

Headmaster Management in the Province Of Jambi Teacher Career Development of State Special School (SSS)

Replianis¹, Khairinal², Hidayat³

¹(Candidate for Doctor of Islamic Education Management at UIN Sulthan Thaha Saifuddin Jambi)

²(Lecturer at Jambi University)

³(Lecturer at the State Islamic University (SIU) Sulthan Thaha Saifuddin Jambi)

Abstract: This study uses a qualitative approach. The social situation is in Muara Bulian SSS, Jambi City SSS, and Muara Bungo SSS. The research subjects were the headmaster, vice headmaster and teachers. Data collection techniques are observation, interviews, and documentation. Data analysis consists of data reduction, data presentation, and verification or conclusion. Checking the validity of the data through extended observations, triangulation, and peer checking through discussion. The results of the study consist of four findings, namely: 1) Headmaster planning in teacher career development at SSS Jambi Province has not been carried out optimally. Where the headmaster does not involve all stakeholders in planning, (2) Organizing headmasters in teacher career development at SSS Jambi province, that is the division of tasks from the headmaster to vice headmasters and teachers, distributing work to all school personnel, both teachers and staff, (3) Implementation of school headmasters in teacher career development, that is directing teachers to attend training/workshops, seminars so that teachers can improve their competencies so that they have a good effect on careers, carry out classroom supervision, conduct teacher performance assessments, and guide teachers. teachers in preparing learning tools, (4) Supervision of school headmaster in teacher career development, namely conducting class visits to determine the competence of teachers, supervising learning devices such as lesson plans, Prota, Promes, and other learning equipment. Could it can be concluded that the implemented headmaster management has not supported teacher career development optimally because of the lack of planning, supervision and guidance.

Keywords: Management, Career Development, Headmasters, and Teachers

Date of Submission: 10-06-2021

Date of Acceptance: 25-06-2021

I. INTRODUCTION

Headmaster management of teacher career development needs to be implemented. In Law Number 14 Article 32 of 2005 concerning educators and lecturers, it is explained that the guidance and development of educators includes professional and career coaching and development. coaching and development the profession of educators includes personality competence, social competence, and professional competence conducted through functional positions. While coaching and career development of educators includes assignments, advancement, and promotions [1].

According to Gary Dassler, there are five steps in the career development process, namely: (1) needs analysis; (2) planning, that is compiling and producing training programs; (3) validation, that is presenting the program that has been made; (4) implement the program, train targeted employees; (5) evaluation and follow-up, where management evaluate the success or failure of the program [2].

According to Randall. S Shculer and S. Jackson, to determine the need for training and development, it is necessary to process, analyze needs, assess, and plan, while the main goal in development is to achieve educational goals. It begins with an examination of the organization's short- and long-term goals and trends affecting those goals. Needs analysis must be able to translate the organization's objectives into a precise estimate of the demand for human resources [3].

According to *Chris Rowley* and Keith Jackson programs that must be passed in empowering the career development of employees (educators), namely: (1) on-the-job training and off-the-job training, (2) educational seminars, (3) self-study materials, (4) advisory program [4].

From the explanation above, it can be concluded that there are three domains in the career development of educators, namely: (1) the realm of assignment (2) the realm of advancement, (3) the realm of promotion. To develop these three realms through several conditions that have been set by the government, that is (1) meet the credit score as determined, (2) it is necessary to convert the results of assessment of teacher performance (ATP)

and continuous professional development (CPD) to credit numbers, (3) the acquisition of credit scores from ATP and CPD is a package, (4) the acquisition of credit scores every year is determined by the assessment team

Career development of educators is also one of the steps that need to be taken in optimizing educators so that they are able to provide good performance through the mobilization or activation of all components and their potential. As agents of change and at the forefront of educational development, educators must carry out their duties with joy because they are architects for the future of Indonesia's young generation.

However In fact, what is happening at this time is the development of educators has not shown satisfactory results. Based on the facts, the ability of educators when viewed from the results of the Teacher Competency Test (TCT) in 2015 was not satisfactory. The average TCT score in general for educators in Jambi province is 48.69 still below the standard value set by government as the graduation standard is 55 [5].

This indicates that there are still many educators who competence as well low performance. Likewise with the situation of special school educators (SS) in Jambi Province. According to information from the SS supervisor in Jambi Province, the TCT score for SS educators in Jambi Province in 2015 averaged 40, 5 [6].

In detail *Grand Tour* what the author found is as follows:

1. The headmaster's management of teacher career development has not fully referred to management functions such as planning, organizing, implementing, supervising.
2. Educators do not fully understand the career development of educators, especially regarding promotions.
3. Educators do not fully understand how to fulfill the credit score which is the main requirement in career development.
4. Lack of enthusiasm for educators to develop their careers to a higher level.

