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THE IMPLEMENTATION OF EDUCATIONAL STAFF MANAGEMENT AT SEKOLAH MENENGAH ATAS NEGERI 7 IN TANJUNGBALAI

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ABSTRACT

This study aims to describe the implementation of the management of educational staff at the SMA Negeri 7 in Tanjung Balai. This study used qualitative research methods and collected data by using interviews, study documentation, and observation. The findings of this study found that the appointment of educational staff includes a selection of administrative requirements, and psychology through filling out forms and other requirements. The findings indicate that the implementation went well, and it can be seen from educational staff who cooperated, communicated with each other well, and were placed according to their knowledge. Supervision has been carried out properly, as well as the form of supervision carried out by the principal as the education manager. In addition, there are several supporting factors such as employees who are disciplined, creative, and responsible, have supporting infrastructure, coaching that is often followed by employees, and inhibiting factors faced regarding the rapid development of the times so that systems and technology tools are always developing in the implementation of administration.

Introduction

The success of an organization or institution either as a whole or within a particular organization or institution is very dependent on the quality of leadership in that organization or institution. It is mentioned that in order the quality of leadership in an organization or institution can mainly be seen in the performance of its personnel or employees.

The principal must be able to direct and take strategic steps to run the wheels of an institution or school organization so that it runs effectively and achieves the desired target.

Therefore, the principal is obliged to make a breakthrough by directing all school components to be involved in preparing the framework and making targets to be achieved in the future.

The Law on the National Education System Number 20 of 2003 Chapter I General Provisions in Article 1 Number 5 states that "Educational Personnel are members of the community who have devoted themselves and were appointed to support the implementation of education". Based on the provisions of the law above, it can be understood that educational staff is professionals who work in the context of supporting the implementation of educational activities in every educational institution. The tasks that must be carried out jointly are implementation, administrative management, development, supervision, and technical services for the success of education at every level of education.

The school must aim at empowering educational staff effectively and efficiently for the achievement of optimal results but must remain in a pleasant condition. About the management function of educational staff in schools that must be carried out by every teacher, staff, and other apparatus, they must attract, develop, remunerate, and motivate educational staff to achieve professional and optimal educational goals, help educators achieve positions and standards of behavior, maximize career path development and adjust individual, group and institutional goals.

Whatever the institution, institution, or organization, it is very desirable that all employees and employees carry out their duties professionally and optimally and contribute all their abilities for the benefit of the institution and organization, and work better from day to day. In addition, educational staff, as well as human beings, are in dire need of quality improvement and improvement in themselves, including in carrying out their duties. In this regard, the function of coaching and developing educational staff is also the most important thing, namely the function of managing necessary personnel, to improve, maintain and improve the performance of educational staff. This coaching and development can be done using training and service training. This self-development and self-development of educational staff does not only concern aspects of ability but also concerns the careers of educational staff.

In carrying out their duties and functions, a leader or principal and their staff must have their respective leadership styles, which are expected to be able to influence the performance of educational staff in their respective work environments. Thus, as a measuring tool, the failure and success of a school are largely determined by the principal as a leader because the principal is the controller and determinant of the direction the school wants to take towards its goals.

Management is one of the most important parts of every school activity, without management there is no real activity. If the education staff has managed to work with enthusiasm and will have positive values, then he will show interest, have attention, and want to take part in an activity. In other words, an educational staff will do all their work properly and responsibly if there are motivating factors. In this case, a manager or leader is highly demanded to have the ability to inspire education staff so that they can improve their performance.

Research Method

This research was conducted by using qualitative methods. Qualitative research is a scientific method and is often used by several researchers in the field of education. Qualitative research can enrich the results of quantitative research. Qualitative research is carried out to build, and develop knowledge through understanding and discovery. The reason the researcher uses this qualitative method is that this approach is considered more relevant because it aims to find out how the process of implementing strategic planning is to improve the quality of education at the SMA Negeri 7 in Tanjung Balai. This method is also adapted to the type of problem posed which tends to refer to a descriptive form.

Results And Discussion

Based on the research findings, the discussion of this study explains that the implementation of education staff management at the SMA Negeri 7 in Tanjungbalai can be described as follows:

The recruitment of education staff at the SMA Negeri 7 in Tanjungbalai

Educational staff planning is an activity to determine the needs of educational staff, both quantitatively and qualitatively in the present and future. This planning is certainly closely related to the initial plan to organize educational staff to support and increase success in the implementation of education in schools.

The explanation stated above is also very providing an understanding of the role of a plan in educational staff management. For example, choosing or determining educators must be based on the goals of the institution that have been planned from the start, so they must be professional and have high competence and skills. Such a plan relates to a qualification that must be possessed by personnel or educational staff to be able to occupy certain positions, as

part of efforts to improve the performance of certain fields to support the maximum achievement of organizational goals.

