

Theme: Management of Educational Administration and
Educational Personnel in State Primary School 068343 Medan
Tuntungan

Management of Educational Administration and Educational Personnel in State Primary School 068343 Medan Tuntungan

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ABSTRACT

The management of teaching staff and educational staff at SD Negeri 068343 Medan Tuntungan in terms of training and development is not yet comprehensive as teaching staff and educational staff. The problem formulation in this research is how to procure (recruitment) teaching staff and educational staff, how to train, develop teaching staff and educational staff and how to promote, transfer teaching staff and educational staff at SD Negeri 068343 Medan Tuntungan. This research uses a qualitative descriptive research method, an approach that produces written and spoken words from people who function as sources of information. The aim of this research is to describe teaching resources (recruitment) as well as coaching, development, promotion and transfer of teachers at SD Negeri 068343 Medan Tuntungan.

Keywords: Educational Institutions/Schools, Educators, Education Personnel.

1. Introduction

Educators and teachers are two professions that are closely related to the world of education. Although the scope of the two is different. Education professionals are members of society who are dedicated to supporting the provision of education. Meanwhile, educators are educational personnel who have the qualifications to hold certain titles such as teacher, lecturer, consultant, lecturer, tutor, trainer, moderator, etc., and are involved in educational practice.

The administrative theory put forward by Hick and Gullett (1975) explains the ideal organization, where administrative theory formulates strategies for implementing bureaucratic structures. Administrative theory translates the description of the basis of the bureaucratic model into a basis for practical and effective management (Hadijaya, 2012). Administration comes from the Latin word *administrare*, which means to help or serve. In English, the word administration comes from the word *administration*, which means serving, controlling, or managing an organization to achieve its goals intensively. The aim of administration is to achieve common goals.

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The Ministry of Education and Culture of the Republic of Indonesia states that education management is a comprehensive process, general activities in the field of education include planning, organizing, directing, coordinating, supervising, coaching and reporting the use or utilization of available facilities, including personal, material and spiritual facilities to achieve educational goals effectively and efficiently (Fadhila, 2020).

Educators and educational staff play a strategic role in the education process, especially in efforts to form national identity through personality development and expected values. Educators are professional staff who are responsible for planning and implementing the learning process, assessing learning outcomes, providing teaching and training as well as conducting research and community service, especially for university teaching staff (Ramadhani, 2019). Law Number 14 of the Year 2005 stipulates that teaching staff have the function of improving the quality of learning according to national standards. Teaching staff must also develop knowledge that is relevant to current developments and serve society (Khaerunisa & Wahyudin, 2022).

From the results of initial observations made by the author on the previous day, the problem of SD Negeri 068343 Medan Tuntungan which the researcher used as the research object was training and development of administrative skills on the performance of educators and education staff in managing school administration. As one example, teaching staff do not fully understand the implementation of the independent curriculum at SD Negeri 068343 Medan Tuntungan. It can be seen that the implementation of the independent curriculum is still applied in class I and Class IV. Apart from that, there has been no special training for teachers at SD Negeri 068343 Medan Tuntungan regarding the independent curriculum.

Performance appraisal is a formal method for measuring how well individual workers perform work in relation to given goals (Nurlidah, Mustami, & Musdalifah, 2020). The aim of this educational staff development activity is to increase the development of skills and competencies of educational staff in each school and madrasah, including increasing knowledge, broad insight, professionalism at work and skills in carrying out daily tasks in order to increase teaching productivity.

Training according to Article 26 of Law Number 20 of 2003 concerning the National Education System, is included in non-formal education pathways, namely educational pathways outside formal education which can be implemented in a structured and tiered manner. Non-formal education is

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provided for community members who need educational services that function as a substitute, supplement, and/or complement to formal education in order to support lifelong education (Warisdiono, Sarma, & Susanto, 2013).

According to Mangkunegara (2005), the elements in implementing training consist of from: (1) Training and development objectives must be clear and measurable. (2) Trainers must be professional staff with adequate quality. (3) Training and development materials must be adapted to the objectives to be achieved. (4) Training participants must fulfill the specified requirements. Of the four training elements, trainers play an important role in the success of training (Warisdiono, Sarma, & Susanto, 2013). It can be concluded from the Law Number 20 of 2003 article 26 states that training and development of educators plays an important role in the success of educational units.

