

Management of Teaching Staff Development at School

Zainal Arifin, Candra Wijaya, Solihah Titin Sumanti

Universitas Islam Negeri Sumatera Utara Medan, Indonesia

zainalarifinmedan@gmail.com, candrawijaya@uinsu.ac.id,

solihahtitinsumanti@uinsu.ac.id

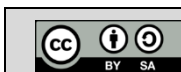
Corresponding Author : zainalarifinmedan@gmail.com

Article History	Received : June 17th 2024
	Revision : Aug 17th 2024
	Publication : Sept 30 th 2024

Abstract

This research aims to describe the planning, organization, implementation and supervision of the development of teaching staff at SMP Muhammadiyah 2 Medan. This research uses descriptive research with a qualitative approach. The data sources for this research are the Basic Education Council, the Principal of SMP Muhammadiyah 2 Medan, the Deputy Principal for curriculum and student affairs, the head of administration and teaching staff at SMP Muhammadiyah 2 Medan. Data collection techniques were carried out through in-depth interviews, observation and documentation. Data analysis techniques were carried out using the Miles and Huberman model. Techniques for guaranteeing data validity by means of data triangulation and confirmability. There are four findings in this research, namely: (1) Planning for the development of teaching staff is carried out on three bases, namely: the school's vision and mission, reports on supervision results and the increasingly developing conditions of the times. (2) Organizing the development of teaching staff at SMP Muhammadiyah 2 Medan is a functional organization, carried out by detailing all tasks, work that must be carried out and carried out by each personnel in the school organization in terms of achieving goals. (3) Implementation of the development of teaching staff at SMP Muhammadiyah 2 Medan using two programs, namely On The Job Training and Off The Job Training. (4) Supervision of the development of teaching staff at SMP Muhammadiyah 2 Medan is internal supervision. Internal supervision is supervision carried out by the highest leadership within the organization itself.

Keywords: Development Management, Educators



© 2024 by the authors.
This is an open access article under the CC BY-SA license.

INTRODUCTION

Education serves as a cornerstone for the progress of any nation. Research underscores the critical role of education in fostering high-quality human resources and advancing societal welfare and prosperity (Çimen et al., 2019). Countries with robust educational systems typically exhibit higher levels of socio-economic development, making the continuous improvement of education a key priority (Çimen et al., 2019). To enhance educational quality, it is essential to identify institutional needs and align them with a vision, mission, and goals that reflect the broader objectives of national education development (Wang & Ho, 2019).

The school, as a formal educational institution, acts as a collaborative platform for principals, staff, teachers, and students to achieve predefined goals. Among these stakeholders, the school principal plays a pivotal role as the primary driver of teaching staff development (Criswell et al., 2018). Effective school leadership hinges on professionalism and expertise, particularly in managing resources and fostering a supportive educational environment (Rashid & Mansor, 2018). A professional school principal must possess skills to identify, assess, and nurture the strengths of each teaching staff member while aligning individual goals with collective institutional objectives (Pana, 2024).

SMP Muhammadiyah 2 Medan, established in 1978, is a private junior high school in Medan that exemplifies this commitment to educational excellence. As an Islamic-oriented institution, it is expected to develop disciplined, knowledgeable, and skilled individuals who embody faith and are well-versed in science and technology. The school prioritizes teaching staff development through initiatives such as educational seminars, research participation, and teacher symposiums. The principal has consistently emphasized strategic planning, coordination, and budgeting to enhance teaching staff capabilities, resulting in a robust and dynamic development program.

A review of related literature reveals that effective educator development management requires well-structured processes, including planning, implementation, and evaluation. Previous studies highlight the importance of professional development activities, such as integrated competency-based training, supervision programs, and teacher empowerment initiatives, in achieving institutional goals (Bariyah et al., 2023). However, there is limited empirical research specifically focused on the management of teaching staff development in private Islamic schools like SMP Muhammadiyah 2 Medan. This research seeks to address this gap by examining the management practices at SMP Muhammadiyah 2 Medan and identifying strategies to optimize teaching staff development.

