



School Management for Teachers Professional Development at Islamic High School

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Abstract. This qualitative study aims to explore the school management practices employed to cultivate teacher leadership at Madrasah Aliyah Negeri (State Islamic High School) 1 Surakarta. Data were collected through observations, interviews, and documentation, and analyzed using data reduction, data presentation, and conclusion drawing. The study found that the management of educators at MAN 1 Surakarta involved several stages, including planning, employee recruitment, coaching, promotion and mutation, reward and punishment, performance assessment, and termination. The successful management of educators was reflected in the academic achievements of teachers through book publications or scientific works, and in non-academic achievements such as winning competitions and guiding learners to success.

Keywords: Management · School · Professional · Teacher

1 Introduction

Management involves the effective utilization of human and material resources to achieve predetermined goals, and is essential for educational institutions to achieve clear visions, missions, and objectives. To ensure high-quality educational outcomes, schools must be equipped with adequate facilities, infrastructure, and competent teachers who are capable of directing learners effectively. Effective management of schools entails managing all aspects of the institution, including educators, to achieve desired objectives [1].

Effective management is essential to ensure educational institutions have clear visions, missions, and goals, thereby ensuring targeted education. The quality of a school can be determined by various factors, such as adequate facilities and infrastructure, qualified teachers, and directed learners. Proper management of all these factors is crucial to create a high-quality school. Therefore, management is necessary for building a quality school. It involves managing all aspects of the school, including educators, to ensure that the school's objectives are achieved. Effective school management is not limited to improving the school's quality, but also involves managing every part of the school [2].

Education staffing management is a comprehensive process planned and implemented by school educators with a sense of commitment to enhance the effectiveness and efficiency of school activities, especially teaching and learning. Essentially, managing educators in educational institutions involves activities such as planning, organizing,

directing, and supervising the procurement, placement, development of competencies, integration, and maintenance of educators to support the attainment of the educational institution's objectives [3].

The professional development of an educator in fulfilling their duties is not limited to providing information about science and technology, but also entails shaping the behavior of learners in this hypercompetitive era. Fundamentally, an educator's task is to assist learners in facing the challenges of contemporary life. This noble task is particularly challenging due to the fact that learners are exposed to the latest technology, which can exert significant control over them. Presently, society expects educators who possess a challenging nature, capable of dealing with the impact of technological advancements. Consequently, the community requires good leaders, families require good parents, and schools require good educators to achieve the desired educational goals [4].

The current issue in Indonesia is the low quality of educators, which has hindered the realization of national education goals. According to data from the Indonesian teachers union (FSGI), the average quality of teachers at all levels of education is below average based on the results of teacher competency examinations (UKG). This problem highlights the low quality of human resources in terms of their academic qualifications and abilities. Most educators do not prioritize improving their performance, but instead rely on their existing working patterns. This issue has a worrying impact on the sustainability of education [5].

The main cause of low teacher quality in Indonesia is the lack of effective human resource management in teacher recruitment. Addressing this problem requires a straightforward solution: the principal, who acts as the manager, must play a crucial role in ensuring the sustainability of educators in the school they lead.

Effective management of educators by the principal is essential for improving the quality of education personnel and supporting efforts to enhance education standards. By improving the quality of education, educational institutions can earn the trust of the wider community, regardless of whether they are public or private. If private schools are viewed as offering better education, parents will choose to enroll their children there. This reality emphasizes the importance of demonstrating excellence and achievements to attract students [6].

This study was conducted at Madrasah Aliyah Negeri 1 Surakarta, located in the City of Surakarta, Central Java. This school offers a unique program called the Science Boarding School, which integrates research science and religion with the aim of teaching learners to practice *karimah*. The school has a goal of winning 100 trophies annually, from district to national levels. Therefore, the educators at the school must be highly qualified and viewed favorably by the community. This aligns with the Madrasah's vision of producing an accomplished Islamic generation.

In order to achieve its vision of producing qualified educators who are professional, outstanding, and Islamic, Madrasah Aliyah Negeri 1 Surakarta requires good management practices. The management of educators at this institution begins with a Recruitment Needs Analysis, which includes written and oral tests. To enhance teacher competence, all teachers at the school participate in training programs. The school also implements promotions, mutations, rewards, punishments, teacher performance assessments, and termination of employment as part of their management practices.

