Education And Training Management In An Effort To Improve The Quality Of Educators At SMA Muhammadiyah 3 Yogyakarta

Annisa Yolanda¹, Tumin²

¹,²Universitas Muhammadiyah Yogyakarta, Jl Brawijaya, Geblagan, Tamantirto, Kasihan, Bantul, Daerah Istimewa Yogyakarta
tumin@umy.ac.id

Abstract

The management of education is an effort related to educational activities in which the process influences and motivates student creativity using tools, methods, media, facilities, and infrastructure needed to hold the educational activities. This research aims to describe the management of education and training in SMA Muhammadiyah 3 Yogyakarta. The researcher used a qualitative method with a descriptive qualitative approach. The researcher observed and interacted directly with the headmaster and teachers through interviews, observation, and documentation. In testing the validity, he used the triangulation technique. The data obtained were then analyzed by conducting data reduction, data presentation, and conclusion. The research results showed that the administration, management planning of education in SMA Muhammadiyah 3 Yogyakarta, and national standard of education became the guidance of management administration in the school. The training was given to educational staff following the needs observed by the headmaster and vice headmaster of the curriculum by inviting experts and giving challenges to the teachers going to participate in the training. The headmaster gave rewards to the teachers who had finished their research. The participation of the teachers in the training was great because it was related to the level of career that the educators would have so that they became participative in developing potential. The enhancement of the quality of the educational staff in SMA Muhammadiyah 3 Yogyakarta was with various trainings and programs covering MGMP, workshops, double expertise program, and other supervision program development. By participating in the training, the educational staff of SMA Muhammadiyah 3 Yogyakarta can develop their potential or skills starting from pedagogy competence, professional competence, and personality competence.

Keywords: Management of Education, Training, and Quality of Educational Staff

Abstrak


Kata kunci: Manajemen Pendidikan, Pelatihan, dan Mutu Tenaga Kependidikan

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Corresponding author: Annisa Yolanda
Email Address: tumin@umy.ac.id (Jl Brawijaya, Geblagan, Tamantirto, Kasihan, Bantul, Daerah Istimewa Yogyakarta)
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INTRODUCTION

Education is a humanist process which is better known as an effort to humanize humans. Therefore, we should respect the human rights of every individual, students are not machines that can be controlled at will, but rather a generation that needs help and attention in every phase of their development towards maturity, so that they can become independent individuals, think critically and have noble character. Education also plays a role in developing every aspect of humanity. Development is considered complete when each of these aspects can develop well and completely. On the other hand, incomplete development occurs when one or more aspects of humanity do not develop properly and completely so that the individual becomes incomplete, stunted, and unstable (Triwiyanto, 2021).

Education in Indonesia has several levels or levels starting from elementary school, middle school, and high school, as well as students who come from various regions and certainly have different characters, cultures, languages, environments, and backgrounds. (Mulyasa, 2022). Improving the quality of education is an investment in a country's future, it has a positive impact on individuals, society, and the economy as a whole and helps create a more competitive, inclusive, and sustainable world. (Utamy et al., 2020).

The role of educators is very influential in increasing and developing the potential of students. An educator is someone responsible for the teaching and learning process and has the role of guiding and educating individuals, especially students or students, to develop knowledge, skills, values, and other abilities. Educators can be teachers, lecturers, instructors, or anyone who plays a role in providing education and guidance to others. Educators must try to make lessons interesting for students because students often feel that the lessons given by teachers are very boring. The task of teachers today is not only to teach but also to educate and guide students to become responsible adults (Alpian et al., 2019).

Management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently which have been previously determined. Management includes planning, organizing, implementing, supervising, evaluating, and controlling activities. Meanwhile, education management is a process of planning, organizing, implementing, and supervising in managing all resources in the form of people, money, markets, materials, methods, machines, time, and information to achieve goals effectively and efficiently in the field of education. Education management implemented in an institution or school includes implementation of curriculum management, implementation of human resource management, implementation of teacher and education staff management, and infrastructure management. (Hidayat & Abdillah, 2019).

Efforts to improve the competency or ability of an educator include participating in educational training. Training is a learning process that aims to improve a person's skills, knowledge, and attitudes in carrying out work. Training in education can be carried out to improve the performance of teachers.
or teaching staff in carrying out their duties. Therefore, training in education is very important to improve the quality of human resources and the performance of educational organizations (Adianto & Fedryansyah, 2018).

Muhammadiah 3 Yogyakarta High School or what is known as Muga High School (Muhammadiah 3) is one of the many high schools that implements education and training management to ensure the smooth running of teaching and learning activities (KBM). The aim is to support and support the smooth running of Muga High School's vision and mission. Students at SMA Muhammadiah 3 Yogyakarta also achieved impressive academic achievements.

**METHODS**

This research uses a qualitative method with a descriptive qualitative approach. The qualitative method produces findings that cannot be obtained through statistical methods or quantitative approaches (Farida N, 2014). In this research, researchers use a descriptive qualitative approach. Descriptive qualitative is an approach that aims to provide a detailed and comprehensive description of the social phenomenon or human behavior being researched. This research uses a purposive sampling technique. Purposive sampling is a non-random sampling technique where the researcher selects samples based on certain criteria that are in accordance with the research objectives, with the hope of providing relevant responses to the research case (Sofatur Rizky et al., 2023).