A process of procurement of educational staff is an activity to meet the needs of educational staff in an educational institution, both in terms of quantity and quality. To obtain the expected educational staff and by the needs, recruitment activities are carried out, which is an effort to find and get the best and most competent candidates. To support these interests, it is necessary to make a selection, through an oral exam, a written exam, and an action or practice test. Paying attention to these factors can help and support success in implementing the management of educational staff in a school.

Management of educational staff at the SMA Negeri 7 in Tanjungbalai is carried out by processing recruitment with good planning. Educational staff or teachers are recruited based on their academic qualifications, namely at least Strata One (S1), and by their field and educational expertise. Management of educational staff is formed to support the educational process in schools and it can be seen that good management of educational staff is based on an analysis of school needs.

Organizing educational staff at the SMA Negeri 7 in Tanjungbalai

The researcher can conclude that in the process of organizing the schools work together, and communicate well to improve the quality of education staff, based on the results of interviews with the Deputy Principal said that educational staff has been placed in the workplace according to their educational background and disciplines.

Based on the explanation above, it can also be understood that placement is an important factor that is considered in the implementation of the management of educational staff. So it is hoped that in the placement that has been adjusted an employee or educational staff will be able to work with full attention and concentration and responsibility so that in the placement of educational personnel the goal is to achieve the goals of the institution that have been proclaimed or set from the start. With the placement of teachers or educational staff who have been adapted to their expertise and skills, it will certainly be able to support the successful implementation of learning in schools, including improving the quality of education in schools.

Organizing is the process of forming a container or system and arranging members in the form of an organizational structure to achieve organizational goals. The organizing function is to integrate all existing resources within the organization, both human resources, and other resources towards the achievement of educational goals through organizing all educational

resources, both human and material, arranged and combined in such a way that educational goals can be achieved effectively and efficiently. Organizing is an action in seeking effective behavioral relationships between people so that they can work together effectively and efficiently and obtain personal satisfaction in carrying out certain tasks under certain environmental conditions and situations to achieve certain goals or means.

Supervision of educational staff at the SMA Negeri 7 in Tanjungbalai

Supervision activities begin with the preparation of a work program based on the results of supervision in previous years. By referring to the work program that is prepared, the core activities of supervision are carried out including assessment, guidance, and monitoring of each component of the education system. From the results of these interviews, it can be understood that the principal plays a very important role as supervision in creation an atmosphere of reliable educational staff. The principal must continuously supervise the workings and results of the work of teachers and educational staff which is routinely carried out by the principal.

Controlling is one of the management functions that are no less important in an organization. Supervision is a process of observing or monitoring the implementation of organizational activities to ensure that all implementers of the work being carried out run according to a predetermined plan.

Supervision that has been made in a management function should be a strategy to avoid deviations from a rational approach to the existence of inputs (quantity and quality of materials, money, staff, facilities, equipment, and information), as well as supervision of activities (scheduling). and the accuracy of the implementation of an organization's activities), while the other is the control of the output (desired product standards).

Supervision is carried out by supervisors within a certain period to be able to carry out their duties properly, they must start their activities by compiling a clear, directed, and continuous supervisory work program with supervisory activities that have been carried out in previous periods.

In general, the supervision program contains the main things, namely the background, the objectives of the supervision achieved, the data or information needed, describing the supervisory activities to be carried out as well as the stages or series of activities that show how the problem is solved and how work can be completed.

Departing from the main task of supervising educational staff, the scope of activities in the supervision program is as follows; First, the performance assessment will be carried out on the principal, teachers, and other educational staff (administrative staff, laboratories, and librarians). Second, coaching is carried out by school organizations, school principals in school management and administration, teachers in terms of planning, implementation, and assessment, learning processes and guidance based on the applicable curriculum, other educational staff, implementation of various educational and learning innovations, supervisors at lower levels. in the form of guidance to carry out the main tasks of supervision. Third, monitoring will be carried out on school management and administration, the implementation of eight national education standards, school environment, the implementation of school exams and national exams, the implementation of new student admissions, the implementation of extracurricular activities and learning facilities (props, laboratories, and libraries).

Supervision is also part of organizational activities, the purpose of which is to ensure that all organizational plans are correct and by the plans that have been set earlier. The supervision that has been carried out can make a positive and effective contribution to the achievement of an organizational goal. Supervision can provide measurable assurance that what has been implemented in an organization based on a predetermined plan is what has been determined.