Activities that embrace self-renewal and professional development must be carried out concisely and effectively (Quayson, 2022). Leaders and administrators need to hire professional staff that support the learning culture, and it is the role of educational leadership to determine the learning culture, including professional development (Quayson, 2022). The individualization of the educational path for the development of skills requires consideration of the role and features of practical training, where creative self-realization during practical classes allows for solidifying knowledge and projecting a model of future professional activity (Androshchuk et al., 2023). Integrating cultural competence training in project management education can equip future professionals with essential skills for a globalized workforce (Afful, 2024). The selection of continuing education

technologies involves planning, organization, application, and evaluation of the process and results of professional development (Sydorenko et al., 2020).

The objective of this research is to evaluate the effectiveness of educator development management at SMP Muhammadiyah 2 Medan and propose recommendations to enhance its impact. By systematically analyzing planning, implementation, and evaluation processes, this study aims to provide a model for improving teaching staff development in similar educational institutions.

METHOD

This research employs a descriptive qualitative approach, focusing on understanding and describing phenomena as they are without testing specific hypotheses. The study was conducted at SMP Muhammadiyah 2 Medan, located at Jalan Pahlawan No. 67, Pahlawan, Medan Perjuangan District, Medan City, North Sumatra, Postal Code 20223. Participants in this research included the Principal of SMP Muhammadiyah 2 Medan, Vice Principals responsible for Public Relations, Student Affairs, Curriculum, and Infrastructure, as well as teaching staff at the school. Data collection was carried out using a combination of interviews, observations, and documentation. Interviews were conducted with key stakeholders such as the principal, vice principals, and teaching staff to gather their insights on the management of teaching staff development. Observations were carried out to capture real-world practices related to teaching staff development, while documentation analysis was used to review relevant records and reports that supported the study.

The data analysis followed the Miles and Huberman model, which consists of three steps: data reduction, data display, and conclusion drawing or verification. Data reduction involved identifying, categorizing, and summarizing the collected data to focus on information relevant to the research objectives. Data display was performed by organizing the data systematically, using visual representations such as matrices and narrative descriptions to facilitate interpretation. Finally, conclusions were drawn and verified to ensure consistency and reliability. To maintain the validity of the data, this study utilized source triangulation by cross-checking and comparing information obtained from different participants and methods. This rigorous approach ensured the credibility and trustworthiness of the findings, providing a robust foundation for understanding the management of teaching staff development at SMP Muhammadiyah 2 Medan.

RESULTS AND DISCUSSION

The findings of this study provide insights into the management of educator development at SMP Muhammadiyah 2 Medan, focusing on planning, organizing, implementation, and supervision. The discussion also integrates relevant theories and findings from prior research to contextualize and validate the results.

Planning for the Development of Educators

The planning process for educator development at SMP Muhammadiyah 2 Medan is a structured and deliberate effort aimed at improving teaching quality through education, training programs, workshops, and other professional development initiatives. The planning process is grounded in three key foundations: the school's vision and mission, supervisory reports, and the evolving demands of the times.

The vision and mission of the school serve as a guiding framework for educator development. SMP Muhammadiyah 2 Medan aligns its development plans with its vision to create disciplined, intelligent, and skilled individuals who are grounded in Islamic values. This alignment ensures consistency between educator development programs and the school's long-term goals. The importance of vision and mission as a strategic foundation is also supported by research indicating that strategic planning enhances consistency and continuity in educational practices (Nurlinda, 2020) and ensures alignment with national education goals (Tilaar, 2004).

Additionally, supervisory reports, conducted biannually, provide critical feedback on educator performance and offer actionable recommendations for improvement. These reports guide subsequent development activities, emphasizing areas that require attention. This practice aligns with findings that highlight the positive influence of supervision on teacher performance (Astuti, 2016).