Based on this background, the researchers are interested in exploring the topic of School Management for Teacher Professional Development at Madrasah Aliyah Negeri 1 Surakarta. This study aims to address two research questions: (1) How are educators managed at Madrasah Aliyah Negeri 1 Surakarta? (2) To what extent is the management of educators successful at Madrasah Aliyah Negeri 1 Surakarta?.

2 Methodology

The research conducted at Madrasah Aliyah Negeri 1 Surakarta is a qualitative research that uses a sociological approach. The objective of this approach is to establish in-depth social relationships with research objects to obtain real results [7]. The research approach used is directed towards the head of Madrasah in Madrasah Aliyah Negeri 1 Surakarta to gain insights into educator management and the success of this management at Madrasah Aliyah Negeri 1 Surakarta. The research was conducted at Madrasah Aliyah Negeri 1 Surakarta, with the research subjects consisting of the head of Madrasah, deputy head of the academic section, and teachers at Madrasah Aliyah Negeri 1 Surakarta. Data collection methods used in the research include observing various online and offline activities, conducting interviews with research subjects, and documenting data archives as reinforcements for the research.

3 Result and Discussion

3.1 Management of Educators at Madrasah Aliyah Negeri 1 Surakarta

3.1.1 Planning of Educator Management at Madrasah Aliyah Negeri 1 Surakarta.

Planning is a crucial management function in the education sector, especially in the management of educators. Madrasah Aliyah Negeri 1 employs need analysis as a planning approach for educator management. This analysis assesses the needs of the school, including those of employees or teachers. The assessment is instrumental in determining the required number of educators and the specific fields in which the educators are to be recruited or sought. The results of the needs analysis are documented in the school's work plan.

3.1.2 Procurement of Employees / Recruitment

Employee procurement is a crucial process in fulfilling the staffing requirements of an institution in terms of quantity and quality. Madrasah Aliyah Negeri 1 Surakarta utilizes recruitment activities to acquire the needed employees, including qualified teachers selected through both oral and written examinations [8]. The recruitment process is preceded by a needs analysis to identify the shortage of teachers, such as the mismatch between the number of lesson hours and the presence of teachers at Madrasah Aliyah Negeri 1 Surakarta. The recruitment process is tailored to the specific field, for instance, religious teachers must meet certain conditions such as having a religious background.

3.1.3 Construction Level

Coaching is an essential personnel function aimed at maintaining and improving employee performance, according to Hendyat Sutopo [9]. At Madrasah Aliyah Negeri 1 Surakarta, educator coaching is focused on inducing behavioral change to enhance their professional and technical abilities in executing teaching tasks. Training is the primary coaching approach used by the institution to develop the potential and competencies of educators. The training programs provided to teachers at the institution include learning device training, curriculum-related training, leadership training, and training related to classroom management strategies. These training programs are offered in various forms, such as seminars, webinars, comparative studies, workshops, and direct training in classrooms or teacher rooms. For instance, as of September 20, 2021, there was training in the use of big screens or touch screens as a substitute for whiteboards in teaching, which was held directly in the teacher's room. In May 2021, Madrasah Aliyah Negeri 1 Surakarta participated in distance learning training for teachers organized by Balai Diklat Keagamaan (Religious Training Center) Semarang, with several representative teachers in attendance.

3.1.4 Promotion and Mutation

Promotion is an essential component of employee development, as it serves to elevate an employee's rank to a higher level, thus motivating and enhancing their work abilities. Meanwhile, mutation refers to a transfer of an employee to a different department or position within the organization. At Madrasah Aliyah Negeri 1 Surakarta, two types of promotions exist, namely, Madrasah level promotion and staffing level promotion. The former involves granting higher roles to exceptional teachers, such as appointing them as the head of the flagship program at Madrasah Aliyah Negeri 1 Surakarta, while the latter relates to promotions based on staffing parties, such as promotion to become the head of the Madrasah.