According to the author, this problem is interesting to research so that the author can describe or describe the process of managing teaching staff and educational staff at SD Negeri 068343 Medan Tuntungan. So this problem was formulated in 3 research statements, namely: 1). How is the administrative management of educators and education staff at SD Negeri 068343 Medan Tuntungan? 2). How is the Administration of Procurement and Placement of Educational Personnel at Public Elementary School 068343 Medan Tuntungan? 3). Guidance, Development and Dismissal of Educational Personnel Administration at State Elementary School 068343 Medan Tuntungan?

2. Theoretical Study

a. Understanding Educational Personnel Administration

This is included in the law. According to Decree Number 20 of 2003 concerning the National Education System, educational personnel are dedicated members of society and are appointed to support the implementation of education (Hasbiyallah & Ihsan, 2019). In the Qur'an, verses are found that show that Allah places educators in a place of honor. as Allah SWT says in the Qur'an, surah Al-Jadsiyah verse 13:

وَسَخَّرَ لَكُم مَّا فِي السَّمٰوٰتِ وَمَا فِي الْاَرْضِ جَمِيعًا مِّنْهُۥٓ اِنَّ فِيْ ذٰلِكَ لَءٰيٰتٍ لِّقَوْمٍ يَّتَفَكَّرُوْنَ

It means: "And He has subdued for you all that is in the heavens and all that is on earth, (as a mercy) from Him. Indeed, in such a thing there are really signs (of God's power) for people who think."(Departemen Agama RI, 2006)

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Therefore, these existing resources must be managed properly because they are a trust borne by humans for which they will be held accountable in the afterlife. To obtain good management, humans are required to master science.

Education officers are tasked with providing administrative, management, development, supervision and technical services to support the educational process in educational units. Educational staff include educational unit managers, learning assistants, supervisors, researchers, developers, librarians, laboratory assistants and learning resource technicians.

b. Types of Educational Personnel Administration

Educational education personnel are a collection of components attached to educational institutions and organizations, not only including teachers but also all people involved in education. Judging from their position, educational staff are divided into three categories, namely:

- 1) Structural personnel, namely educational personnel occupying general administration (management) positions and are directly and indirectly responsible for the educational units of students in schools and schools.
- 2) Functional staff, what is meant by educational staff who occupy functional positions, namely positions that in carrying out their work must rely on academic teaching expertise.
- 3) Educational technical personnel, are educational personnel whose work requires technical operational or administrative technical skills (Hasbiyallah & Ihsan, 2019).

Meanwhile, according to Hartati Sukirman, educational personnel are divided into 6 types, namely:

- 1) Educators are people who are involved in the maintenance of education in schools and madrasahs.
- 2) A teacher is a professional who is tasked with carrying out educational activities in the classroom.
- 3) Supervisors are personnel who are tasked with carrying out educational activities that are specific to the guidance aspect, for example in schools there are such things as BK (Guidance Counseling) Teachers.
- 4) Educational supervisors are personnel who participate and are tasked with carrying out educational activities for teachers and supervisors in carrying out their duties professionally.

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- 5) Educational administrators are personnel tasked with carrying out educational activities that focus on the management of educational administration.
- 6) Educational technicians are people who participate in providing educational services through a conditional approach (facilitation and special services) (Hasbiyallah & Ihsan, 2019).

tatus Ketenagaan	Tempat Kerja di Sekolah	Tempat Kerja di Luar Sekolah
Tenaga Struktural	* Kepala Sekolah* Wakil Kepala Sekolah- Urusan Kurikulum - Urusan Kesiswaan	* Pusat : Menteri, Sekjen, Dirjen* Wilayah : Ka.Kanwil ; Kormin ; Kepala Bidang* Daerah :
	- Urusan Sarana dan Prasarana - Urusan Pelayanan Khusus	Kakandepdiknas Kab./Kec. : Kasi
Tenaga Fungsional	* Guru* Pembimbing/Penyuluh (Guru BP)* Pengembangan Kurikulum dan Teknologi Kependidikan * Pengembang tes * Pustakawan	* Penilik* Pengawas* Pelatih * Tutor & Fasilitator * Pengembangan Pendidikan
Tenaga Teknis	* Laboran* Teknisi Sumber Belajar* Pelatih (Olahraga) ; Kesenian & Keterampilan * Petugas TU	* Teknisi Sumber Belajar/Sanggar Belajar* Petugas TU

According to Law Number 22 of 1999 concerning Government Regions and PP Number 25 of 2000 which regulates authority government and provincial authority as an autonomous region, various variations educational staff are adjusted to the needs of the organization.

