

Management of Educators in Private Schools in Indonesia

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ABSTRACT

This article aims to describe the practice of managing educators in private schools, in this case Muhammadiyah High School of Kendari. The aspects explored include: educator planning, recruitment of Educators, educator development and coaching, promotion and transfer, dismissal of educators, educator compensation, and teacher Evaluation. This study uses a qualitative approach with descriptive methods, where the process of collecting data is done through interviews, observations, and document studies. Data analyst through the stages of data collection, data reduction, data presentation, and drawing conclusions. The results showed that the procurement of teachers was an important part in the strategic plan at Muhammadiyah High School of Kendari. Needs analysis is carried out in accordance with the strategic plan, the needs of teachers every year, including teachers who have stopped serving. Furthermore, conducting competency tests, interviews, and teaching practices on a small scale. Teacher development and training are prepared by the school, professional meetings are held routinely, and participation in upgrading outside the school. Promotion and transfer are based on careful evaluation of the Muhammadiyah regional leadership. Dismissal of teachers because of resignation, violating professional ethics, committing criminal acts, and contrary to the ethics of Muhammadiyah. Teacher performance assessment is still manual, not using the latest technological tools.

Keywords: - Management, Educator, Private School, Muhammadiyah

1. INTRODUCTION

Management of teaching staff outline includes seven components that are carried out in an orderly and continuous manner, so they must go through the stages that have been determined. The seven components are: 1) Educator Planning; 2) Recruitment of Educators; 3) Educator Development and Coaching; 4) Promotion and transfer; 5) Dismissal of educators; 6) Educator Compensation; and 7) Teacher Evaluation [1].

Teacher procurement planning is an activity to determine the needs of employees, both quantitatively and qualitatively for the present and future [2]. Teacher / teacher recruitment is an activity to meet the needs of employees in an institution, both in number and quality. The purpose of employee recruitment is to provide prospective employees who are truly good (surplus of candidates) and most qualified (most qualified and outstanding individuals) for a position [3]. Educator requirements are: personality, loyalty, body health, intelligence, ability, and dexterity [4]. Educators as individuals need coaching and development to improve and enhance professionals including in their assignments. Coaching is more oriented towards achieving minimum standards, i.e. it is suggested to be able to do the work / task in addition to being oriented to the career development of the teachers, including the efforts of managers to facilitate them so they can reach higher positions or status, then the development is also directed so that teachers become more professional [5]. Promotion is a vertical change of position, so it has implications for the authority of responsibility, and income [6]. Whereas mutation is the transfer of employees from another position. This transfer is more horizontal so it does not have an impact on income [7]. There are provisions for employees so that one day they must be dismissed. Dismissal by the department or government can be done for the following reasons: the employee is incompetent, streamlining the organization, rejuvenation, not physically and mentally healthy, committing a crime, and breaking employee oaths [8].

Compensation is a remuneration provided by educational institutions to teachers, which can be valued in money and has a tendency to be given on a regular basis. Provision of compensation in addition to salary, can also be in the form of benefits, housing facilities, vehicles and others [9]. The assessment of educators is focused on individual achievement and participation in school activities. This assessment is not only important for schools, but also for

employees themselves. For employees, assessment is useful as feedback on various things, such as ability, fatigue, lack and potential which in turn is useful for determining goals, pathways, and career development. For schools, the results of performance appraisal of educators are very important in making various decisions, such as identification of school program needs, acceptance, selection, introduction, placement, promotion, reward systems, and other aspects of the overall effective process of human resources [10].

This article examines the management of one of the educational human resources, namely educators, in private schools. Unlike the public schools, which conduct regular recruitment based on government regulations. Recruitment of education personnel is based on the internal rules of each school.

2. METHOD

This research was conducted at Muhammadiyah High School of Kendari, Southeast Sulawesi, Indonesia. A school with an accreditation level A. Which means that this school is one of the schools that is at the highest level in the quality of management. The research process uses a qualitative-descriptive approach, where data collection is done through interviews, observations, and document studies [11]. Data analysis was carried out in four stages: data collection, data reduction, data presentation, and drawing conclusions [12]. Testing the validity of the data is done through a process of triangulation, extension of observation, and increased perseverance [13].