II. LITERATURE REVIEW

Management is the process of managing organizational resources through good cooperation between one person and another to achieve the goals of organization [7].

Andrew J. Dubrin, states that management is the process of using organizational resources to achieve organizational goals based on the functions of planning, decision making, organizing, leadership and monitoring [8].

One of the important tasks of management is to utilize human resources so that they are able and willing to work optimally in order to achieve organizational goals. Humans will be able and willing to work well if they are placed in positions that match their interests and abilities and if they can fulfill their various needs by doing the work.

Career development plays an important role in increasing the commitment of educators to achieve the goals of an organization. The existence of career development is also needed by every educator to increase work commitment, advanced and developing organizations are synonymous with career development, career development has a direct influence on human resource commitment. Can be said with career development will encourage self-confidence and enthusiasm for educators in carrying out their duties towards a better direction.

Enggland In Chris Rowley and Kaith Jackson, career development is an organized and planned effort consisting of structured activities that will result in a reciprocal planning effort between workers and the organization they work for. It is a continuous process in which each progress is made through a series of stages or movements along a career path, each of which is characterized by a series of issues, themes, and tasks. relatively unique task [4].

In the Republic of Indonesia Law No. 14 of 2005 Article 32 describes the coaching and career development of educators including:

1. Assignment
2. Advancement
3. And promotion [1].

Strategies that can be done to realize teacher career development include: 1) conducting workshops in schools, 2) sending teachers to attend *MGMP*, 3) carrying out in-house training, 4) carrying out collaboration with other institutions, 5) carrying out visits to other schools [9].

The second concept, McElwindal in Rowley and Jekson, related concept to career development that must be carried out by management there are 2 kinds, namely: (1) promotion planning; (2) succession planning. The first concept, studies conducted by management on individual workers who are in the organization. The second concept, success planning is conducted by senior managers, that is:

- a. Identify workers to be developed
- b. Dominated by management
- c. Then their performance evaluation data is reviewed
- d. Their potential abilities are assessed
- e. Development plans for them are formulated
- f. And career paths are mapped out [4].

According to Minor in Chris Rowley, the main people responsible for career development are organizations, managers, and workers. Everyone is responsible for planning, directing and developing [4].

Meanwhile, according to *Permendiknas 2010* and *Permenneg PAN RB 2009*, career development cannot be separated from continuous professional development. The relationship between continuous professional development, performance appraisal of educators, and career development of educators can be demonstrated through the flow of coaching and professional development of educators as follows:

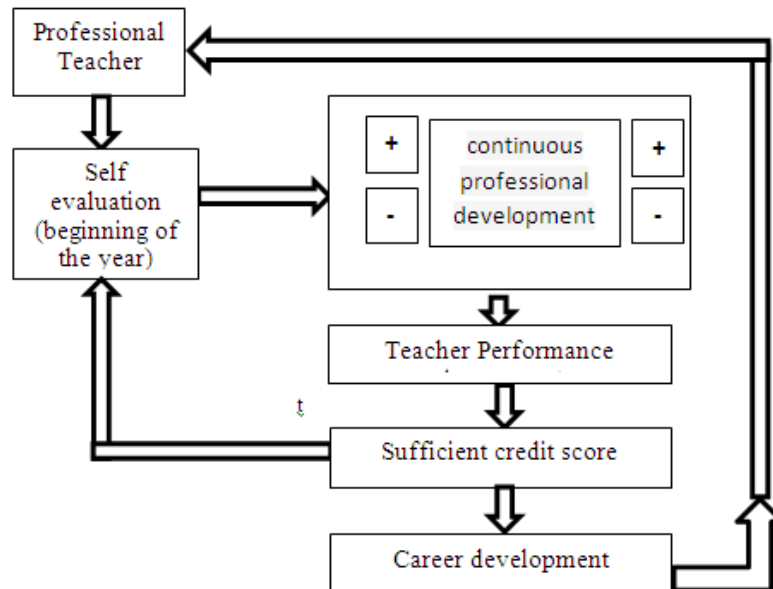


Figure 1: Career development flow for educators [10].

Chris Rowley and Keith Jackson stated, programs in workforce development (educators) are: (1) on-the-job training and off-the-job training, (2) educational seminars, (3) self-study materials, (4) advisory program. It was further stated that employee development programs tend to require a longer period such as career development and professional competence development [4].

III. METHODOLOGY

This study uses a Research approach qualitative. Through a qualitative approach with the point of view of education management is used to describe, represent, explore and describe the management of educators in schools.

This research was conducted at the Jambi Province State Special School. The selection of the place took consider that the institution was a representative of the SS in Jambi Province which was not too far away and allowed researchers to get information or data that was in accordance with the title and research problems that could be collected.