c. Duties of Educational Personnel Administration

Article 39 paragraph (1) of the National Education System Law Number 20 of 2003 explains the types of duties of educational staff, including: management, providing management techniques, development, supervision and services to support the educational process in educational institutions, aimed at improving the quality of education in schools and height colleges.

d. Educational Personnel Procurement Administration

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Preparing a good educational staffing plan requires complete and clear information about the work or tasks to be carried out in the organization. Therefore, before planning, it is necessary to carry out job analysis and job analysis to obtain job descriptions (E. Mulyasa, 2009: 43) in (Nurlindah, Mustami, & Musdalifah, 2020).

Steps for procuring personnel in schools and madrasas are carried out as follows:

- 1) Announcement, Notification is used to inform all people who are interested in becoming teachers in schools and madrasas through qualifications via print and electronic media.
- 2) Registration, the registration process takes place after the advertisement is posted, then the registration process begins with submitting an application that meets the specified requirements along with other necessary attachments.
- 3) Selection and screening. In the recruitment of educational staff, selection is carried out in two stages, namely: a) Administrative screening. b) Exam or Test After participants pass the selection test, the administration will take an employee exam with documentation of general knowledge, technical knowledge and other knowledge deemed necessary.
- 4) Announcement, this announcement contains participants who have passed the selection according to the provisions and job placement (Hasbiyallah & Ihsan, 2019).

Jabatan	Deskripsi Tugas
Kepala Sekolah	Kepada sekolah memiliki tanggung jawab atas keseluruhan kegiatan pelaksanaan pendidikan di sekolah dan madrasah yang meliputi dari segala kebijaksanaan, ketentuan dan regulasi yang sudah ditetapkan oleh setiap lembaga pendidikan.
Wakil Kepala Sekolah (Urusan Kurikulum)	Memiliki peran untuk membantu kepala sekolah dalam pelaksanaan kurikulum pendidikan di sekolah dan madrasah
Wakil Kepala Sekolah (Urusan Kesiswaan)	Memiliki peran untuk membantu Kepala Sekolah dalam penyelenggaraan berbagai kegiatan kesiswaan dan ekstrakurikuler
Wakil Kepala Sekolah (Urusan Sarana dan Prasarana)	Memiliki peran untuk mengoptimalkan pendayagunaan dan pemeliharaan sarana dan prasarana serta keuangan sekolah
Wakil Kepala Sekolah (Urusan Pelayanan Khusus)	Memiliki peran untuk membantu Kepala Sekolah di dalam pelaksanaan pelayanan-pelayanan khusus, seperti hubungan masyarakat, bimbingan dan penyuluhan, usaha kesehatan sekolah dan perpustakaan sekolah.

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Pengembang Kurikulum dan Teknologi Pendidikan	Memiliki peran dalam pengembangan kurikulum serta pengembangan pembelajaran dan peningkatan alat bantu pengajaran.
Pengembang Tes	Memiliki peran untuk mengembangkan penilaian belajar melalui evaluasi kegiatan-kegiatan belajar dan kepribadian peserta didik.
Pustakawan	Memiliki peran untuk meningkatkan pengelolaan perpustakaan sekolah dan madrasah.
Laboran	Memiliki peran dalam mengoptimalkan pengelolaan laboratorium di sekolah dan madrasah.
Teknisi Sumber Belajar	Memiliki peran untuk meningkatkan sumber-sumber belajar bagi kepentingan belajar peserta didik dan pengajaran guru
Pelatih	Menyediakan latihan peserta didik seperti olahraga, kesenian, keterampilan yang diselenggarakan
Petugas Tata Usaha	Memiliki peran dan tanggung jawab atas pelaksanaan kegiatan-kegiatan dan pelayanan administratif atau teknis operasional pendidikan di sekolah

e. Placement of educational staff

As is known, appointment and placement constitute a process to face new officers who have done registration again to be notified of the area where it is placed (Nurlindah, Mustami, & Musdalifah, 2020). To be appointed teachers, prospective teachers must have teaching qualifications and meet the requirements as follows:

- 1) Physical and mental health that is validated and declared and there is proof from the authorities.
- 2) Have a good personality and noble character.

