs to be considered in Indonesia is the quality of education. This is due to the fact that educational quality influences many factors, including student competitiveness, graduate quality, and competition in educational quality for both places. Good educator management is one of the sources of high-quality education. As a result, educator management must be considered and strived to be carried out as optimally as possible. Good educator management is expected to improve the quality of education in an educational institution and to have an impact on the quality of education in a country. According to the study's findings, management of teaching staff in Magetan has been going well, and efforts have been made to implement it as effectively as possible.

Keywords: Management · Educators · Quality · Education

1 Introduction

Human Resources have an impact on the educational institution's educational quality. Educators are referred to as human resources in this context. According to Hakim, one of the most important factors in educational quality is the professionalism of educators [1]. Professional educators can effectively teach students despite resource and environmental constraints. Quality is a measure of what can be expected from a product or service for existing customers. Quality encapsulates the fundamental nature of goodness, beauty, and truth [2]. Based on this explanation, it is possible to conclude that education, teaching staff quality, and educational quality cannot be separated and have become an interconnected and mutually sustainable unit. To enhance the quality of education, the process of giving it must be accompanied by qualified teaching staff that is both sufficient and professional. Regarding education in Indonesia, one of the issues of concern is educational quality. Education quality is one type of assessment that is the outcome of the preceding implementation process for education, along with other components that are involved in the process of giving education, such as instructors.

A good management process from the principal or from superiors regarding the management process carried out for educators to produce professional educators is required

in order to actualize professional educators. To make it easier for human activities to perform their duties or labor, management is a plan, division of tasks, or classifications carried out according to their particular fields or qualifications. Hakim explains that educator management is the process of planning, organizing, leading, and controlling educators and educator's resources to achieve educational goals, educate the nation's life, and develop whole people, specifically humans who believe, fear God Almighty, are virtuous, are knowledge, skilled, physical and spiritual health, a strong, independent personality, a strong, independent character, and responsible to society and the nation [1]. On the basis of this viewpoint, it is clear that the management procedure used for educators is crucial. This is so that the administration of educators can raise Indonesia's educational standards. The management of educators must be done with a rigid and distinct division of duties.

Some of Indonesia's educational issues have to do with the teachers. Indonesia need instructors that are competent and experienced. One of the regions of East Java Province, Magetan Regency, has issues with education, particularly those involving teachers at the junior high school level. The ratio of junior high school pupils to teachers at a certain school is the source of the issue. According to Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers Article 17 paragraph (1), Permanent Teachers who hold Educator Certificates are eligible for professional allowances if they work in educational units with a minimum student-to-teacher ratio of 15:1 or higher for TK, RA, or equivalent; 20:1 for elementary school; 15:1 for MI; or SC for junior high [3].

The ratio of teachers to students in a number of locations within Magetan Regency does not meet the minimal ratio restriction, which has an effect on the professional allowance of teachers, according to the data received. Poncol District, with a ratio of 1:11.7, Parang District, with a ratio of 1:14.2, Lembeyan sub-district, with a ratio of 1:9.6, Takeran District, with a ratio of 1:13, District Nguntoronadi, with a ratio of 1:12.1, Kawedanan sub-district, with a ratio of 1:11.2, and Magetan sub-district, with a ratio of 1:16.4 are areas that have, Ngariboyo Sub-district has a ratio of 14.1; Plaosan Sub-district has a ratio of 1:12.4; Sidorejo Sub-district has a ratio of 1:8.3; Panekan Sub-district has a ratio of 1:13.7; Sukomoro Sub-district has a ratio of 1:0.9; Bendo Sub-district has a ratio of 1:11.5; Maospati Sub-; Karangrejo sub-district has a ratio of 1:13.2; Karas sub-district has a ratio of 1:12.3; District Barat has a ratio of 1:15.2; and Kartoharjo District has a ratio of 1:8.7. The data shows that there is still a mismatch between the existing rules, namely the rules contained in the Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers Article 17 paragraph (1) which explains that the minimum ratio between teachers and students for the Junior High School level is 1:20 [3].

