

Human Resource Development: Quality Of Educators And Teacher Meetings Subjects In Madrasa

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Abstract:

There are fundamental problems in the world of education regarding human resources that have not fully developed the potential stored in each educator. Research on human resource management with its operational functions emerged as a strategy to manage human resources to have optimal competence and performance in achieving common goals. this study aims to obtain an overview of Human Resource Development in Improving the Quality of Educators through Subject Teacher Deliberations at Madrasa Aliyah Negeri Lampung Utara, Indonesia. Research data were obtained through the process of interviews, observation, and documentation. Data analysis was carried out using qualitative analysis stages, namely: data reduction, data presentation, conclusions, and data verification. the results showed that the development of human resources through the Subject Teacher Conference (MGMP) of Madrasa Aliyah Negeri (MAN) Lampung Utara was as follows: 1) Planning starts from the work program meeting stage, then making a work program. 2) Implementation of MGMP activities which include the preparation of learning tools, development of media and learning resources, development of strategies and media and learning resources, development of strategies and methods of learning strategies and methods, and preparation and development of evaluations. 3) Evaluation of the results of HR development policies through subject-teacher meetings (MGMP).

Keywords: Human Resource Development; Quality Of Educators; Teacher Meetings Subjects

Introduction

The teacher is one of the factors affecting the quality of educational outcomes during the teaching and learning process because he occupies a strategic position and is crucial to the plan for maximizing student potential (Moskal et al., 2013). Teachers are often referred to as the spearhead in the implementation of the learning process because they are directly involved in

influencing, facilitating, fostering, and developing the abilities of students (Hempel et al., 2020). A good teacher can learn from the beginning to the end of the process (Korthagen, 2004). Careful planning of the learning process will have an impact on effective learning outcomes, as expected (Gacs et al., 2020). The teacher's ability to develop teaching materials, media, learning methods, and evaluation patterns and manipulate the learning environment is one of the keys that determine the quality of educational outcomes (Boelens et al., 2017).

Teachers are regarded as central figures in education because they motivate and facilitate learning (Kember, 1997). Teachers ought to be academics, researchers, and lifelong learners in addition to being teachers (Hursen, 2014). This contributes to their ability to effectively supervise the teaching and learning processes (Kotirde & Yunus, 2015). Teachers are facilitators who plan the learning process' application of adaptable strategies, open-book evaluation techniques, and activities that can spur students to take an active role (Dess & Picken, 2000).

Mentioning the quality of educators certainly cannot be separated from the quality of education, which can be seen in terms of its relevance to the needs of society (Budiarto & Salsabila, 2022). In terms of education, readiness for the classroom, self-assurance, work experience, and professional development, teachers' quality can be raised (Quigley et al., 2020). Good classroom management, a supportive learning environment, and clear teaching instructions will all benefit from improved teacher quality (Graham et al., 2020).

Teachers, as part of the education system, play a very important role as the wings that enable educators to achieve their goals (Pinto-Dror & Shoshana, 2022). because a good teacher comes from a good school (Niemi & Kousa, 2020). If teachers in Indonesian schools are qualified, then the nation's education will be as well (Cirocki & Farrell, 2019). Teachers are in a strategic position to influence how the country is educated (S. Rana et al., 2022). As a result, educators' standards must constantly be raised (Podolsky et al., 2019). The characteristics of educators who have good quality include being able to develop learning resources (Shim & Lee, 2020). Besides understanding and being able to apply the utilization of learning resources (Haniah et al., 2020).

In order to organize the educational process, teachers who serve as mentors, motivators, and stimulants for their students are necessary, so some concepts must be clearly understood when we delve deeper into the quality of educators (Handrianto et al., 2021). As a figure who has a strategic role, teachers have a big share in determining the success of education, especially learning, and it's not even stopping there because teachers become role models in innovation and social change (Timmons et al., 2021). Therefore, it is crucial for a teacher to continuously adapt to technological advancements, follow any changes that take place, and make the best use of them in order to enhance the quality of learning (Caena & Redecker, 2019). One way to ensure teachers are always competent is to hold subject-teacher meetings (Estiani & Hasanah, 2022). Subject Teacher Conference is a district- or city-level professional development opportunity for teachers of the same subject in SMP/MTs/SMPLB, SMA/MA/SMALB, and SMK/MAK (Abbas & Marhamah, 2020).

