



Strategic Management Implementation in Teacher and Educational Personnel Management to Improve Education Quality at MAN Kota Cimahi

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ABSTRACT

This research is intended to find out about the implementation of strategic management of the management of teachers and education personnel in improving the quality of education at MAN Kota Cimahi. This research uses a qualitative approach to find out or describe the real and facts in the field. The method used is descriptive of the phenomenon of what is observed from a meaning, interconnected and based on existing reality. The types of data used are primary and secondary. The data collection techniques used include direct observation at the research location, interviews and documentation. Data analysis techniques use data reduction techniques, compilation of units, interpretation and conclusion drawing. This research focuses on strategic management in improving the management of teachers and education personnel at MAN Kota Cimahi. Education is one very important aspect, the management of teachers and education personnel are two main determining factors in the continuity of the teaching and learning process. The challenge of education management is now experiencing several problems such as the low quality of teachers and education personnel, lack of facilities and infrastructure, and lack of motivation and professionalism of teachers. The results of the study indicate that the implementation of strategic management in the management of teachers and education personnel at MAN Kota Cimahi is needed so that planning, organizing, implementing and evaluating can run accordingly so that the objectives of the management of teachers and education personnel run well and have a positive impact on improving performance, management of teachers and education personnel, as well as improving the vision and mission and quality of education quality.

Strategic Management, Teacher, Education Quality.

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INTRODUCTION

Education is one of the most important aspects in improving the quality of life (Andari et al., 2023). In improving the quality of education, the role of teachers and education personnel is very strategic. Teachers and education

personnel are part of the education system that plays an active role in developing student potential development. Teachers and education personnel are the main determining factor in the success of the teaching and learning process (Kurniawati et al., 2021). Good quality and competence will produce quality graduates, therefore it is necessary to manage teachers and education personnel effectively in order to achieve the stated educational goals (Tabroni, 2013).

However, in recent years, the challenges of teacher management have seen the quality of education in Indonesia still experiencing several problems such as the low quality of teachers and education personnel, lack of facilities and infrastructure, and lack of teacher motivation and professionalism (Kurniawati et al., 2021). This can have an impact on the low quality of education and cannot improve the nation's competitiveness.

Good education certainly requires good management. Management is needed to create a good management system so that it is directed in accordance with the vision, mission and objectives determined. Therefore, schools as education providers must be able to carry out the implementation and management of schools properly through a management approach, this shows that there must be management management of teachers and educators in a school institution as a provision for teachers to carry out effective and efficient education (Novitasari, 2022).

In an effort to improve the quality of education, the implementation of strategic management of the management of teachers and education personnel is very important. Strategic management is a systematic and sustainable process that aims to improve the quality of education through effective and efficient planning, organizing, implementing and monitoring (Faujiah et al., 2023).

With this strategic management, it is hoped that it can overcome the challenges in teacher management. This approach emphasizes the formulation of directed and systematic strategies to achieve predetermined goals.

RESEARCH METHODE

In terms of the type of data, this research uses a qualitative approach to find out or describe the real and facts that exist in the field where the research takes place by describing, exploring and explaining in the form of data, facts and words using scientific methods (Fadli, 2021). The method used is descriptive of the phenomenon of what is observed from a meaning, interconnected and based on existing reality. The types of data used are primary and secondary based on the existing research document approach. Data collection techniques used include direct observation at the research

location, interviews and documentation. Then the data analysis technique used uses data reduction techniques, compilation of units, interpretation and conclusion drawing. This research focuses on strategic management in improving the management of teachers and education personnel at MAN Kota Cimahi.

RESULT AND DISCUSSION

Strategic Management

Strategic Management is divided into two words, namely management and strategy. Management comes from the English "Management" or "To Manage" means organization, management of an activity (Jaya, 2022). The concept of management refers to how a manager / leader guides, directs and guides his team to achieve the goals to be achieved.

Then Strategy etymologically comes from the military term "Strategic" or planning (Shelina & Br Panjaitan, 2023). In terms of strategy is a plan directed at achieving certain activities and achievements. Strategy is the determination of a leader's plan that focuses on short-term and long-term processes accompanied by the preparation of ways or efforts to achieve these goals (Shelina & Br Panjaitan, 2023).