Another issue at the junior high school level in Magetan Regency has to do with the teachers, specifically with their credentials. One aspect of raising educational quality that must be taken into account is the credentials of educators. There are still teachers in SMPN 3 Maospati with insufficient credentials. There are only 35% qualified teachers at SMPN 3 Maospati out of the entire number of teachers. In this instance, it indicates that 65% of the teachers at SMPN 3 Maospati are still awaiting certification. Whereas it is

stated in Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers Article 46 that teachers have the opportunity to develop and improve their academic qualifications and competencies, as well as to obtain training and professional development in their fields [3]. In order to fulfill the requirements outlined in Article 5 paragraph (2) and Government Regulation of the Republic of Indonesia Number 74 of 2008 Regarding Teachers, Article 47 paragraph (1) and paragraph (5) explain that the Government and/or Regional Government provides a budget for the development and improvement of Academic Qualifications for Teachers who have not met the qualifications of S-1 or D-IV (4) [3].

One of the schools in Magetan Regency that is regarded as a preferred school, SMPN 1 Magetan, is inversely correlated with the statistics. The top junior high school in the Magetan area is SMPN 1 Magetan. This is demonstrated by the numerous honors received by SMPN 1 Magetan. One of the honors won by SMPN 1 Magetan is that the only State Middle School in the Magetan district, based on the average SMP UN results for 2019, is ranked among the top 150 junior high schools in the East Java Province. The information about SMPN 1 Magetan is as follows.

Based on these numbers, it is clear that SMPN 3 Maospati and SMPN 1 Magetan have different percentages of qualified teaching staff. Education issues involving the teaching staff in the Magetan Regency region make it evident that effective management of teachers is required if junior high school education in the region is to be improved. This is because it is envisaged that with effective human resource management, junior high school education in the Magetan Regency region can improve. To develop qualified and professional educators, management of educators is necessary. It is anticipated that qualified educators will be able to raise the standard of instruction in the region. Because there are issues with educator management, researchers decided to undertake a study on the topic of managing educators to raise junior high school education standards in Magetan Regency.

2 Methods

To obtain data on the Management of Educators in Improving the Quality of Education at the Junior High School Level in Magetan Regency, this study used a qualitative research method. Qualitative research in the form of interviews with relevant stakeholders from the Department of Education, Youth and Sports of Magetan Regency, SMPN 3 Maospati, and SMPN 1 Magetan was conducted to explore data that were considered very helpful in providing the information needed.

3 Results

3.1 Management of Educators in Improving the Quality of Education at the Junior High School Level in Magetan Regency

The moment is appropriate for creating and regulating education governance through the management of educators or human resources to generate a better and more efficient improvement of education quality in the era of the fourth industrial revolution and the

current era of autonomous educational management. One of the regencies in East Java Province, Magetan Regency, is concerned with the governance of education, particularly with regard to the management of educators.

Management is a process of planning, organizing, coordinating, and regulating resources to attain goals (goals) effectively and efficiently, according to Griffin in Syarifina [4]. Junior High School (SMP) is a level that will deliver or prepare pupils for a higher level of independence based on the level of education [4]. This viewpoint leads to the conclusion that one factor that needs to be taken into account is the management of teachers, particularly at the junior high school level. This is due to the Junior High School level being vulnerable in terms of preparing pupils for their future, hence qualified teachers are required to do this. Through effective administration of the teaching staff at the educational institution, the quality of the teaching staff can be attained. Indicators in the management of educators include the following:

Teacher Morals. Suseno states that morality is a tool to gauge a person's worth as an individual and a citizen in Febriyanti [5]. Children are made good and humane through moral education. Febriyanti, who holds a different perspective, claims that morals are behaviors with good values and are fundamental characteristics that must be taught in school [5]. Morals are crucial qualities that every human being should possess.

This explanation proves that morality is one of the important references in shaping the character of the nation's children. To build a good character for the nation's children, it is necessary to have good morals from an educator who teaches. The Department of Education, Youth and Sports are one of the people in charge of all matters relating to the world of education at the regional or district scope.

It can be seen that the morale of school principals and educators is considered to be one of the important factors in advancing education in Indonesia. This is because school principals and educators are examples of being imitated by students and the education provided by school principals and educators is one of the determining factors for improving the quality of education in Indonesia.

The morale of educators is one of the determining factors in the success of an educational process. This is because the educator is someone who transfers knowledge to students. The learning process will be carried out optimally if the educators have good moral and character foundations and can provide good examples to their students. SMPN 3 Maospati has several steps in building the morale of educators. Among them are giving examples of discipline and providing direction to educators through the provision of coaching.