Increasing the capacity of teachers in terms of the quality of educators has been stated in the International Mandate related to teacher rights based on the Incheon Declaration in 2015 (UNESCO): *"ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated, and supported within well-resourced, efficient, and effectively governed systems"* (Meijer & Watkins, 2019). The government's responsibility is to fulfill the rights of teachers without exception so that teachers can educate and teach students competently and professionally (Church & Bateman, 2019). The competencies that teachers must master are closely related to professionalism and the daily tasks that they must carry out (Sanusi et al., 2020). With a myriad of predicates, the teacher as an educator is also a professional, in the

sense that he has the expertise to make his students learners (Barros et al., 2021). The professionalism of this teacher has been emphasized in Law No. 14 of 2005 concerning Teachers and Lecturers (Wachidi et al., 2020). According to the law, to become a teacher, it is not enough to have a bachelor's degree (S1 or D4); you must also take part in teacher professional education (Putri & Latiana, 2020). As a professional, teachers are required to master various learning methods and models, as well as implement learning that is active, effective, and fun for students (Tang et al., 2021). The nobility of the teacher's status is determined by the fulfillment of the role that is inherently attached to it (Majanja, 2020).

Good learning requires teachers who are competent, and the dynamic development of the educational field must be addressed by raising the caliber of educators (Alsharari, 2019; Choudhury, 2019). Pedagogical competence, social competence, professional competence, and personality competence are among the competencies that must be mastered (Rusijono et al., 2020). Teachers actually need to work to improve these skills through the advancement of science and technology, in addition to being proficient in them already (Borup & Evmenova, 2019). By taking actions that can enhance these competencies and abilities, these objectives must be achieved (Iivari et al., 2020). One of the things a company or institution can do is work on its human resources (Dirani et al., 2020). The availability of learning opportunities, as well as the creation of training programs that include planning, organizing, and evaluating these programs, are related to human resource development (Griffith et al., 2019).

The efforts made to improve education quality are influenced by a variety of factors (Knickmeyer, 2020; Lemay et al., 2021). The number of variables that are connected (Chen et al., 2020). However, it is evident from the introduction that the most important component is human resources because they have the greatest influence on the efficiency of teaching and learning in the classroom (Joshi et al., 2021). Teachers' involvement in the educational process is crucial because they help students meet set academic goals (Schuck & Lambert, 2020). A few of the many strategies available to support teachers' professional development include subject-teacher conferences, teacher working groups, and evaluations of student work (Lim et al., 2020).

There is a lot of research being done on education and human resource training (Aboobaker & D., 2020). This is undoubtedly extremely helpful and can aid in the development of human resources, including teachers, by enhancing their competence (Vahdat, 2022). Therefore, it is important to understand how well teachers perform in their roles (Daumiller et al., 2021). To enhance the caliber of teaching performance and generate quality students, the coaching and development of the teaching profession are crucial (Chakraborty & Biswas, 2019). By preparing employees for the demands of their jobs/positions through education and training, development is an effort to enhance their technical, theoretical, conceptual, and moral abilities (Lantu et al., 2022). In the execution of it, defining the two parts that make up the development of educational personnel (1) educational personnel recruitment patterns and (2) educational personnel competency development (Hilliger et al., 2020). Field research reveals that three approaches—one based on professionalism, another on reciprocity and friendly relations, and a third on geography and regionalism because of regional autonomy—have evolved into policy options for hiring educators (Lee & Lee, 2022).

One way of developing human resources for improving teacher professionalism is the subject-teacher conference, which is a forum that facilitates the gathering of teachers of the same subject to develop professional work (Soraya & Supadi, 2022). Teachers who can join it are junior high school teachers or equivalent, senior high school teachers or equivalent, and vocational high school teachers or equivalent (Brown et al., 2019). Elementary school teachers have their own forum called the Teacher Working Group (Charalambous & Praetorius, 2020).

Meanwhile, school principals are members of the Principals' Working Group (Naidoo, 2019). It should be noted in the development of human resources that the implementation of good education can only be realized through teachers who have good quality as well (Rusilowati & Wahyudi, 2020). Teachers play a very important role in all educational efforts (Baticulon et al., 2021). All efforts to change in the field of curriculum, the use of good learning media, and the application of innovative teaching methods are highly dependent on the teacher himself (Silalahi et al., 2022).