Strategic Management is a combination of the art and science of planning, implementing, and assessing decisions. The strategic management process includes organizational goals, developing established policies, organizational planning, allocation and resources, and efforts to achieve organizational goals (Gusrianto & Syaifudin, 2023). In management science according to G.R.Terry. there are four stage processes in the implementation of management, namely Planning, Organizing, Actuating, Controlling (Syahputra & Aslami, 2023). The context of education, strategic management in the world of education is a plan that focuses on the vision and mission of the goals to be achieved in the future.

Thus it is concluded that strategic management of education is a series and actions of managerial activities that determine long-term organizational performance in identifying, planning, implementing educational policy strategies to achieve the vision and mission goals of the educational organization institution.

Management of Educators and Education Personnel

1. Educator

Educators are not only the ones responsible for imparting knowledge to students, but also the great mentors who guide them through the learning process (Sulistiani & Nursiwi Nugraheni, 2023). Their role does not stop there, educators also help develop skills, instill positive attitudes, and instill noble

values that are provisions for the future life and career of learners. More than just teachers in schools, RPP Article 139 emphasizes that educators also include lecturers in universities, trainers in the workplace, and even parents who educate children at home. In short, an educator is anyone who dedicates themselves to teaching knowledge to others (Rahmatullah & Nugraha, 2024).

Government Regulation No. 19 on National Education Standards emphasizes that qualified educators must have competencies in various fields, including pedagogic, attitudinal, psychomotor, professional, affective, and social. Educators are professionals who carry great responsibility. They design and implement the learning process, evaluate student progress, provide guidance and training, and assist in community development and service, especially for those who are active in the university environment (Rahmatullah & Nugraha, 2024).

According to Aliyyah (2018), educators are individuals from the community who devote themselves and are responsible for guiding, teaching, or training students. They generally act as teachers/lecturers in schools/colleges, being the main figure of education, administrators of school service assistants, supervisors, and so on. High-quality teachers are the foundation for excellent schools. Therefore, qualified teachers are an important asset for the nation because they are able to prepare human resources that are competitive and equal to teachers in other developed countries .

It can be concluded that educators are not just conveyors of knowledge, but guides, motivators and role models for students. Their competence and dedication are key in producing a qualified and future-ready next generation.

2. Education Personnel

According to Article 140 Paragraph 1 (RPP, Chapter XII/2005), education personnel include various roles, including school principals, supervisors of formal education institutions, supervisors of non-formal education institutions, library staff, administrative staff, laboratory staff, social workers, counselors, psychologists, janitors and others (Chairunnisya, 2020).

According to the National Education System Law, education personnel are individuals from community groups who devote themselves to supporting the implementation of education and are appointed to help achieve the objectives of government programs in the field of education. Meanwhile, educators are highly qualified educators, such as teachers, counselors, lecturers, instructors, or facilitators, according to their expertise. In addition, educators are also individuals involved in educational institutions or organizations who understand the principles and science of education, and are able to implement

the educational process either directly or indirectly (Rahmatullah & Nugraha, 2024).

3. Management of Educators and Education Personnel

The management of educators and education personnel covers various aspects related to management, setting standards, procedures, and developing resources in educational institutions. This includes the recruitment and selection process of prospective educators and education personnel, employee placement, performance assessment, quality development, management of employee welfare, and dismissal if necessary (Rahmatullah & Nugraha, 2024). The main goal is to ensure that educators and education personnel have the appropriate quality and qualifications, motivate them, develop employee careers, and achieve the desired goals of the institution.

Another definition states that education personnel management involves setting norms for employees, standard work procedures, proper coaching, the process of hiring employees, managing employee welfare, and dismissing educational staff if necessary in an educational institution. This aims to ensure that they can carry out their duties and functions in accordance with the objectives of the institution. According to Sedarmayanti (2018), education and education personnel management is the management of all educational staff involved so that they can carry out their duties and functions effectively and actively in accordance with their work roles and functions.

On the other hand, the management of educators and education personnel is considered as a function or part of a separate system, which is expected to complete tasks and deal with certain problems. As stated by (Wulandari, 2021), effective staff placement means putting the right person in the right position at the right time.