Discipline is a trait that must be possessed by a leader or leader. In this case, educators also contribute to the trait that must be possessed, namely discipline. This is because educators provide good examples to students, one of which is to provide examples related to discipline. The role of the principal in providing direction to educators is also one of the efforts made by SMPN 3 Maospati to improve the soft skills possessed by educators and also to make educators more competent and have competitiveness between educators both within one school and with other schools. Other. In addition to providing examples of discipline and notes, the principal of SMPN 3 Maospati also provides guidance. Examples of coaching carried out by school principals are through giving examples every day.

The guidance carried out by the principal to the educators is carried out directly by the principal through the supervision carried out by the principal to the teaching staff. Another form of coaching carried out by school principals to educators is by providing direction to educators so that they can complete the duties of educators by SOP.

Every school has its steps or strategies to improve the morale of educators. This is also done by SMPN 1 Magetan. The morale of educators is one of the references to being a good educator. The moral improvement carried out by SMPN 1 Magetan can be done in several ways, one of which is building morals. In addition to improving morals, educators must also be able to follow the rules that apply in the school. This step is done by understanding in advance the contents of the rules and then implementing them.

The code of ethics for educators is one form of rule that must be followed by all educators. The code of ethics for educators contains limitations that must be done by educators and which cannot be done by educators. The code of ethics for educators is the same. That is, the code of ethics for educators owned by all educators in Indonesia is uniform or there is no difference. The following is a code of ethics for educators: a. Devoted teachers guide students to form a complete Indonesian human being who has the spirit of Pancasila; b. Teachers have and implement professional honesty; c. Teachers try to obtain information about students as material for guidance and coaching; d. The teacher creates the best school atmosphere that supports the success of the teaching and learning process; e. Teachers maintain good relations with parents and surrounding communities to foster participation and shared responsibility for education; f. Teachers individually and collectively develop and improve the quality and dignity of their profession; g. Teachers maintain professional relationships, family spirit, and social solidarity; h. Teachers jointly maintain and improve the quality of PGRI as a means of struggle and dedication; i. Teachers carry out all provisions which are government policies in the field of education.

Teacher Professionalism. According to law no. 14 of 2005 concerning teachers and lecturers, professionalism is defined as a job or activity that a person performs and turns into a source of income for life and that calls for knowledge, proficiency, or skills that meet specific quality standards or norms and calls for professional education [6]. While this situation, professionalism is one of the standards that an educator must uphold in doing their tasks. The department of education, youth, and sports of magetan regency has several steps used in creating and regulating the professionalism of educators in the Magetan Regency area. This was conveyed by Drs. Mudji Budi Setyono as head of educators and education personnel. He explained that in the process of increasing the competence of educators, the department of youth, and sports education of Magetan Regency also conducted socialization with educators.

Professionalism is an activity carried out by someone to earn a living carried out by people who have abilities in certain fields such as doctors, judges, and education [7]. According to Article 1 Paragraph 4 of Law of the Republic of Indonesia No. 14 of 2005 [6], professionalism is a job or activity performed by a person that becomes a source of income for life and requires professional education. It also requires expertise, proficiency, or skills that meet specific quality standards or norms. In this instance, professionalism is an issue that merits discussion, particularly in the context of education as in the remark

above. One of the traits that leadership, in this case the administrator, and the educators, must own is professionalism.

SMPN 3 Maospati has several steps taken to overcome or manage the teaching staff so that the teaching staff owned by SMPN 3 Maospati become educators who can be said to be professional. Several steps were taken by SMPN 3 Maospati in managing educators, especially in terms of professionalism, namely by increasing the pedagogic competence of the teaching staff. In addition, steps that can be taken at SMPN 3 Maospati in improving the professionalism of educators are by increasing the personality competencies of educators, increasing the social competence of educators, and also increasing the professional competence of educators. The pedagogic competence carried out by SMPN 3 Maospati in improving the professionalism of educators at SMPN 3 Maospati is by providing workshops once a year.