The subject-teacher conference was implemented as a forum for subject teachers to meet at school (Pambudi & Hermawati, 2021). The group was created to give subject teachers a place to connect, but it also serves as a forum for friendship, a place for teachers to share their ideas, and a resource for problems that affect teachers in their respective schools (Bergdahl & Nouri, 2021). Even though the authorized agency issued the management and formation decree, not all the subject-teacher conference activities go off without a hitch (Hidarya et al., 2020). While it is hoped that through the subject-teacher conference, teachers will be able to continue to develop and enhance their quality as educators, in order to uphold the bar for their performance in carrying out their responsibilities as educators (Hidarya et al., 2020). The subject-teacher conference is meant to be a tool for educators to use as they progress in their careers, but it will undoubtedly take planning and time to evaluate how well these expectations are met and what difficulties arise (Meyer et al., 2022). A good arrangement with only minor improvements needed to ensure that human resource development in improving educator quality through subject-teacher conference activities runs as planned is an intriguing thing to investigate (Hilli, 2020).

Madrasas in general face increasingly severe challenges along with changes in society and the role of human resources in their working lives, which are filled with problems (Noor & Juhji, 2022). So it is very necessary to manage human resources so that they can continue to increase the professionalism of human resources through subject-teacher consultation activities (Trihapsari et al., 2021). Related to the problem of improving the quality of educators, several problems are the reason for researchers to conduct research here, including in terms of coordination among fellow administrators of the Subject Teacher Consultation, the solidity of management, activity programs in terms of planning, and new educational issues that are worked on to develop the quality of educators and the participation of teacher members of the Subject Teacher Consultation in their involvement in this activity (Van den Beemt et al., 2020). In addition, there is a fundamental problem in the world of education regarding human resources that have not been fully developed and developing the potential stored in each educator (Vahdat, 2022). Research on human resources management with operational functions appears to be a strategy for managing human resources to have optimal competence and performance in achieving common goals (Chams & García-Blandón, 2019; Iqbal, 2019).

Abd. Aziz Muslim Al Fathoni revealed the results of his research: effective and efficient teacher performance will produce strong human resources, namely graduates who are effective and effective by predetermined goals (Al Fathoni, 2021). Zamzani said that the implementation of MGMP's role in improving the professionalism of PAI teachers in terms of implementation is good, but in terms of its application at school carried out by teachers, it is not good (Zamzani et al., 2020). Tamur showed that there is a significant influence between teacher involvement in Mini MGMP activities and teacher performance in planning, implementing, and assessing learning. The effect of MGMP Mini activities on teacher performance in lesson planning amounted to 53.5%, on learning implementation amounted to 31.6%, and on learning, assessment amounted to 48.1%. This influence shows a different percentage amount. The greatest impact occurs on learning planning performance. Thus, teacher participation in

MGMP has an influence on the performance of planning, implementation, and assessment (Tamur, 2021). Starting from the interest in this problem, this research aims to obtain an overview related to Human Resources Development in Improving the Quality of Educators Through Subject Teacher Deliberations at Madrasah Aliyah Negeri Lampung Utara, Indonesia.

Methods

The purpose of this study is to describe and analyze human resource development in the context of improving educator quality through subject-teacher deliberations at Madrasa Aliyah Negeri Lampung Utara. The research data were obtained through the processes of interviews, observation, and documentation. Data analysis was carried out using the stages of qualitative analysis, namely: data reduction, data presentation, conclusions, and data verification.

Results and Discussion

Human resource development in improving the quality of educators through subject teacher deliberation at Madrasa Aliyah Negeri Lampung Utara, Indonesia, is carried out with preparation activities, core activities, and development activities.

Preparatory activities began with activity planning. The initial findings of the research showed that the MGMP group of Madrasah Aliyah Negeri Lampung Utara was the only one implemented in Madrasa Aliyah Negeri 2 Lampung Utara. The activities that had been planned in Madrasah Aliyah Negeri 1 Lampung Utara did not run even though a decree had been issued. although a decree had been issued by the Ministry of Religious Affairs. The management of MGMP English, MGMP Math and MGMP Economics MAN North Lampung Regency is run by MGMP administrators are determined through plenary meetings held by MGMP of each subject. Implementation of the Plenary Meeting at the end of each management period through deliberation from the members of the MGMP MAN Lampung Utara, Furthermore, the elected MGMP chairman arranges the formulators to form MGMP administrators who will later develop a work plan or program.