3. RESEARCH RESULT

Muhammadiyah High School of Kendari has a vision of "The realization of a superior SMA Berakhlaqul Karimah with smart graduates, a beautiful, safe and comfortable environment, school people who are pious, innovative, creative, and maintain local arts and culture, and are able to compete in the era of globalization through increased mastery towards Science and Technology ". While its mission is: 1) fostering appreciation and practice of religious teachings so that they become a source of wisdom in attitudes and actions; 2) making public schools the guarantor of noble character; 3) empower educators and educators who meet the standards set; 4) instill discipline through a clean culture, an orderly culture, and a work culture; 5) fostering appreciation of regional culture and arts so that it becomes one of the sources of wisdom for behaving and socializing; 6) fostering innovation in daily life that can support the development of professionalism; 7) Empowering all school components and optimizing school resources in developing students' potential and interests optimally.

The school's vision is revealed in various school policies and programs, even covering various aspects of school management, one of which is in the management of educators. In 2019 the number of teachers in Muhammadiyah High School of Kendari was 30 people. Consider the following table:

Table 1. Condition of Muhammadiyah High School of Kendari Teachers, 2019

No	Position	Total
1	Headmaster	1
2	Vice Principal	1
3	Permanent Teacher	18
4	Honorary Teacher	10
	Total	30

The condition of the teacher above is comparable to the condition of students who number 117 people, a condition that is quite ideal for effective learning. The management of education will be explained as follows.

3.1 Educator Planning

The planning of educators in Muhammadiyah High School of Kendari is included in the long-term planning of schools. This is as an anticipatory step towards various possibilities that will occur in the future. Because one problem for private schools is to maintain the loyalty of teachers to survive. Teacher training graduates are generally more interested in becoming civil servants, so becoming a teacher in a private school is only a transition process. This challenge is anticipated by Muhammadiyah High School of Kendari.

The long term planning of Muhammadiyah High School of Kendari stated that in 2024 there must be 100 permanent teachers who are certified. That is, the school is targeting 30 permanent certified teachers every year. Of course adapted to the development of the number of students. The required fields are adjusted according to the curriculum and the development of student interests.

3.2 Recruitment of Educators

The process of accepting teachers at Muhammadiyah High School of Kendari was preceded by an analysis of needs and also the target number to be received each year. This is in line with the long-term plan described above. The analysis of teacher needs is directed at prospective teachers who will be able to take certain subjects, including if there are teachers who stop or no longer become teachers at Muhammadiyah High School of Kendari.

The teacher selection process is carried out according to tradition, namely testing teacher competency and commitment to undergo the Muhammadiyah tradition. In this context, there is a tendency that the teacher candidates to be selected at the Muhammadiyah High School in Kendari are cadres of Muhammadiyah. This is logical because the cadres of Muhammadiyah are more animate to the Muhammadiyah tradition, which is not only a mere teacher but also a medium of Muhammadiyah preaching.

In the final stage, the prospective teachers in Muhammadiyah will undergo interviews related to competence, commitment, including demonstrating the ability to face the class, in the form of learning practices. Exam results and interviews will be accumulated to be a final consideration in having teachers at Muhammadiyah High School of Kendari.

3.3 Educator Development and Coaching

Teacher training and development is carried out in line with the vision and mission of the Muhammadiyah High School of Kendari. Therefore, besides training related to strengthening teacher competency, it is also related to students' needs in developing interests and talents. Some routine activities carried out by Kendari Muhammadiyah High School related to teacher development exercises are: development of teaching materials, learning evaluation workshops, 2013 curriculum workshops, and IT-based learning. Professional gatherings are also carried out routinely through teacher working groups (KKG). Another part that is inseparable in teacher development at Muhammadiyah High School is strengthening the personality of Muhammadiyah.