The workshop conducted by SMPN 3 Maospati is a workshop held to improve the pedagogic competence of educators. Several things are included in the pedagogic competence of educators, including understanding educators, designing learning, implementing learning, designing and evaluating learning, and developing students. In the workshop, which was held by SMPN 3 Maospati, there were several workshop resource persons.

Several steps can be taken by educators at SMPN 3 Maospati in understanding students, designing lessons and implementing learning, developing learning, and also evaluating students. In this case, SMPN 3 Maospati took a step, namely by carrying out educational supervision. Educational supervision is needed to improve the competence of educators so that they become competent educators and can evaluate themselves.

The supervision carried out by SMPN 3 Maospati to the teaching staff was carried out into two types of supervision, namely desk supervision, and classroom supervision. The next step of the supervision of the teaching staff is the teacher performance assessment which is often called PKG. Teacher Performance Assessment is carried out once a year. To support the professionalism of an educator, the educators of SMPN 3 Maospati are also required to have targets in carrying out their duties. This was conveyed by Mrs. Sri Kun Nooraini an educator at SMPN 3 Maospati. He explained that "every teacher must have a program. At the beginning of the semester, before learning begins, every teacher must make a program. The program is book one to book four."

Improving professional attitudes to educators can be done using several ways by SMPN 1 Magetan. The steps taken by SMPN 1 Magetan in improving the professional attitude of educators are by increasing the pedagogic competence of educators, increasing the personality competencies of educators, increasing the social competence of educators, and also increasing the professional competence of educators.

The pedagogic competence of educators can have several examples of activities including understanding students, designing learning, implementing learning, designing and evaluating learning, and developing students. In this case, the steps taken by SMPN 1 Magetan in improving the pedagogic competence of educators are by participating in training or workshops. The workshop can be carried out specifically for internal SMPN 1 Magetan or can also be carried out with external SMPN 1 Magetan.

The social competence of educators is one of the competencies possessed by educators in upholding professionalism of educators. Social competence can include communication with students, fellow educators, education staff, parents of students, and also the surrounding community. In addition to providing direct examples, the principal of

SMPN 1 Magetan also improves the social competence of educators using the guidance in meeting forums, the application of a teacher code of ethics, and also created a student guardian association forum.

Teacher's Competitive Attitude. According to the big Indonesian dictionary, competition is a competitive or competitive relationship. Competitiveness is one of the characteristics that must be instilled in educators. This is because the competitive nature of competition can make educators feel competitive and can try to improve the quality of themselves and the performance of the educators themselves.

In response to this, the Department of Education, Youth, and Sports of Magetan Regency took an action to create a sense of competition or competition among educators. One way that is done by the Department of Education, Youth, and Sports of Magetan Regency is by planning a learning program.

Innovativeness is one of the attitudes that must be possessed by educators as a supporter of the process of teaching and learning activities so that they can run well and maximally. One of the efforts launched by the Department of Education, Youth, and Sports of Magetan Regency is to create a teacher-teacher program. The driving teacher and outstanding teacher program was formed by the Youth and Sports Education Office and was attended by all junior high school level schools in the Magetan Regency area.

Competitiveness is one thing that has also been an effort that has been made by the Magetan Regency Youth and Sports Education Office in terms of the management process for educators, especially at the Junior High School level in the Magetan Regency area to improve the quality of education in the Magetan Regency area. Especially at the junior high school level.

The steps taken by the educators of SMPN 3 Maospati in carrying out a competitive attitude are of them using teacher consultations in the MGMPS in schools. This was conveyed by Mrs. Sri Kun Nooraini an educator at SMPN 3 Maospati. He explained that at the school there was an MGMPS, so if there were problems or difficulties, there was a teacher consultation held at the school.

Every educator is expected to have a competitive spirit. The competitive spirit of educators is the soul in terms of competition that is owned by educators in a positive context or educational context. It is intended that educators have the desire to hone their abilities of these educators. In this case, SMPN 1 Magetan has several steps taken to increase the competitive attitude that occurs among educators. Increasing the competitive attitude of educators is not done without supervision. The increase in competitive attitudes towards educators carried out by SMPN 1 Magetan is directly supervised by the principal of SMPN 1 Magetan. This is because the principal wants to directly ensure that the process of increasing competitive attitudes for educators can run optimally.