The form MGMP is a forum for discussion, sharing information and experiences, consulting, sharing, and carrying out in-house training to improve abilities and skills in carrying out their functional roles as educators by carrying out activities including: The form MGMP is a forum for discussion, sharing information and experiences, consulting, sharing, and carrying out in-house training to improve abilities and skills in carrying out their functional roles as educators by carrying out activities, among others: deepening material, formulating problems, developing activity plans, and developing a conceptual framework for professionalism in general. Material deepening is carried out to further improve mastery of essential material, both in terms of the conception of academic goals and their application through various learning resources. Its function is to increase confidence in the capacity and ability of professional capacity and ability so that teachers do not hesitate in KBM, deepen, broaden, and develop insights into the conception of academic conception and its application so that it can be utilized to carry out analysis. The main problem faced by teachers, in general, is generally related to tasks in the learning process, namely mastery of teaching materials, planning and implementing learning, evaluation, analysis of learning outcomes, and follow-up programs, either remediation or enrichment. or enrichment The shortcomings or weaknesses of teachers in each aspect need to be formulated so that the program to be implemented by MGMP can be formulated. Programs to be implemented by MGMP can reduce or overcome the problems faced by teachers. MGMP activity plans are developed based on problem analysis and prioritization. The activity plan is basically an effort to reduce or eliminate gaps. To overcome the problem, several alternative

solutions can be implemented. alternative solutions. Of the several alternatives, it is necessary to determine the right activities tailored to the conditions and availability of funds. Conceptual Framework Professionalism in general is the credibility and quality of attitude and behavior of a teacher who always improves capacity and professional ability in performing their duties and functions, as well as being duties and functions, as well as being responsible, educating, and guiding learners by the objectives of education. A teacher's self-development must always develop their potential and professionalism by participating in forums held by teachers of the same or similar subjects to discuss problems and solve problems or similar subjects to discuss problems and solve problems that are faced. It is hoped that MGP as a forum for teachers can improve professionalism in implementing quality learning to answer the needs of students and society.

Utilizing the existence of MGMP as a vehicle formed to improve the ability of human resources who have mature readiness, considering that maintaining organizational life is not as easy as its formation, organizers who understand functions and positions are needed, because many people organize just to participate and only to fulfill the requirements mandated by the rules they adhere to, especially organizations that will gain direct material benefits. Especially in terms of MGMP activity planning, the management together with members compiles an activity plan program by considering various factors. Considering various factors, of course, so that the plans can be effective and efficient. This is intended to open the door to delivering teachers who have competence according to the expectations of the world of education in North Lampung, especially subject teachers. In terms of planning, it takes good cooperation between MGMP administrators and members as the initial capital for the implementation of activities, planning must be mature and not rigid so that it can produce good results. planning must be mature and not rigid so that it can give birth to a design that is in the form of a plan that is effectively structured and meets the objectives of the MGMP. planning as a communication forum that focuses on implementing teacher competency development programs, MGMP must really have a programmed plan or activity. Planning is made simple but does not run away from the vision and mission. In planning, strategic steps are needed based on the existing vision, and mission, from the vision, the mission is translated into a work program both long and short-term. In determining the work program, it is very necessary to be based on our needs as educators.

The English MGMP group has implemented MGMP activities by the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers article 20 paragraph (b) mandates that to carry out their professional duties, teachers are obliged to improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and art. This law provides an appropriate opportunity for teachers to improve their professionalism on an ongoing basis through training, research, writing scientific papers, and other professional activities. Likewise, MGMP Mathematics and MGMP Economics. MGMP with its organized activities is expected to be a forum to facilitate the gathering of teachers to develop professional work. And it should be noted that the knowledge and skills gained from MGMP do not stop in the meeting room. However, it can be implemented optimally for the progress of students and the teachers themselves. So after becoming an MGMP participant, you get an increase in work professionalism that deserves to be counted. This MGMP activity plan must be believed to be carried out and produce good results. Of course, it depends on good overall cooperation from many parties, so that later it will be successful with teachers who have the enthusiasm to carry out their dedication and duties with their expertise, both in the material and methods applied.

Based on the mandate of the Minister of Education and Culture's Regulation No. 123 of 1993 concerning MGMP Activities, Article 3 Paragraph 1 states that each group of subject teachers or education cluster must form a subject teacher deliberation group incorporated in MGMP. In its activities, each MGMP group is given the freedom to plan activities according to field conditions. Planning for the implementation of MGMP activities in English at MAN Lampung Utara includes the following: a) Planning the activity schedule, b) Planning the place where the activity is carried out, c) Planning funding/financing, d) Planning the discussion material, e) Peer Observation, f) Planning presenters/resource persons, g) Planning program evaluations and activities, h) Planning for follow-up, i) Planning, guidance on writing scientific papers, j) Planning comparative studies. In addition to these matters, MGMP MAN Lampung Utara also incidentally always allocates time to discuss teacher findings or urgent matters related to efforts to improve teacher competence. teacher competence.