Data collection techniques used were observation, interviews, and documentation. The research participants in this study were the principal and 2 teachers who were able to provide information related to research conducted at SMA Muhammadiah 3 Yogyakarta.

**RESULTS AND DISCUSSION**

Management is the process of planning, organizing, directing, and controlling resources to achieve organizational goals effectively and efficiently. Management is central in administration, much broader than administration, and cannot be separated from administration (Ayudia et al., 2022).

Management also involves a leader's efforts in managing human resources to achieve goals through agreed functions and tasks. Students are a crucial element that cannot be separated from the education system because the ultimate goal is to ensure their success in achieving the educational goals that have been set (Arifin, 2022).

National Education Standards (SNP) Minimum criteria related to various relevant aspects of the national education system must be complied with by all administrators and/or education units throughout the jurisdiction of the Unitary State of the Republic of Indonesia (Yuliana & Raharjo, 2019).

Based on the results of an interview conducted on Thursday, January 22 2024 with Mrs. FS as the principal of SMA Muhammadiah 3 Yogyakarta, question point one is related to educational management at SMA Muhammadiah 3 Yogyakarta. He said:
FS said: "Yes, so school management starts from if in state schools there are 8 national education standards or SNP. If in Muhammadiyah schools there are 9 national education standards, those 8 standards are for state schools because there is no standard Muhammadiyah Islamic curriculum. Number 9 is Islamic and Muhammadiyah standards, the first standards are process standards, content standards, process standards, assessment standards, management standards Education standards, teacher and education staff standards, financial standards, infrastructure standards, and the last one is Islamic and Muhammadiyah."

Based on the results of the interview, it can be concluded that Educational Management at SMA Muhammadiyah 3 Yogyakarta schools is guided by national education standards, in state schools the national education standards have 8 standards while in Muhammadiyah schools there are 9 standards, namely state schools there are no Muhammadiyah Islamic standards. The difference between national education standards in state schools and Muhammadiyah schools is Islamic and Muhammadiyah standards. The management of students at Muhammadiyah 3 High School includes content standards, process standards, and management standards, where these standards are distributed to each field and managed by the head of student affairs. The 9 national education standards at SMA Muhammadiyah 3 Yogyakarta are as follows, content standards, process standards, assessment standards, graduation standards, teacher and education staff standards, infrastructure standards, financial standards, management standards, and Muhammadiyah Islamic standards. So these standards become guidelines for managing the Muhammadiyah 3 Yogyakarta High School organization.

The next question is related to training management at SMA Muhammadiyah 3 Yogyakarta, from the results of an interview with Mrs. Yuli as deputy head of curriculum on Monday, January 29, 2024, she said:

YA said: "In order to improve the quality of each, we usually conduct workshops on how to provide excellent service in each field. Excellent service here is how to serve people and guests according to their respective proportions, there are certain criteria. "Apart from bringing in resource persons, we also conducted a comparative study of which high schools have neatly clean schools, what kind of cleaning staff do they have in cleaning so that the schools stay clean and rubbish doesn't pile up."

The results of an interview with Mrs. Aini deputy head of Ismuba SMA Muhammadiyah 3 Yogyakarta regarding training management, explained:

NA said: "So we often hold training internally, from Muga High School, inviting teachers here, or from the curriculum holding workshops. As we are currently filling out the PMM learning for the Merdeka curriculum, we are being gathered to be given training. There is a product form, so it's a workshop. "So we accompany these friends in completing the Merdeka curriculum, the Merdeka curriculum program is like that"

From the explanation above it can be concluded workshop servants in accordance with their respective fields provide or bring in resource persons to provide excellent service to school education
staff, not only bringing in resource persons or workshops, but schools also conduct comparative studies of schools that are considered very clean and tidy schools so that high school education staff Muhammadiyah 3 Yogyakarta can see firsthand how waste is managed and what the cleanliness system is like at the school.

Subject-teacher deliberations are forums for discussions and deliberations between teachers who teach certain subjects in a school. Subject-teacher deliberations discuss various matters related to teaching, learning, curriculum, and other issues related to the subject.

A skills program is a focus of study in a particular field (Susanto et al., 2019). The dual skills program is a program where teachers can have 2 academic certificates by taking PLPG. This training or program can be carried out when you already have a position or do not yet have a position. By obtaining a certificate as a professional teacher, you can improve your skills and apply best practices in teaching, which is a continuous development for teachers.

Effective strategies in carrying out training at SMA Muhammadiyah 3 Yogyakarta, according to the deputy head of curriculum at SMA Muhammadiyah 3 Yogyakarta, the most effective strategy in carrying out training, namely by bringing in resource persons according to the field to be developed. By bringing in resource persons who really master the field to be improved as explained above, invite resource persons to CS resource persons who have outsourcing services who really master that field.