Finally, the school acknowledges the need to keep pace with technological and pedagogical advancements. For example, SMP Muhammadiyah 2 Medan has introduced e-learning systems and prepared its educators for the independent curriculum through relevant training and workshops. This proactive approach aligns with the demands of modern education, as echoed in prior research that underscores the importance of continuous training to adapt to educational challenges (Mislia, 2020).

Organizing the Development of Educators

SMP Muhammadiyah 2 Medan employs a structured organizational approach to manage educator development. The process involves key organizational practices such as orientation, command, and delegation of authority. The school principal and vice principals coordinate efforts to ensure the smooth execution of development activities. Tasks and responsibilities are clearly distributed among personnel, creating a functional and collaborative framework.

This organizational structure reflects the principles of functional organizations, where authority and tasks are delegated effectively to specialized personnel (Rasyid, 2017). Such coordination fosters cooperation among staff, which is essential for achieving institutional goals and ensuring stakeholder satisfaction (Rubini, 2017).

Implementation of Educator Development

Educator development at SMP Muhammadiyah 2 Medan is implemented through two main strategies: on-the-job training and off-the-job training. These strategies ensure a comprehensive approach to enhancing educator competencies.

- **On-the-Job Training:** This involves practical training conducted within the school environment. It aims to improve educators' skills and abilities through direct experience. Training sessions are tailored to meet immediate needs, such as understanding the learning process and addressing current educational challenges. This method aligns with findings that highlight its effectiveness in providing hands-on learning experiences (Willian, 1991).
- **Off-the-Job Training:** Conducted outside the workplace, this method includes seminars, Subject Teacher Conferences (MGMP), and courses. For example, educators at SMP Muhammadiyah 2 Medan participate in seminars to exchange ideas and gain new insights, attend MGMP sessions to collaborate with peers in similar subjects, and take specialized courses such as computer training to enhance their skills. These activities provide opportunities for educators to grow professionally and adapt to the evolving demands of education. Such programs align with research emphasizing the role of off-the-job training in broadening educators' knowledge and skills (Miftahurrohman, 2018).

The school combines internal and external development strategies. Internal programs are organized biannually by the school, while external development involves participation in initiatives hosted by other institutions. This dual strategy ensures that educators benefit from diverse learning experiences and professional networks.

Supervision of Educator Development

Supervision at SMP Muhammadiyah 2 Medan is conducted primarily through internal mechanisms. The principal plays a central role in overseeing development programs, ensuring alignment between plans and implementation. Supervision involves periodic evaluations, direct observations, and review of reports submitted by educators. This process identifies gaps in educator competencies and infrastructure, providing a basis for corrective actions.

The importance of active supervision is well-documented in prior studies, which emphasize that effective supervision helps monitor progress and achieve

program objectives (Syahputra, 2017). At SMP Muhammadiyah 2 Medan, the principal collaborates with department heads to ensure consistent oversight, creating a culture of accountability and continuous improvement.

The development of educators at SMP Muhammadiyah 2 Medan is a well-structured process encompassing planning, organizing, implementation, and supervision. By aligning development programs with the school's vision and mission, addressing supervisory feedback, and adapting to modern educational demands, the school demonstrates a commitment to fostering professional growth. The combination of on-the-job and off-the-job training, supported by robust organizational and supervisory practices, ensures that educators at SMP Muhammadiyah 2 Medan are equipped to meet current and future challenges in education. These findings contribute to the broader understanding of effective educator development management in formal educational institutions.

CONCLUSION

This research provides a comprehensive understanding of the management of teaching staff development at SMP Muhammadiyah 2 Medan, emphasizing its alignment with institutional goals and national education standards. The findings highlight that planning for teaching staff development is rooted in three main aspects: the school's vision and mission, supervisory feedback, and adaptation to evolving educational demands. By aligning development programs with the school's strategic goals and ensuring compliance with national standards, SMP Muhammadiyah 2 Medan demonstrates a commitment to enhancing both individual teacher competencies and institutional performance. The focus on the four core competencies—pedagogical, professional, personality, and social—further reflects a holistic approach to preparing educators for the dynamic challenges of modern education.