Teacher Accountability. A person or leader of an organizational unit has an obligation to answer questions about their performance and activities from those who have the authority to ask for it. This is known as accountability. If an accounting system generates accurate, trustworthy, timely, and accountable information, accountability will be improved [8]. Based on this information, the department of education, youth, and sports of magetan regency in its efforts to manage educators carried out activities including monitoring and evaluating schools.

Monitoring and evaluation are carried out by the Department of Education, Youth, and Sports of Magetan Regency as an effort to improve the quality of educators so that it will affect the quality of education in the region. There are several indicators owned by the Department of Education, Youth, and Sports of Magetan Regency in monitoring and evaluating educators in the Magetan Regency area. One of the topics discussed in the monitoring and evaluation activities carried out by the Department of Education, Youth and Sports of Magetan Regency is monitoring and evaluation related to the implementation of limited face-to-face learning.

Face-to-face learning has been limited since the COVID-19 pandemic. Therefore, face-to-face learning is limited to one of the new programs carried out by the Department of Education, Youth and Sports of Magetan Regency as a support for learning activities carried out so that the process of transferring knowledge from educators to students is not hampered and continues. Several things that become components of monitoring in the monitoring and evaluation of limited face-to-face learning including the number of students who attend, the number of students who are not present, reasons for absence, and others. The following is an example of a monitoring and evaluation form carried out by the Magetan Regency Youth and Sports Education Office.

Monitoring and evaluation are steps that must be taken by educators in providing an assessment of the performance that is being carried out. SOP are standard operating procedures that must be adhered to by every educator. The SOP contains the limitations that must be followed by educators and prohibitions that must not be carried out by educators.

Accountability is one of the factors that must be considered in the management of educators. SMPN 3 Maospati has several steps in increasing accountability to educators at SMPN 3 Maospati. The steps taken to increase the accountability of educators are to make adjustments between implementation and standard operating procedures.

The attitude of accountability possessed by educators is one of the determining attitudes in advancing education. SMPN 1 Magetan takes steps to improve the attitude of accountability to educators, one of which is by ensuring that educators carry out their duties by standard operating procedures. The adjustment between the duties of the teaching staff and the standard operating procedures is carried out by SMPN 1 Magetan by supervising the education of the educators of SMPN 1 Magetan. The accountability of educators is more optimal when SMPN 1 Magetan can be assertive by being able to give sanctions to educators who do not work by standard operating procedures.

3.2 Analysis

Teacher Morals. Moral is one of the attitudes that must be owned by educators. This is because morality is one of the attitudes that reflects a person's good attitude. This makes morals mandatory for leaders and educators because educators are role models for their students. There are steps taken in building the morale of educators. This step is by applying discipline and coaching. Discipline carried out by educators is by giving examples from leaders to educators in order to create good morals. In addition, coaching is also carried out by the leadership or principal of smpn 3 maospati to educators. The guidance carried out by smpn 3 maospati can be carried out through the supervision

of educators and also meetings. The evaluation of the teaching staff carried out to the educators of smpn 3 maospati can be done by way of verbal delivery which is carried out directly from the principal to the educators.

Another step taken in providing and increasing good moral attitudes to educators is in providing moral attitudes, namely by applying the Pancasila and participatory leadership style. Pancasila and participatory leadership styles are considered to be effective leadership styles used in providing moral education to educators. This leadership style is carried out by the leader providing a good example for educators. Additionally, SMPN 1 Magetan has gone another step by establishing partnership with a number of organizations in East Java. Collaboration with the Central BKKBN to the provinces is one example. In addition, additional programs are also undertaken, such as the internalization of Pancasila ideals which is a basic education program.

This opinion is in line with the definition of morals expressed by the Big Indonesian Dictionary which states that morals are defined as morals, character, or morals. Applying a leadership style that is tailored to the needs contained in an educational institution is one of the attitudes of planting good morals for educators. This is because the leadership style possessed by each educator reflects the morals, character, and immorality of each educator itself. Morals, character, and immoral attitudes possessed by educators will affect the process of knowledge transfer carried out by educators to students.

From the researcher's analysis, it can be seen that the moral improvement carried out in the Magetan Regency area has been implemented. There are several evaluations in improving the morale of educators carried out in the Magetan Regency area, namely the absence of an evaluation of educators related to moral improvement carried out at SMPN 3 Maospati so that the temporary evaluation process is only carried out verbally.