The preparation of activity programs carried out by MGMP-MAN Lampung Utara already includes an analysis of the need to improve competency analysis, a review of the results of the needs analysis, and the division of types of programs that adjust to MGMP activities. Meeting planning, which in one year is 12 meetings for participants whose addresses are far from the MGMP location, is quite a burden in accommodating them. We know that the planning of the programs to be implemented is also reported to the district office, but everyone forgets how to ask for solutions from the district office in matters of funding. Forget how to ask for solutions from the office in matters of funding. member accommodation.

In the planning, regarding the funding of MGMP activities for member accommodation, no projections, estimates, or member accommodation are included in the projections, estimates, or calculations, but the hope is that the level of participant participation will still increase and make the activities carried out by MGMP participants more effective and maximize the benefits of increasing the capacity of professional teacher resources. professional teacher resources. MGMP is a subject-based teacher professional forum that is more professional, programmatically structured, and specifically directed toward developing standardization of concepts and subject assessments broadly. Meanwhile, teachers as MGMP members must have a set of knowledge, skills, and behaviors developed in the form of four teacher competency standards: professional competence, pedagogical competence, personality competence, and social competence.

In the functional position of teacher, professional development is something that a teacher must do or participate in to develop their competence and professionalism. activities for the development of competence and professionalism. One of the developments carried out can be by participating in Improving the quality of teachers is important. is an important thing to do. One of the components that play a role in improving the quality of teachers is the government. Currently, the government continues to strive to improve the quality of teachers. Based on Indonesian Law Number 20 of 2003 concerning the National Education System, Article 44, Paragraph 1, states that the government and local governments are obliged to foster and develop education personnel in education units to improve the quality of teachers. develop education personnel in education units to improve the quality of education in the local area.

The teacher learning program now revolves around the MGMP's current state, which calls for professional skills. a program that requires teachers to have strong professional credentials. Subject-teacher meetings (MGMP) play a crucial role in raising educational standards. in raising the standard of instruction. Members of the organization who are teachers can share knowledge about education. The quality of the learning process will increase as more learning information is acquired. enhance the learning process quality as well. If the quality of the teacher's instruction improves, learning will as well. Therefore, a clear program and

development direction can boost the quality of educators. There should be transparency about how MGMP programs are evolving to improve teacher quality, and information from various sources should be available. The reality in the field is that MGMP still has many limitations, both from human resources, the involvement of administrators and participants is not optimal, the work program is not yet clear, limited operational funds, even have to be independent, not to mention the problem of coordination between MGMPs. Moreover, we feel that guidance and attention from education stakeholders still inadequate. The MGMP program is the main part of MGMP development. The program must always refer to efforts to improve teacher competence and professionalism. Every program and activity has a program framework which includes the basic framework and program structure. The framework The basic framework refers to the achievement of the four teacher competencies, while the program structure is of course all familiar with the terms general program, core program, and supporting program. In general, several programs have been formulated by the MGMP MAN Lampung Utara board including the preparation of innovative learning tools, Workshops, Lesson Study (LS), and training in making learning media in each subject. In addition, to improve the ability and master Information Technology which is a demand for the development of the times are included in the program.

Each MGMP activity program has its own characteristics for improving teacher competence. For example, for example, lesson study (LS) is a design and format of learning format with an open class system that focuses on pedagogical, personality, social and professional competencies. pedagogic, personality, social and professional competencies. If analyzed carefully, these activities can boost 4 teacher competencies. teacher competencies. Pedagogical competence is a competency competence that relates to the teacher's ability to manage Some indicators of pedagogical competence are mastering the characteristics of students from the physical, moral, and social aspects. is mastering the characteristics of students from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspects as well as organizing educational learning. organizing educational learning. This is related to LS activities where teachers must design learning which is formulated in the learning implementation plan (RPP).

Conclusion and suggestion

Human resource development through the Subject Teacher Conference (MGMP) of Madrasa Aliyah Negeri (MAN) Lampung Utara is as follows: 1) Planning starts from the work program meeting stage, then making a work program. 2) Implementation of MGMP activities which include the preparation of learning tools, development of media and learning resources, development of strategies and media and learning resources, the development of strategies and methods of learning strategies and methods, as well as the preparation and development of evaluations. 3) Evaluation of the results of the HR development policy through the Subject Teacher Conference (MGMP).

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