An effective strategy according to NA as deputy head of curriculum by bringing in resource persons according to the field to be developed. The effective strategy from the principal's perspective is an effective strategy in carrying out training, namely by providing challenges to teachers. The internal level challenge is to provide facilities for research, classroom action research with challenges, then when the teacher has completed the research, a reward will be given so that the teacher will feel that what he has done has received a good response.

Participation is the process or action of people or groups in contributing, interacting, or being involved in an activity, activity, or decision that affects them or the surrounding environment. Teacher participation in taking part in training at SMA Muhammadiyah 3 Yogyakarta can be said to be very participatory. At SMA Muhammadiyah 3 Yogyakarta there is a requirement for teachers to advance their career path, teachers must have an activity certificate, and with this teachers are encouraged to always develop their potential or skills and take part in training.

The principal has a very important role in the school, the principal has full responsibility for all activities or activities that occur in the school. The school principal plays the role of supervisor or supervisor in the implementation of the training program, starting from daily supervision, daily routines, and evaluation. The principal carries out an evaluation and then provides feedback to the teachers so that they can reflect on themselves. Each activity is evaluated so that if there are deficiencies or inappropriate targets, they can be quickly resolved. School principals must be able to raise awareness among teachers so that teachers' high understanding increases and without coercion, teachers will carry out their activities or work more comfortably and without feeling burdened.
The next question is about the quality or competency of the teaching staff at SMA Muhammadiyah 3 Yogyakarta, as a result of an interview with Mrs. Yuli as Head of Curriculum, she said:

YA said: "Training on using Canva, Canva is an interesting application that can help teachers create interesting teaching materials. That helps build the learning process in the classroom, then there are also several teachers who we include in training students with special needs or accompanying teachers for inclusion because every school must be willing to accept a variety of students, whether students with special needs categories or normal students, if later we have students have special needs, then teachers who have participated or have certificates as inclusion assistants will be able to provide assistance."

Then in an interview with the school principal regarding the competency of the teaching staff, he conveyed:

FS: “The difference is that the government thinks in general terms. In general, it provides such independent teaching platforms, and webinars, where the government provides them generally, where these problems arise generally by educational institutions. But if it is more appropriate, we internally also have to plan to have training or training activities, These scientific upgrading activities are done internally because we know better what the needs are."

The results of the interview with Waka Ismuba stated that regarding the competence of the teaching staff at SMA Muhammadiyah 3 Yogyakarta,

NA said: “Providing role models for students. So we give examples to students, these are the morals of a student, these are the morals of a child, these are the morals of a Muslim, like that. namely first, getting used to good morals, getting used to a good attitude. "Then the second discipline in this case is prayer, that is, we teach the children to pray the noon and asr prayers which are mandatory at school."

Pedagogical competency includes an educational foundation that includes an understanding of student character, including moral, physical, social, spiritual, emotional, and cultural aspects and all learning principles.(Somantri et al., 2021). The efforts made by schools to improve the quality of teaching staff are by providing opportunities for teachers such as training, technical guidance, and workshops. Teachers are also required to take part in Baitul arqam or coaching at Muhammadiyah, and educators must be active in their respective areas within the organization and are allowed to take part in online training which can help in developing the potential that exists in each educator.

Then there is training in accompanying students who have special needs so that if the school accepts students with special needs the school has provided accompanying teachers who have a certificate to accompany children with special needs. The driving teacher program created by the government through the Merdeka curriculum aims to mobilize all aspects of the school, both in terms of students, teachers, and education staff so that they can keep up with current developments in accordance with future developments.
Professional competence includes skills and expertise in one's field, including mastery of the material to be taught and teaching methods, as well as a sense of responsibility for one's duties and a spirit of togetherness with fellow teachers. (Hendri S, 2020). Through professional skills development teachers can continue to improve their skills, knowledge, and quality of teaching by identifying development needs, prioritizing topics and skills, designing relevant programs, involving qualified facilitators, conducting regular program evaluations, and ensuring continuity in professional development. This helps schools create an environment that supports growth and improves teacher performance.

Personality competency is about the personal ability to understand oneself, accept oneself, direct oneself, and achieve full personal potential (Zola N & Mudjiran, 2020). Providing exemplary examples to students is a personality that a teacher must have because a teacher is a role model or role model that students will emulate. Educators give students examples of the morals of a Muslim, the morals of a child, and the morals of a student. Instilling good morals in every student and discipline, especially in terms of prayer, students are required to always participate in midday and Asr congregational prayers at the SMA Muhammadiyah 3 Yogyakarta Mosque.

CONCLUSION

Education management at SMA Muhammadiyah 3 Yogyakarta is carried out holistically and comprehensively. National education standards serve as guidelines for managing schools. There are 8 national education standards in state schools, namely process standards, content standards, teacher and education staff standards, assessment standards, and graduation standards. Management standards, financial standards, and infrastructure standards. Muhammadiyah schools have 9 national education standards with additional Islamic and Muhammadiyah standards for Muhammadiyah schools.

SMA Muhammadiyah 3 Yogyakarta has various programs and strategies for managing the training and development of teachers and education staff. Through workshops, subject-teacher deliberations (MGMP), dual expertise programs, and various coaching programs, this school seeks to improve the quality and competency of its educators.

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