The functional organization adopted for teaching staff development at SMP Muhammadiyah 2 Medan ensures clarity in roles and responsibilities, fostering collaboration and integration within the institution. This structured approach supports efficiency and accountability, providing a model for other schools seeking to implement effective organizational management in educator development.

The dual approach to implementation, combining On-the-Job and Off-the-Job training, underscores the school's dedication to providing diverse opportunities for professional growth. On-the-Job training equips educators with practical skills, while Off-the-Job training offers opportunities for broader knowledge acquisition through seminars, courses, and teacher conferences. The structured stages of needs analysis, program preparation, committee formation, and activity implementation ensure systematic progress. Additionally, the balance between internal and external development strategies enables educators to benefit from both in-house resources and external expertise, contributing to well-rounded professional growth.

Supervision of teaching staff development at SMP Muhammadiyah 2 Medan, carried out primarily through internal mechanisms, ensures continuous monitoring and feedback to refine and enhance programs. By involving various levels of leadership in supervision, the school establishes a culture of accountability and mutual support. This approach is vital for maintaining consistency between planning and implementation and addressing any emerging gaps.

This research not only consolidates the importance of structured and strategic approaches to teaching staff development but also demonstrates how schools can adapt to the changing educational landscape. The findings suggest several possibilities for future exploration, including studying the long-term impact of different training methods on student outcomes, examining the role of external partnerships in enhancing educator competencies, and exploring innovative supervision models.

The implications of this study extend beyond SMP Muhammadiyah 2 Medan. It provides a valuable framework for other schools, particularly private and Islamic institutions, to optimize their teaching staff development processes. By investing in the continuous professional growth of educators, schools contribute to the broader goal of improving education quality and preparing students to thrive in an increasingly complex world.

REFERENCES

- Achmad Sunani Miftahurrohman. (2018). "Manajemen Lembaga Pendidikan Berorientasi Mutu di SMP Al-Maksum Krapyak Yogyakarta". *Jurnal Pendidikan Sekolah*. 3(2), 71-88.
- Afful, M. (2024). Multicultural Competence Training Programs to Equip Project Managers for Cross-Cultural Projects. *Scientific Bulletin*, 29(1), 1-10. <https://doi.org/10.2478/bsaft-2024-0001>
- Androshchuk, L. M. ... Bykova, O. (2023). Training of Choreographers in Higher Education Institutions. *Harmonia Journal of Arts Research and Education*, 23(1), 14-27. <https://doi.org/10.15294/harmonia.v23i1.43559>
- Arikunto, Suharsimi. (2003). *Manajemen Penelitian*. Jakarta: PT Rineka Cipta.
- Baharuddin dan Moh. Makin. (2018). *Pengembangan Manajemen Sumber Daya Manusia (Pendidik dan Tenaga Kependidikan) Dalam Upaya Meningkatkan Mutu Pendidikan*. Yogyakarta: Ar-Ruzz Media.
- Bush, T., & Ng, A. Y. M. (2019). Distributed Leadership and the Malaysia Education Blueprint. *Journal of Educational Administration*, 57(3), 279-295. <https://doi.org/10.1108/jea-11-2018-0206>
- Çimen, İ. ... Yücel, C. (2019). Okul Müdürlerinin Öğretmenlerle İlgili Değerlendirmelerinin Öğretimsel Liderlik Bağlamında İncelenmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 20(1), 254-272. <https://doi.org/10.17679/inuefd.435812>
- Criswell, B. ... Cappelli, C. (2018). Strengthening the Vision: Examining the Understanding of a Framework for Teacher Leadership Development by

