

Implementation of Management Functions in the Development of Teacher Resources in Islamic Education Institutions

Nur Alifiyah^{1*}, Akrom Maulidi², Yuyun R. Uyuni³, Machdum Bachtiar⁴
UIN Sultan Maulana Hasanuddin Banten

Corresponding Author: Nur Alifiyah 232625101.nur@uinbanten.ac.id

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ABSTRACT

The research method used in this research is library research where the reference sources used come from journals, books and so on. The results of this research show that the implementation of management functions in developing teacher resources in Islamic educational institutions is as follows: (1) planning development programs such as education and training (training) for teachers; (2) make a schedule for teacher development (training) programs on a regular basis; (3) make a budget plan for the teacher training development program; (4) determine procedures or rules for training programs that can be used as evaluation material. (6) Grouping teachers' duties and responsibilities; (7) Grouping teaching staff according to needs to carry out training. Development in educational institutions can be carried out through several programs such as training and education (diklat), workshops and holding subject teacher deliberations (MGMP), mentoring and coaching and independent learning. Supervision is a series of actions carried out to find out the extent to which the teacher development program is running well in accordance with predetermined plans.

INTRODUCTION

One of the indicators of a country's success is being able to provide good education for its citizens. One of the ideals of the Indonesian nation stated in the law is to make the life of the nation intelligent through good education. Of course, from these ideals, teachers are placed as one of the bearer of this noble task (Anif, 2012) . The quality of teacher resources in Islamic educational institutions is one part of achieving educational goals, because quality teacher resources are able to create good conditions, climate and learning for students. The current problem is that many teachers in educational institutions still do not teach according to their respective fields, educational backgrounds that are not linear with their duties should be a concern for the government as the policy owner and educational institutions as a forum that has the authority to provide opportunities for development. teacher resources.

The development of teacher resources in Islamic educational institutions is one thing that is not easy to implement, because each teacher has a different level of competence from the others, so that in its implementation it requires the involvement of the authorities, so that the implementation of teacher resource development runs well and To achieve the vision, mission and goals of Islamic educational institutions, good management is needed (Mubarok, 2021) . An educational institution definitely has planning, management or management in order to empower teacher resources. The implementation of management functions in an educational institution can be realized if the management system is managed well in a professional manner, where the implementation of management functions can be carried out by a manager who has the ability to understand every problem that occurs by providing appropriate solutions according to the problems in an educational institution (Wakila, 2021) .

The success of an educational institution is closely related to the efficiency and effectiveness of management within the educational institution. The role of the principal as a manager is required to have the ability to master knowledge, be sensitive to opportunities and threats and be able to provide environmental analysis (Jeka et al., 2024) . The implementation of a management system really determines the direction of improvement of an educational institution, especially in increasing the development of teacher resources, through the implementation of every management function, including planning, organization, implementation and supervision carried out by education managers.

Success a institution very Islamic education determined How ability source Power Good head schools , teachers and source Power other capable implement functions management with Good And professional so that objective education available at school capable materialized . In implementation functions management No regardless from activity cooperation between existing individuals in institution Islamic education (madrasah/ school) for reach goals that have been planned in accordance degan objective education that is For enlighten life nation . On basically for fulfill standard education And standard good institution necessary a business For increase more quality Good with build awareness educator in institution education that , because educators

(teachers) very much influential towards the learning process to participant educate.

Teachers have task For give or transfer knowledge to participant educate. With exists awareness in self a educator capable realize ideals or objective institution . Besides That role of top manager or head school as leader institution education very role important especially in competence or his abilities in dreaming all over source available power in institution education the. At least head school own ability in compile planning , organizing , implementing And supervision regarding educational programs , teachers (educators) , students , existing stakeholders in copper , besides That capable manage source Power other as supporter like infrastructure school .

Implementation or implementation function management If implemented with Good so improvement quality in institution education the capable own Power competitive And institution the own sustainability For challenges of increasingly modern times . So can said a institution education can quality If every source Power man Good head school nor the teacher capable implement every function management with Good .

In the teacher resource development stage, the function of management as a science for managing or organizing is very important to be implemented well to achieve the success of an educational institution. Management can be interpreted as a process of activities that utilize human resources and other resources in order to achieve goals (Na'im, 2021) . In educational institutions, management can be used to manage education, so it is called educational management, which can be interpreted as educational management as a managerial or management process related to educational problems and several educational factors consisting of educational objectives, curriculum, teaching and educational staff, participants. education, as well as facilities and infrastructure (Hadijaya, 2012) . The management process cannot be separated from management functions which consist of planning, organizing, implementing and supervising. The management concept carried out by educational institutions consists of several management functions, namely planning , *organizing* , *actuating* , *monitoring* and *evaluating* (Zohriah & Diba, 2023) .