Based on the views and opinions expressed above, the management of teaching and education personnel refers to a series of activities that include arrangements since teaching and education personnel join school institutions. These activities include planning, recruitment of prospective staff, staff selection, staff placement, compensation, training and development, reward or punishment, and dismissal if necessary.

Strategic Management Implementation in Teacher and Educational Personnel Management to Improve Education Quality

Implementation of strategic management carried out at MAN Kota Cimahi on the management of teachers and education personnel in the process of compiling learning planning Arrange active learning, renewed and carry creative ideas from educators. In the preparation of learning planning, each teacher is required to be able to make learning planning administrative

equipment before the new school year begins according to their respective fields. Because this is an absolute requirement for all teachers to match the quality and achieve learning objectives (Dolong, 2016). However, in reality, in the implementation of this planning, there are still those who are not in accordance or predetermined criteria such as in the formation of the Learning Process Plan (RPP) or other Teaching Models, because the teacher is still practically new to teaching and is still an honorer and still needs time to adjust in the preparation of lesson plans.

In preparing the plan, there is also a learning model that teachers usually have to use, usually teachers use a collaborative learning model where this learning process involves cooperation between students to achieve common goals such as project-based learning (Hasanah & Himami, 2021). With the Merdeka curriculum being implemented by the central government, learning uses a learning project, namely the Pancasila Student Profile Strengthening Project or commonly abbreviated as P5, where this system invites students to collaborate to improve learning outcomes, character, skills, awareness and concern for current issues as well as prepare students to achieve future goals (Muqarramah et al., 2023). Secondly, the discussion system where learners are involved in the learning process with students invited to be active and exchange ideas and information between learners both orally and in writing. This discussion is carried out with the aim that learners can improve their understanding of a topic, communication skills and develop learners' critical and analytical thinking skills. Third, Simulation where this method uses situations that mimic real-world situations with the aim that learners practice cooperation, and learners can solve problems that are in accordance with the topics studied. Fourth, Games are used so that students are not bored and the learning process is more active (Simarmata et al., 2022).

Furthermore, learning planning carried out at MAN Kota Cimahi in the learning process uses a variety of teaching materials, with the development of technology the teachers use Powerpoint media, rotating wheels, learning video playback and others they consider learning using technology media students are more interested, excited and not boring. Then each student is trained for literacy where they are directed to the library to read and resume teaching materials from the subject. Learning is not only done in class, usually teachers use facilities that have been provided at school such as gazebo rooms at several points around the school, library, Greenhouse for learning Natural Sciences and fields for sports and sometimes for other subjects (Hardiana, 2024).

Then after the planning process each teacher conducts self-muhasabah, reflection on self-standards in order to improve the performance of the teacher,

in its implementation the teacher may already know what will be evaluated. First, supervision will be carried out to the Principal, usually this is done by the school supervisor to evaluate the performance and administration of the Principal, then supervision is carried out to the teacher by the Principal regarding administrative equipment and the assessment process when learning takes place, the Principal will see the learning process taking place in order to find out whether the teacher is competent or not with the administration that has been made so as not to get out on the topic path that has been made in each subject and in accordance with the specified learning standards (Hardiana, 2024).

After the supervision process is complete, an evaluation is held, usually the Principal will provide direction and guidance so that the teacher can make improvements and self-reflection in the learning process and administration that has been made and know the shortcomings that must be corrected such as daily journals, learning outcomes and others so that the teacher can continue to improve the quality competence of the learning he/she is teaching.

Furthermore, in the management of teachers carried out at MAN Kota Cimahi in the continuous professional development of teachers in order to improve knowledge insight and skill insight, the steps taken at MAN Kota Cimahi school are holding meetings with all stakeholders both supervisors, committees, teachers and education personnel. This activity is carried out as a gathering event and discusses the evaluation of learning in the previous year as evaluation and reflection material, then planning and strategies that will be carried out to improve quality and performance for all stakeholders involved (Hardiana, 2024). Then with the changes in the curriculum, a forum is needed to develop insight skills, leadership, so the MAN Kota Cimahi school carries out In House Training activities or commonly called IHT which is carried out to increase the effectiveness of the process of developing classroom management, quality education for teachers in schools, and others. The expected product of this IHT is that every teacher at school is able to make a product in the form of scientific papers according to their respective teaching fields and the principal knows, guides and evaluates to what extent the understanding of the results of the IHT activities (Hardiana, 2024).