To obtain accurate and correct data, in this study the researchers used the techniques of Observation, Interview, and Documentation. What is meant by the observation method is the data collection method used to collect research data through observation and sensing [11].

While the data analysis techniques used are data reduction, data presentation, and drawing conclusion.

IV. RESULTS AND DISCUSSION

1. Headmaster planning for teacher career development at SSS Jambi Province (Muara Bulian SSS, Jambi City SSS, and Muara Bungo SSS) has not been carried out optimally. Where the headmaster does not involve all stakeholders in planning, the headmaster only involves the vice headmaster for curriculum and the Deputy Head of Infrastructure. In addition, the headmaster has also not made plans to increase teacher competence and careers. Planning for teacher career development carried out by the headmaster includes planning for class supervision and planning for teacher performance assessments by visiting the classroom and paying attention to teachers in implementing KBM.
2. Organizing school headmasters in teacher career development at SSS Jambi province (SSS Muara Bulian, SSS 1 Jambi City, SSS Muara Bungo) that is the division of tasks from school headmasters to vice headmasters and teachers, do the division of labor to all school personnel, both teachers and staff.
3. The implementation of school headmasters in teacher career development at Provincial SSS in Jambi Province SSS (Muara Bulian SSS, Jambi City SSS 1, Muara Bungo SSS) is to direct teachers to attend

training/workshops, seminars so that teachers can improve their competence so that good influence on careers, carrying out classroom supervision, assessing teacher performance, and guiding teachers in preparing learning tools.

4. Supervision of school headmasters in teacher career development at SSS Jambi Province (SSS Muara Bulian, SSS 1 Jambi City, and SSS Muara Bungo) namely conducting class visits to determine teacher competencies, supervising learning tools such as lesson plans, annual program, semester program, and completeness other learning.

V. CONCLUSION

Based on the research results can it can be concluded that the implemented headmaster management has not supported teacher career development optimally because of the lack of planning, supervision and guidance.

VI. RECOMMENDATION

1. The Education Office should conduct a review of all schools. Improving the quality of schools is largely determined by the education policies set by Ministry of National Education. The quality of education in schools is also determined by the education implementer, that is the teacher. If you expect a quality education, then the teacher as the implementer of education must be made of quality. The research findings can be used by the school management as a consideration for teacher career management in schools. Improvement of teacher career development can be conducted organizationally or individually.
2. Headmasters must provide opportunities for civil servant teachers to participate in self-development programs. Forms of self-development activities that can be followed by teachers such as training, workshops, seminars, further education, work groups and other activities that will provide new knowledge related to teacher career development. To improve the career development of teachers, headmasters must be active and creative. In other words, to improve teacher career development, managerial roles must be carried out with a sense of responsibility and dedication, with *lillahi ta'ala* intentions for the development of the nation and religion. Teacher career development cannot be totally left to the teacher because it is related to the interests of the organization so it must be synchronized with the authorities. Teachers to achieve the desired career development must be managed into a career planning program. This will help teachers achieve career paths and maintain their original positions.
3. Teachers should instill in themselves enthusiasm and responsibility. Civil Servant teachers are expected to continue to develop a career in the organization where they work. Teachers must improve their abilities and update their knowledge in accordance with the demands of career needs. Career development is also part of the organizational process, so teachers must establish good working relationships to various parties with a determination and sincerity from the teacher in completing work whose results are transparently accounted for by the teacher.

REFERENCES

- [1]. Mukhtar and Iskandar, *Orientasi Supervisi Pendidikan*, (Jakarta: Gaung Persada, 2009).
- [2]. Gary Dassler, *Manajemen Sumber Daya Manusia*, (Jakarta: Permata Puri Media, 2011)
- [3]. Randall S. Schuler, *Manajemen Sumber Daya Manusia*. Translation, Nurdi Sobari, (Jakarta: Erlangga, 1997)
- [4]. Cris Rowley, Keith Jacson (ed), *Human Resorces Management*. New York: Routledge, 2011
- [5]. Dadang Gernida 2015 TCT scores taken from PPPPTKPLB data
- [6]. Suparjo, Pengawas Sekolah SLB Provinsi Jambi, Interview, 7 March 2016
- [7]. Rika Ariyani and Replianis, *Manajemen Peserta Didik*, (Jambi: Salim Media Indonesia, 2016).
- [8]. Andrew J. Dubrin, *Essentials of Management* (Ohio, South Wales, 1990).
- [9]. Rika Ariyani, *Kepemimpinan Kepala Sekolah Dalam Pengembangan Profesionalisme Guru*, Al Afkar Journal, Vol V, No. 1 2017
- [10]. Unifah Rosyidi, Dian Wahyuni. *Pembinaan dan Pengembangan Profesi Guru*, Jakarta: 2012.