Supporting Factors for Implementing Educational staff Management the SMA Negeri 7 in Tanjungbalai

In implementing management, some factors support the running of the management so that it runs well and which are supporting factors at the SMA Negeri 7 in Tanjungbalai, such as employees who are conscientious, disciplined, creative, and responsible, have supporting facilities and infrastructure, with a large number of employees including supporters because employees have their respective duties and portions. And because coaching is often followed by employees, staff, and educational staff, it makes them more proficient in carrying out their duties. It can be compared based on the Permendiknas concerning school/school administrative standards, regarding the competence of implementing administrative affairs, that four competencies must be possessed, namely personality, social and technical competencies in implementing affairs and managerial for a leader.

Thus, it can be concluded that the existing supporting factors are the competencies that must be possessed by educational staff. Such as personality competencies, namely regarding

academic graduates of education staff. Personal competence includes creative discipline and responsibility. Social competence is the ability of educational staff supported by training. Technical competence, namely facilities and infrastructure that have been adequate and the existence of all administrative implementations such as staffing, student affairs, curriculum, special services, and finance. Managerial competence has contributed to the development of staff, employees and educational staff.

Inhibiting Factors in the Implementation of Educational staff Management at the SMA Negeri 7 in Tanjungbalai

In implementing management, some factors hinder the running of the management so that it runs well and which are inhibiting factors at the SMA Negeri 7 in Tanjungbalai, namely regarding the rapid development of the times so that technological systems and tools are always developing in the implementation of administration, then employees lack integrity and work ethic as well as sudden transfers of teaching staff by the Department. It can be compared based on the Permendiknas concerning school/school administrative standards, regarding the competence of implementing administrative affairs, that four competencies must be possessed, namely personality, social and technical competencies in implementing affairs and managerial for a leader.

Another inhibiting factor found at the SMA Negeri 7 in Tanjungbalai is that the number of Civil Servants is still very lacking, while non-civil servants who are seconded at the SMA Negeri 7 in Tanjungbalai are sometimes not by their scientific background. wrestle.

Thus, it can be concluded that the factors that hinder the implementation of the management of educational staff regarding personality competencies are the lack of integrity and work ethic and the sudden transfer of teaching staff carried out by the Department.

Conclusion

Based on the discussion of the problems related to the Implementation of Educational staff Management at the SMA Negeri 7 in Tanjungbalai", it can be concluded that the recruitment process for educational staff at the SMA Negeri 7 in Tanjungbalai to obtain prospective educational staff that is by the needs of the school, where every educational staff received must meet the requirements such as fulfilling all the completeness that must be included with the application letter, checking all the fields contained in the application letter, such as the applicant's name, applicant's address. In the process of recruiting applicants based

on a minimum qualification of Strata One (S1) with educational background. The selection mechanism applied is the selection stage for administrative requirements and the selection stage for psychology. The selection of this administrative stage is in the form of filling out forms provided by the school, requirements as attachments to application letters, and financial requirements if this is deemed necessary. This Psychological Selection is held by schools with the aim and purpose of knowing the state of oneself and the abilities, skills, and abilities of prospective educators and educational staff to the possibility of carrying out duties as educators and the education that will be given to them. The commitment that must be obeyed by an educator, employee, and staff that the teacher as an educator is obliged to bring students towards maturity by utilizing everyday interactions in education is one of the best and most effective ways in the personal formation of students.

The process of organizing educational staff has been going well for the school by working together and communicating with each other well, educators are placed according to their positions and skills. As well as the assignment of an educator must be adjusted to the field of expertise to work with full attention and concentration. Thus, the training for educators (teachers) that has been followed is administrative debriefing training, especially teacher task arrangements such as learning implementation plans, syllabus, annual programs, and semester programs related to teaching materials. To form a reliable, professional education staff to improve the quality of schools.

Supervision of educational staff at State Senior High School 7 is carried out properly, seen from the form of supervision carried out by the principal by conducting a work assessment, namely with three components, namely input assessment, namely the ability or competence possessed in carrying out their work. Process assessment is an assessment of the procedure for the implementation of the work. Output assessment, namely an assessment of the work achieved from the implementation of the main tasks, functions, and responsibilities as well as to find out the work of teachers and education staff at the SMA Negeri 7 in Tanjung Balai. And the principal has carried out his duties as supervision, namely helping teachers develop their abilities in managing the teaching and learning process to be able to achieve learning goals.

In implementing the management of educational staff has supporting factors such as employees who are disciplined, creative, and responsible, have supporting facilities and infrastructure, coaching is often followed by employees, and the inhibiting factors faced are regarding the rapid development of the times so that systems and systems are always

developing. technological tools in the implementation of administration, then employees lack integrity and work ethic.

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