3.4 Promotion and transfer

Unlike other organizations, promotion in the school system is not hierarchical. For example, the subject teacher becomes the homeroom teacher. It is also still a debate, whether being a homeroom teacher is a promotion or not. Because it actually adds to the burden of a teacher, in addition to his main task of teaching subjects according to their field of expertise. While the appointment of a teacher to be the principal is the authority of the organization above it. This also applies in the Muhammadiyah High School of Kendari, where the assignment of a teacher is the authority of the Muhammadiyah regional leadership. So the promotion is based on an assessment conducted by the Basic and Secondary Education Assembly on the leadership of the Muhammadiyah region. While the transfer or transfer of duties of a teacher, rarely happens, even though Muhammadiyah has several primary and secondary schools.

3.5 Dismissal of educators

The dismissal of teachers at Muhammadiyah High School of Kendari is done if several things occur, namely: resignation, permanent absence, violating professional ethics, committing criminal acts, and carrying out activities that are contrary to the ethics of Muhammadiyah. The process of stopping teachers who are proven to violate the things above is carried out by the Muhammadiyah regional leadership.

3.6 Educator Compensation

The recruitment process for prospective teachers carried out by Muhammadiyah High School of Kendari is in order to obtain permanent teachers who are paid by the Muhammadiyah Education Foundation. Therefore, the Muhammadiyah Education Foundation already has a salary table for teachers, including for education staff. The teacher salary table is divided into several categories, namely based on length of service and level of education. Non-permanent teachers are funded through BOS (School Operational Costs) funds per hourly count of subjects. For permanent teachers (foundation teachers), it can be proposed to take part in the certification process so that they can later receive certification allowances.

3.7 Teacher Evaluation

The evaluation in question is related to the teacher's performance, as well as the teacher's commitment to merge in the personality of the Muhammadiyah. In addition, the teacher's roles in overall schooling activities, social activities, and involvement in the development of student interests. The teacher performance appraisal technique at Muhammadiyah High School of Kendari is still manual, using written reports.

4. DISCUSSION

Getting quality teachers for a school is not an easy job. Therefore, in the managerial context, teacher procurement must start from the planning stage [14]. Teachers are one of the most important HR components in the administration of schools. The teacher is an input so that the learning process occurs, which in turn produces an output. Not just ordinary planning, teacher procurement should be the main agenda in strategic planning, which is based on internal analysis and external analysis of an educational institution [15]. This shows the readiness of an institution in the process of changing various situations [16].

Teacher recruitment must be carried out in order to build quality schools, not to be haphazard, just to accept. In fact, teachers at private schools make the school a haven for civil servants [17]. Anticipating these problems, several schools have improved methods of teacher recruitment, for example starting with building E-Recruitment [18].

Competition in the teaching profession is getting tougher, so schools must encourage teachers to develop themselves through training. Many school innovations were born from creative teachers [19]. Internally, school leaders must also prepare a conducive climate for the development of teacher innovation [20].

Teacher promotion and mutation is currently still influenced by structural factors rather than the substance of the profession. Even in some regions in Indonesia, political issues can be a major factor. This is still a chore in managing education. The practice of promotion and mutation must be of concern to policy holders because it affects teacher performance [21].

Dismissal of teachers can be prevented from the beginning by internalizing professional ethics, social ethics, and religious norms. In addition, private schools must be competitive in providing payroll issues, so teachers do not think of transferring schools because they are not prosperous [22].

Teacher performance evaluation techniques need developments, especially in line with the latest technological developments, or similar to the 4.0 era. The school website can be developed for managerial supervision activities [23], including measurement of teacher performance [24].

5. CONCLUSIONS

Educator management is actually a systematic process and inherent in school management. The position of educators as educational inputs requires it to be an important element in long-term school planning. A map of the needs of educators must be formulated by schools, then recruitment designs, development methods and training methods, approaches to promotion and mutation, and the use of the latest technology in performance measurement. It is recommended that pure teacher management be carried out in a professional manner, free from political biases. This study also suggests the importance of conducting a study of teacher management in the era of regional autonomy.

6. REFERENCES

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