The institution emphasizes the importance of optimizing existing resources and ensuring that promotional activities and mutations are aligned with the competency and expertise of the teachers. For instance, this year, Mr. Wardimin was elected as the head of Madrasah Tsanawiyah 3 Sukoharjo, following his promotion from the position of academic vice principal at Madrasah Aliyah Negeri 1 Surakarta, which was carried out after he fulfilled the necessary requirements and selection tests. However, there were no mutations this year at Madrasah Aliyah Negeri 1 Surakarta.

3.1.5 Reward and Punishment

In the realm of organizational management, reward or recognition is the compensation provided by an institution or company to its employees for their dedicated service, including the investment of time, energy, and intellectual effort. This recognition serves as a form of appreciation given to high-performing educators, and may take the form of tangible or intangible rewards. On the other hand, punishment is a disciplinary action taken against employees who violate the established rules of the organization. Punishment is classified into three categories: mild, moderate, and severe punishments [10].

The material rewards for educators at Madrasah Aliyah Negeri 1 Surakarta include salaries, provision of teaching facilities, and access to comprehensive facilities and infrastructure. Meanwhile, non-material rewards are awarded to outstanding teachers in the form of certificates or charters. In the event of violations of rules, the Madrasah has not encountered any severe cases that led to the termination of an educator's employment. The punishments given are usually in the form of calls to meet with the Madrasah head to discuss the issues.

3.1.6 Teacher Performance Assessment

Performance appraisal is a critical process of evaluating and measuring individual performance. It involves assessing each item of a teacher's main task activities in the framework of career coaching, principality, and position [11], with the aim of developing professional, Islamic, and accomplished educators. This assessment includes disciplinary evaluations, supervisory assessments, Teacher Performance Assessment, and Sustainable Professional Development, which help improve the performance of educators at Madrasah Aliyah Negeri 1 Surakarta.

At Madrasah Aliyah Negeri 1 Surakarta, teacher performance is assessed regularly through a variety of methods. These include a yearly evaluation by the head of the madrasah, routine bi-weekly meetings, and daily supervision which is integrated into the teacher's performance targets. The assessment is based on the learning process, activities related to sustainable professional development, and activities supporting teacher duties. This approach to performance appraisal is in line with the aim of developing professional, Islamic, and accomplished educators while also incorporating disciplinary assessment and supervision.

3.1.7 Termination of Employment

Termination of employment refers to the conclusion of the employment agreement or teacher employment agreement with educational institutions due to certain reasons that lead to the cessation of rights and obligations between teachers and educational units in accordance with legal regulations. According to Law No. 14 of 2005, Article 30, there are two types of educator dismissal, namely, dismissal with respect and dismissal without respect. Job cuts at Madrasah Aliyah Negeri 1 Surakarta are rare because the head of the madrasah rarely dismisses employees due to issues. In most cases, termination of employment is instead initiated by the teachers themselves, for instance, when they relocate or resign due to health issues.

3.2 Success of Educator Management in MAN 1 Surakarta

The effectiveness of educator management can be determined by the extent to which it produces qualified educators who possess four essential competencies: pedagogical, personality, social, and professional competence. The achievement of this goal is assessed based on the teacher's professional competence, which encompasses seven indicators, namely the ability to generate outstanding students, excel in the field of education, develop innovative teaching methods, publish educational books, receive accolades,

and demonstrate a sense of dedication towards the profession. This study serves as a benchmark for evaluating the success of educators in both academic and non-academic domains [12].

3.2.1 Success of Educators in the Academic Field

The success of educators in the academic arena can be gauged by their proficiency in producing exceptional students and publishing relevant educational materials in accordance with the Indonesian Government Regulation No. 19 of 2017. In Madrasah Aliyah Negeri 1 Surakarta, the educators have showcased their expertise in the field by not only