In reality, many Islamic educational institutions have not applied or implemented management functions well, this has an impact on the education system which tends to run but there is no progress in educational institutions. From the background that has been explained, it is interesting to ask how management functions are implemented in developing teacher resources in Islamic educational institutions?

THEORETICAL REVIEW

Management

Management is a science and art of managing the process of utilizing available resources, both human resources and other resources, effectively and efficiently to achieve predetermined goals.

The application of management functions according to George R Terry in (Komariah, 2018) which consists of the main management functions consisting of planning, organization, implementation and supervision.

Management is art For arrange And empower loyal source available power in a organization , good source Power human (HR) and source Power other as supporters . In the management For reach objective a organization No escape from a management process That itself consisting from the planning process , organization , implementation , and supervision .

In Dictionary Great Indonesian explained that institution is a receptacle or body or organization used as place for organization in do a business . Can said that institution education is a organization or group of people who have objective in field which education each individual given not quite enough answer For convey a spirituality to participant educate in accordance with vision And mission in institution education the . In matter This exists education expected every participant educate own awareness For Study . Institution education will walk with Good so that reach success in institution the with see objective in institution education as well as of the management process implemented . This is what happened role important management education as a available knowledge used as Wrong One knowledge that has objective on need school And public . With exists school as purposeful institution For enlighten life nation , so form source Power good human And quality , character And capable know values tolerant of fellow human beings .

METHODOLOGY

The research method is a process of searching for the truth in research which begins with a thought so as to form a problem formulation that gives rise to conjectures or hypotheses and is assisted by relevant research so that the research obtained is processed and an analysis is carried out which will become a conclusion (Sahir, 2021) . The research method used in this research is literature study research with a qualitative approach. Qualitative research methods are research methods that emphasize an in-depth understanding of problems and generalizations (Siyoto & Sodik, 2015) . This research source takes reference sources from journals, books and so on.

RESULTS

Basic Concepts of Educational Management

Management is a process of planning to achieve certain goals, according to Hasibuan in (Mustari, 2013) management is a science and art of managing the process of utilizing available resources, both human resources and other resources, effectively and efficiently to achieve predetermined goals. . Management is the arrangement and use of all elements of energy to realize a job in accordance with a predetermined plan (Pananrangi, 2017) . The word regulator or regulate is a word found in the Al-Qur'an, surah As-Sajdah verse 5

يُدَبِّرُ الْأُمْرَ مِنَ السَّمَاءِ إِلَى الْأَرْضِ ثُمَّ يَعْرُجُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُ أَلْفَ سَنَةٍ
مِمَّا تَعُدُّونَ {السَّجْدَةُ: ٥}

Meaning: He regulates affairs from heaven to earth, then these affairs ascend to him in one day which is a thousand years according to your calculations.

In the context of education, management can be used to manage or organize every activity carried out by a group of people in an educational institution to achieve educational goals in accordance with the vision and mission of the educational institution. The scope of legal education management is carried out by an education manager, namely the principal as a leader in an educational institution referring to Permendiknas number 19 of 2005 concerning school or institution management which consists of school program plans, school program implementation, leadership, supervision or evaluation and systems. management information. The application of management functions according to George R Terry in (Komariah, 2018) which consists of the main management functions consisting of planning, organization, implementation and supervision.

According to Badrudin in (Harahap et al., 2023) human resources are strategic tools or instruments for educational development so that educational goals are achieved and are expected to be able to answer every challenge of an increasingly advanced era. According to Sondang P. Siagian in (Priyatna, 2016) human resource management is a very important element in organizations and educational institutions. The success of an institution or organization in facing every challenge, both internal and external, is determined by the competency or ability of its human resources. Warisno stated in (Nangimah et al., 2023) , development is simply related to changes carried out gradually to improve the capabilities of human resources. Human resources have an important role in the implementation of education, especially in terms of the quality and potential of each individual being different, so there is a need for development within that individual.

In education, it cannot be separated from an educational institution as a forum or agency that has the aim of providing education, in the context of Islamic educational institutions consisting of Islamic boarding schools, madrasah ibtidaiyah, and so on which have religious characteristics and are involved in the process of teaching and learning activities, and in Educational institutions have educational components so that the teaching and learning process can be implemented, while these components consist of students, teachers, curriculum and infrastructure (Yanto, 2023) . Teachers are professional educators who have the task of providing learning and knowledge to students. Teacher development is an effort carried out in accordance with the needs of the job or position which can be done with education or training (Training).

In this section, every statistical test you conducted must be explained thoroughly. This part is very critical to elaborate on the employed stated

research methodology. Every statistical finding must be summarized and presented in tables or graphs; instead of a mere copy-paste from your statistical tools.