In addition, to develop creativity, insight and skills in each teacher because MAN Kota Cimahi is under the auspices of KEMENAG, each teacher must fill in the skills training platform provided called PINTAR. This platform contains information, training, webinars open to all employees who have registered and must fill in for all ASNs within the Indonesian Ministry of Religion. Other activities that are usually carried out for this development are

participating in webinars, discussions, seminars and MGMP / MGBK and KKG activities scheduled by each Rayon or Sub Rayon to exchange information, share and collaborate regarding teacher management and the quality of each subject (Hardiana, 2024).

Related to the selection and recruitment system for teachers and educational staff registered in the MAN Kota Cimahi school environment, the placement or recruitment process of these employees follows the rules and procedures carried out by local authorities or from the center directly under the Indonesian Ministry of Religious Affairs according to existing needs, usually due to the shortage of ASN teachers in the school environment where there will be a substitute for P3K to fill the vacancy of teachers or employees so that they are qualified and have good quality (Hardiana, 2024). Although it is not allowed to recruit honorary teachers, but to fill teacher vacancies, this school still conducts recruitment with permission from KEMENAG and is carried out transparently and accountably in accordance with the recruitment provisions, namely recruitment socialization, data collection of prospective applicants, selection for prospective teachers/staff, competency tests, interviews and announcement of the results of the recruitment.

Coaching carried out at MAN Kota Cimahi for teachers and education personnel is by means of supervision carried out by the principal then included in In House Training or IHT activities and workshops and webinars which are usually held by their respective subject areas to be able to help develop the quality and quality of teachers in knowledge, skills, insights in the world of education. However, when the coaching process takes place, teachers still have obstacles, usually individualized coaching is carried out where special assistance and monitoring is carried out from staff and principals periodically so that the teacher is able to complete his duties and ensure that what he does is in accordance with the quality standards and quality of learning and education (Hardiana, 2024).

One form of appreciation carried out by MAN Kota Cimahi is in the form of Reward and Punishment. Usually this reward or gift is given to teachers who excel and can bring the good name of the school will usually get a gift in the form of a charter, certificate of appreciation and a memento in the form of useful items. Then on the other hand, when the teacher commits a violation, there is a punishment or punishment that he will receive in the form of light punishment in the form of verbal reprimands in the form of writing and statements and heavy usually is the termination and dishonorable dismissal of the teacher for committing a violation at the predetermined threshold, but in MAN Kota Cimahi until now no one has committed a serious violation, the

violation committed is only in the form of the teacher coming late to school and usually teachers prefer to receive gifts from committing violations. The existence of rewards and punishments is carried out on an ongoing basis so that teachers and education personnel are always excited and continue to improve their performance in totality so that learning is in accordance with the quality of learning (Hardiana, 2024).

Building an atmosphere and motivation to all stakeholders is a must, because this will affect the emotional condition of teachers with teachers and with students later. Therefore, open communication is very important in building the atmosphere and motivation of all involved to motivate and support each other to always do their best and MAN Kota Cimahi school gives freedom to teachers to develop themselves by attending training, seminars, webinars, workshops and others in order to create a harmonious atmosphere, teacher management goes well and improve the quality of education and conducive work.

CONCLUSION

Implementation of strategic management in the management of teachers and education personnel is needed so that planning, organizing, implementing and evaluating can run properly so that the objectives of this education can be achieved. The implementation of strategic management is used as a means to manage, create strategies and as a measuring tool in the management of teachers and education personnel for the learning implementation process such as in the preparation of lesson plans, learning models, mentoring, rewards and punishments to build a good atmosphere and motivation for teachers and education personnel. It is proven that the implementation of the management of teachers and education personnel at MAN Kota Cimahi shows a positive impact on all stakeholders with an increase in the quality of teachers, education personnel, increased discipline and improved performance in the management of teachers and education personnel so as to create the quality and quality of education to be achieved.

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