Table 1. Data on Religious Books

No	Educator's name	Published book works
1.	Abdul Mutolib, S.Ag, M.Ag	<ul style="list-style-type: none"> • Saat Cinta Memenuhi Rumah Tangga (Antologi)2021, Ziqrion Studio • Dari Literasi untuk Negeri (Antologi), 2021 Rumah Literasi Publishing (ISBN) • Ilmu Kalam X 2020 (Tiga Serangkai) (ISBN) • Ilmu Kalam XI 2020 (Tiga Serangkai) (ISBN) • Ilmu Kalam XII 2020 (Tiga Serangkai) (ISBN) • Kalimat-kalimat Ramadhan (Antologi) 2020, Rumah Literasi Publishing (ISBN) • Sukses UAMBN 2019 PT Tiga Serangkai • Sukses UAMBN 2018 PT Tiga Serangkai • Menata Karakter Generasi Hebat (Antologi)2019, Rumah Literasi Publishing (ISBN) • Metafora: Belajar Karakter Positif dari Benda-Benda di Sekitar Kita (Antologi) 2019, Rumah Literasi Publishing (ISBN) • Jalan Bahagia: 2019, Wonderful (ISBN) • Paham Ilmu Kalam 1 2017, Aqila (Tiga Serangkai) (ISBN) • Paham Ilmu Kalam 2 2017, Aqila (Tiga Serangkai) (ISBN) • Paham Ilmu Kalam 3 2017, Aqila (Tiga Serangkai) (ISBN) • Bahasa Arab X untuk MA 2015, Focus. • Bahasa Arab XI untuk MA 2015, Focus. • Mengenal Ilmu Hadis 2008, Tiga Serangkai (ISBN). • At-Taisir: Cara Mudah Belajar Tata Bahasa Arab untuk MTs 2008, Tiga Serangkai (ISBN) • At-Taisir: Cara Mudah Belajar Tata Bahasa Arab untuk MA 2008, Tiga Serangkai (ISBN) • Izdihar (Pendalaman Materi UN Tafsir –Ilmu Tafsir, 2018, 2019, 2020 (Self. Publishing)

(continued)

Table 1. (continued)

No	Educator's name	Published book works
2.	Tri Bimo Soewarno, Lc.,M.Si	<ul style="list-style-type: none"> • Buku Siswa Fikih Kurikulum 2013 kelas 10, 11 dan 12. Published Kementerian Agama Republik Indonesia in 2014 • Buku Siswa Ushul Fikih berbahasa Arab kelas 11 Published Kementerian Agama Republik Indonesia in 2020 • Super sedekah published by Ziyad Books in 2012 • Ya Allah, Sayangilah Istriku published by penerbit Cinta in 2012 • Dahsyatnya mimpi, ikhtiyar, doa, dan tawakkal published by Hijrah Publisihing in 2013 • Cepat dan mudah kuasai Bahasa Arab dan Inggris published by Open Books in 2014
3	Rusdi Mustapa, S.Pd	<ul style="list-style-type: none"> • Mengajar kreatif bersama guru inovatif published by lembayung embun candikala solo • Inovasi guru samisanov untuk Indonesia published by Rasi Terbit, 2018 • Samisanov inovasi tanpa titik henti published by c.v. Mahameru in 2018 • Co-authors of "Pembelajaran Berkualitas, Di Saat TIK Masuk Kelas" collaborated with Forum Guru Menulis in 2015 • Co-authors of "Membaca Kehidupan, Menorehkan Kalam" collaborated with FLP.

creating and publishing learning books, but also by contributing to the publication of religious books.

3.2.2 Success of Educators in Non-Academic Fields.

The effectiveness of educators in the non-academic arena is demonstrated by their ability to guide and produce exceptional learners, as well as by their own accomplishments in competitions. The educational success of Madrasah Aliyah Negeri 1 Surakarta teachers in the non-academic domain is evidenced by the number of students who have triumphed at the provincial, national, and international levels. These students' accomplishments are not only attributed to their individual merit but also the guidance and support provided by their teachers at Madrasah Aliyah Negeri 1 Surakarta. In September, the school reported 79 championship victories. Furthermore, in addition to educators' ability to inspire learners, they have also achieved success as speakers or performers in webinars, seminars, workshops, and other academic endeavors. As noted by Mr. Slamet Budiono, there is confidential data regarding other teacher achievements in non-academic fields:

Table 2. Data of teachers who create and publish articles or scientific papers

No	Educator's name	Published scientific works
1	Rusdi Mustapa, S.Pd	<ul style="list-style-type: none"> • Scientific Articles in the Field of Education “Pembelajaran Sejarah Dengan Model On Board Picture Stories” dimuat di Jurnal Pendidikan WAPIK (Wahana Aplikasi Pendidikan dan Informasi Yang Baik), 10 April 2014 • Articles “membentuk jiwa social anak” dimajalah nur hidayah, 2014 • Articles “Pembelajaran Berbasis Lingkungan” published Koran Solopos, 2015 • Articles “Satu Guru Satu Buku” published Koran Joglosemar edisi 7 Juni 2017 • Articles “Saatnya Guru Melek Literasi”, in website http://www.kompasiana.com/, 25 Mei 2017 • Articles “Pengembangan Media Ajar Sejarah Berbasis Android”, in website http://www.kompasiana.com/, 26 Februari 2017 • Articles “Belajar Bhinneka Tunggal Ika di SMA SPI”, in website http://www.kompasiana.com/, 8 Mei 2016 • Articles “Ketika Belajar Sejarah Makin Asyik”, in website http://www.kompasiana.com/, 12 Mei 2016 • Articles “Asyiknya Jelajah Sejarah di Karanganyar”, in website http://www.kompasiana.com/, 20 Februari 2016 • Articles “Surat Cinta Buat Eyang Habibie”, in website http://www.kompasiana.com/, 21 Mei 2016

Source: teacher achievement in the academic field

Table 3. Data on Teachers Who Interpret in Non-Academic Fields

Educator's name	Achievement
Rusdi Mustapa, S.Pd	<ul style="list-style-type: none"> • Champion 1 achievement teacher level Central Java • 2nd winner of best practice teacher creative week (PKG) at national level • 1st place in national level writing competition • Champion 3 national blogger teacher competition • 1st place in the DIY Central Java article and short story writing competition • Ranked 5th in the MPI-based learning resource enrichment competition for middle-level teachers at the Central Java level • Top Indonesian Quipper School Ambassadors in 2015 • Top teacher in the 2015 Indonesian Quipper School Challenge

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Table 3. (continued)

Educator's name	Achievement
Tri Bimo Soewarno, Lc.,M.Si	<ul style="list-style-type: none"> • Successfully guiding students to participate in international Arabic speech competitions and won 1st place • Usually, fill in seminars on campus about Arabic and youth propaganda
Alfian Faishal Yusni, S.A.P	<ul style="list-style-type: none"> • Successfully guiding and delivering students on student exchange to the United States
Prihantoro Eko Sulisty, M.Pd	<ul style="list-style-type: none"> • Successfully lead students to win international robotics competitions
Abdul mutolib, S.Ag, M.Ag	<ul style="list-style-type: none"> • Routinely become a speaker in the study at the Minister of FM every week • Often fills in religious dialogue on RRI radio sloop • Often becomes a speaker in curriculum seminars and workshops both at the district, provincial and outside the province level • Actively organized by the MUI and served as secretary of the MUI Surakarta city dakwah commission

Source: teacher achievement in non-academic fields

4 Conclusion

The management of educators in MAN 1 Surakarta comprises of seven stages, namely: 1) the planning stage, which involves conducting a needs analysis; 2) the recruitment stage, which entails hiring employees through selection; 3) the coaching stage, which involves providing training for educators; 4) promotions and mutations, with promotions given to qualified teachers and mutations being rare; 5) reward and punishment, with rewards given in material and non-material forms and punishments categorized as light, moderate, or severe; 6) performance assessment, which is carried out through supervision, regular meetings every two weeks, and the SKP; and 7) termination of employment, which is done if the educator violates the agreed-upon terms.

The success of educator management in MAN 1 Surakarta can be assessed by the formation of qualified educators who exhibit professional competencies, as demonstrated by teacher achievements in academic and non-academic fields. Success in the academic field is demonstrated through the creation and publication of learning materials, while success in the non-academic field is demonstrated by teachers guiding their students to become champions, as evidenced by the achievements of the teachers.

Acknowledgment. We would like to express our sincere gratitude to Madrasah Aliyah Negeri 1 Surakarta, Indonesia, for allowing us to conduct this study on the development of multicultural learning. We also extend our appreciation to the editorial board and reviewers of Atlantis Press for respectively accepting and reviewing our manuscript.

Authors Contributions. The recommendations arising from the results of this study are that teachers should focus on developing their potential to become professional educators. To this end, principals are encouraged to continue providing facilities and guidance such as training, workshops, and seminars to help teachers develop their potential.

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