Teacher Professionalism. Steps taken to improve the professionalism of educators are by conducting periodic coaching to educators in the magetan regency area. The guidance is carried out from several elements, both from the supervisory element and from the service. Professionalism can also be applied in other ways, namely encouraging educators to always increase their capacity as educators and registering as driving teachers, driving schools, and socializing an independent curriculum.

These results support the notion advanced by Rifandi [9], according to which professionalism has a number of different traits. One of these traits is professionalism, which includes pedagogical expertise, communication skills, the need for lifelong learning, and the ability to update knowledge and carry out action research.

Teacher's Competitive Attitude. There are several steps in creating a sense of competitiveness in the educators in the magetan regency area. Especially for junior high school level educators. The steps taken by the department of education, youth and sports of magetan regency in creating a sense of competitiveness in educators are by requiring educators to plan learning programs, especially innovative learning programs. There are other steps in several stages that are used in creating a sense of competitiveness for the educators. The efforts of smpn 1 magetan in creating a competitive attitude to educators are by requiring every educator to have good plans or goals in the learning process. The planning is outlined in the form of lesson plans, teaching journals, and also teaching aids. These results support the hypothesis advanced by fadhil, according to which instructors must compete while performing their tasks. Their ability and revenue are increased by

doing this. Additionally, he makes the case that there is competition among educational institutions, one of which may be seen in the resources available to teachers.

Teacher Accountability. The same effort was also made by smpn 1 magetan in increasing the accountability of educators in the school. The effort is to carry out a monitoring and evaluation in creating accountability for the teaching staff. Monitoring and evaluation carried out by smpn 1 magetan is carried out both from within the school and from the magetan regency youth and sports education office. The monitoring and evaluation carried out for the teaching staff were carried out with the aim of increasing the accountability of each educator in smpn 1 magetan. The monitoring and evaluation process carried out at smpn 1 magetan was monitored directly by the principal of smpn 1 magetan.

Broadly speaking, the findings obtained based on the increase in the accountability of educators in the Magetan Regency area are three major findings. Among them is by monitoring and evaluating educators, as well as Standard Operating Procedures (SOPs) that are owned by every educational institution and must be followed by all educators.

4 Conclusions and Recommendations

Increasing the morale of educators applied to junior high schools in Magetan Regency shows a good effort. This can be seen from the efforts made, namely the application of discipline and coaching. Another step in improving the morale of educators is also by giving examples carried out by school leaders or principals to educators.

Increasing the professionalism of educators in the Magetan Regency area has been going well. This is evidenced by several efforts made including the implementation of workshops, and MKKS meetings. The workshops conducted in an effort to increase the professionalism of educators in junior high schools in the Magetan Regency area were carried out with several themes, including workshops on IT and pedagogic improvement of educators.

The competitive attitude of educators in the Magetan Regency area has been optimally pursued. This is evidenced by the efforts made including the preparation of learning programs, preparation of lesson plans, syllabus, and teaching journals compiled by each educator.

The steps taken to increase the accountability of educators carried out in junior high schools in the Magetan district have gone well. This is done through various efforts to increase the accountability of educators, including monitoring and evaluating educators and Standard Operating Procedures (SOP) for educators.

Based on the conclusions described above, the authors provide several suggestions that can be taken into consideration as one of the efforts that can be made for the management of junior high school educators in the Magetan Regency area.

As an effort to increase the morale of educators, it is better to create superior programs that are religious in nature aimed at educators. The creation of a collection of sanctions points that is carried out when there are educators who violate discipline. And the sanctions given are adjusted to the number of points and based on the disciplinary violation category itself. As an effort to improve the professionalism of teaching staff,

workshops were held and continued with direct training for teaching staff. An example of a theme that can be used in the training is teacher-based professionalism training Educational and Leadership.

As an effort to increase the competitive attitude of educators, it is better to make a syllabus and lesson plans that are used as a reference in carrying out teaching and learning activities to students based on the needs of students and compiled with innovative models. Monitoring and evaluation carried out for educators is monitored carefully and follow-up is carried out on the results of the monitoring and evaluation. Repairs are made to those that are less than optimal or replaced with new models. The results are then published. This is done as an effort to increase the accountability of educators.

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