Implementation of Management Functions in the Development of Teacher Resources in Islamic Education Institutions

The main aim of developing teacher resources is to improve performance, to increase competence, to improve information and communication technology capabilities, to be able to solve problems, and apart from that the aim of this development is for promotion (Mubarok, 2021). Nasir Usman stated in (Priyatna, 2016) Effective teacher development in educational institutions can be implemented through several strategies, namely:

- 1) Create a planning design for teacher development needs
- 2) Create teacher development programs
- 3) Conduct evaluations of teacher development

Another opinion was expressed by Mustari in (Aliyyah et al., 2019) that management that can be carried out for teaching staff in teacher development includes *training*, subject teacher deliberations (MGMP), and further education. As for the implementation of management functions that can be carried out to develop teacher resources in Islamic educational institutions, several main management functions can be described, including:

1) Planning (*Planning*)

Planning is the first function in management which can be interpreted as a process for setting goals, objectives for the next process, in this planning function it becomes the foundation of management functions because every implementation that has been carried out will return to the plan that has been determined. According to Koontz O'Donnell in (Husaini & Fitria, 2019), planning is a basic function which includes selecting various action options to be carried out.

According to Komarudin, quoted by Farikha, this planning activity contains or determines the following steps: (Farikhah & Wahyudhiana, 2018)

- a) Describe future projections
- b) Determine goals or objectives and coordinate them
- c) Designing a structured activity program
- d) Design an activity schedule
- e) Prepare activity program budget funds and allocate existing resources
- f) Establish activity procedures in accordance with applicable standards

So it can be concluded that teacher development planning carried out in educational institutions includes (1) planning development programs such as education and training (training) for teachers; (2) make a schedule for teacher development (training) programs on a regular basis; (3) make a budget plan for the teacher training development program; (4) determine procedures or rules for training programs that can be used as evaluation material.

2) Organization (*Organizing*)

After planning the next function, namely organization, organization is a function to group every available resource, both human and other resources (Adilah & Suryana, 2021). In teacher development programs in educational institutions through training programs, a grouping can be carried out, this grouping includes: (1) Grouping of teacher duties and responsibilities; (2) Grouping teaching staff according to needs to carry out training.

3) Implementation (*Actuating*)

Implementation or *actuating* is all forms of activities carried out by providing encouragement, motivation, direction to carry out planned activities and being able to utilize every existing facility (Badrudin, 2014) Implementation of teacher development in educational institutions can be carried out through several programs, namely:

- a) Training and education (Training)
- b) Workshops and holding subject teacher deliberations (MGMP)
- c) Mentoring and coaching
- d) Independent learning

In structured and sustainable implementation, teacher development programs can help improve teacher competence, motivation and performance which will ultimately have a positive impact on the quality of education in the institution.

4) Supervision (*Controlling*)

Supervision is a series of actions carried out to find out the extent to which the teacher development program is running well in accordance with the plans that have been set. Supervision can be carried out in several types, namely: preliminary supervision, supervision carried out simultaneously with the implementation of activities, and feedback supervision (Harjuliani et al., 2022) . Apart from that, this supervision process can be carried out by monitoring, namely routine monitoring of the development program (training) carried out by each teacher, then after carrying out supervision, evaluation is carried out as feedback from these activities.

DISCUSSION

Effective teacher development in educational institutions can be implemented through several strategies, namely: (1) creating a planning design for teacher development needs; (2) create a teacher development program; (3) conducting an evaluation of teacher development. Teacher **development planning** carried out in educational institutions includes (1) planning development programs such as education and training (training) for teachers; (2) make a schedule for teacher development (training) programs on a regular basis; (3) make a budget plan for the teacher training development program; (4) determine procedures or rules for training programs that can be used as evaluation material. After carrying out further planning, the **organizational function** of teacher development programs in educational institutions through

training programs can be grouped, these groupings include: (1) Grouping teachers' duties and responsibilities; (2) Grouping teaching staff according to needs to carry out training. **Implementation** is a function to provide encouragement and motivation, this function carries out what has been planned in an activity, implementation in teacher development in educational institutions can be carried out through several programs such as training and education (diklat), workshops and holding subject teacher deliberations (MGMP) , mentoring and coaching and independent learning. In structured and sustainable implementation, teacher development programs can help improve teacher competence, motivation and performance. **Supervision** is a series of actions carried out to find out the extent to which the teacher development program is running well in accordance with predetermined plans. Supervision can be carried out in several types, namely: preliminary supervision, supervision carried out simultaneously with the implementation of activities, and feedback supervision.

FURTHER STUDY

Further research can be focused on comparative studies between educational institutions with different backgrounds to obtain a broader picture regarding the implementation of management functions in developing teacher resources.

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