- Experienced Science Teachers. *Science Education*, 102(6), 1265–1287. <https://doi.org/10.1002/sce.21472>
- Dasseler, Gary. (2004). *Manajemen Sumber Daya Manusia*. Jakarta: Indeks.
- Departemen Pendidikan Nasional Republik Indonesia. (2005). *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan*.
- Khalifah Nurlinda. (2020). “Manajemen Pendidik dan Tenaga Kependidikan dalam Meningkatkan Mutu Pendidikan”. *Jurnal Idaarah*. 4(1), 76-92.
- Mansur Tanjung. (2017). “Fungsi Organisasi dalam Manajemen”. *Jurnal Mantik Penusa*. 1(1), 34-51.
- Misliha. (2020). “Hubungan Pendidikan dan Pelatihan Terhadap Efektifitas Kerja Tenaga Kependidikan di SMA Negeri 12 Makassar”. *Jurnal Publikasi Pendidikan*. 10(1), 84-102.
- Moleong, Lexy J. (2017). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya, 2017.
- Muhammad Yusuf Hasibuan. (2019). “Manajemen Kepala Sekolah dalam Implementasi Kurikulum Pendidikan di Sekolah Ibtidaiyah Swasta Ar-Ridho Tanjung Morawa”. *Jurnal At-Tazakki*. 3(1), 53-68.
- Pana, E. (2024). *School Heads’ Instructional Leadership and Performance: Basis for Strategic Leadership Program*. *Ijsmr*, 07(02), 26–40. <https://doi.org/10.37502/ijsmr.2024.7203>
- Quayson, F. (2022). *Reflective Practice, Mentoring, and Self-Renewal in Professional Development for Adult Learners*. *The Interdisciplinary Journal of Advances in Research in Education*, 4(2), 1–7. <https://doi.org/10.55138/ma104284fxo>
- Rahmad Syahputra. (2017). “Strategi Peningkatan Mutu Pendidikan Pada SMA Negeri 3 Meulaboh Kecamatan Johan Pahlawan Kabupaten Aceh Barat”. *Jurnal Administrasi Pendidikan*. 5(3), 102-118.
- Rashid, R. A., & Mansor, M. (2018). *The Influence of Organizational Learning on Teacher Leadership*. *International Journal of Academic Research in Business and Social Sciences*, 8(4). <https://doi.org/10.6007/ijarbss/v8-i4/4236>
- Rasyid, Andi. (2017). *Manajemen Pendidikan*. Makasar: Celebes Media Perkasa.
- Rubini. (2017). “Manajemen Peningkatan Mutu Pendidikan Islam”. *Jurnal Komunikasi dan Pendidikan Islam*. 6(2), 87-112.
- Rubiyah Astuti dan M. Ihsan. (2016). “Pengaruh Supervisi Pengawas Sekolah dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru SMP di Kota Metro Lampung”. *Jurnal Lentera Pendidikan*. 1(2), 18-33.
- Sukmadinata, Nana Syaodih. (2006). *Pengendalian Mutu Pendidikan Sekolah Menengah*. Bandung: Refika Aditama.
- Sydorenko, V. ... Dzhus, O. (2020). *Application of Technologies of Formal and Non-Formal Education for Continuous Professional Development of the Modern Specialist*. *Revista Tempos E Espaços Em Educação*, 13(32), 1–24. <https://doi.org/10.20952/revtee.v13i32.14729>
- Tilaar, H.A.R. (2004). *Paradigma Baru Pendidikan Nasional*. Jakarta: PT Rineka Cipta.
- Wang, M., & Ho, D. (2019). *A Quest for Teacher Leadership in the Twenty-First Century – Emerging Themes for Future Research*. *International Journal of Educational Management*, 34(2), 354–372. <https://doi.org/10.1108/ijem-01-2019-0038>

William G. (1991). Latihan dan Pengembangan Sumber Daya Manusia. Bandung: Mandar Maju.