Failure to appoint or manage educational staff inappropriately will result in the educational program objectives not being achieved, as well as not creating a harmonious work atmosphere, resulting in ineffective work performance, giving rise to errors, irregularities in the work process, and lack of attention. with existing standards. work rules, abuse of responsibility, etc.

f. Guidance and Development of Educational Personnel Administration

Performance appraisal is a formal method for measuring how well individual workers perform work in relation to given goals (Nurlidah, Mustami, & Musdalifah, 2020). The aim of this educational staff development activity is to improve the development of skills and competencies of educational staff in each school and madrasah, including increasing knowledge, broad insight, professionalism at work and skills in carrying out daily tasks in order to increase teaching productivity.

According to Hartati Sukirman, from a general administration perspective, the process training and

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development includes several stages as follows:

- 1) Analyze teacher skills and instructional skills needs by identifying teacher performance skills.
- 2) Curriculum training program development includes objectives, teaching methods, materials, sequence and description of training materials.
- 3) Validate the teacher training program with the objectives of the authorized agency.
- 4) Stage of perfecting the teacher training program utilize various training methods such as discussions, workshops, and seminars.
- 5) The evaluation and follow-up stages are very important to see the extent of success or failure (Nurlindah, Mustami, & Musdalifah, 2020).

g. Dismissal of Education Personnel Administration

Dismissal of teachers and educational staff is only carried out if there is a clear and appropriate reason. The retirement age limit for civil servant teachers is 65 years, while for civil servant education officers it is 58 years (Karnati, 2016: 189). The retirement age limit for general civil servants in Indonesia is 56 years on the legal basis of Article 3 paragraph 2 PP No. 32 of 1979 concerning Dismissal of Civil Servants which was changed to PP No. 65 of 2008, the retirement age limit for professors is 65 years according to the legal basis of Article 67 paragraph 5 of Law no. 4 of 2005 concerning teachers and lecturers, and the retirement age limit for teachers is 60 years in accordance with the legal basis of article 40 paragraph 4 of Law no. 4 of 2005 concerning teachers and lecturers (Astawa, Ruspawan, & Suarnata, 2019).

Apart from that, dismissal of educational staff can be done for other reasons including the following:

- 1) Dismissal at your own request Dismissal due to reaching the retirement or renewal age limit.
- 2) Dismissal for committing a violation Dismissal for being physically and spiritually incompetent.
- 3) Dismissal due to abandoning duties Dismissal due to death or disappearance (Hasbiyallah & Ihsan, 2019).

3. Research Methods

In this research, researchers used a qualitative descriptive approach. This research method is expected to produce factual data that can be published in journals. Descriptive research is a method that aims to describe or explain the situation of an event or object, both a person and a whole, in relation to all variables that can be described with words or numbers (Sugiyono, Research Methods Education

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(quantitative, qualitative and R&D approaches), 2018).

Researchers also collect data through various processes. Especially through direct observation at school, you will be able to see directly all the activities at the school. We also collected data through developing several questions to ask when interviewing sources related to the researcher's position. Researchers also collect data through documentation to obtain data and other information in the form of books/documents/images in the form of reports and information that supports the researcher's title. Data collected directly from primary sources, namely schools, for example through observations and interviews, is primary data. Meanwhile, secondary data was obtained from several books, journals and/or articles related to the researcher's discussion. With this, researchers hope that this approach can provide new insights that are in accordance with existing facts.

4. Results and Discussion

a. General description of SD Negeri 068343 Medan Tuntungan

SD Negeri 068343 Medan Tuntungan is located on Jalan Pinang Raya 4, Mangga, Perumnas Simalingkar, Medan Tuntungan District, Medan City, North Sumatra 20135.

Students at SD Negeri 068343 Medan Tuntungan have increased in the last two years, more precisely in the 2021-2022 and 2022-2023 periods, in the previous year 2021-2022 the number of students was 90 students, in the next period 2022-2023 the number of students was 100 students.

Table 1. Number of students for the 2021-2022 period

Data PTK dan PD				
Uraian	Guru	Tendik	PTK	PD
Laki-laki	1	0	1	48
Perempuan	9	1	10	42
Total	10	1	11	90
Keterangan :				
<ul style="list-style-type: none">• Data Rekap Per Tanggal 29 Desember 2023• Penghitungan PTK adalah yang sudah mendapat penugasan, berstatus aktif dan terdaftar di sekolah induk.• Singkatan :<ol style="list-style-type: none">1. PTK = Guru ditambah Tendik2. PD = Peserta Didik				

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Table 2. Number of students for the 2022-2023 period

Data PTK dan PD				
Uraian	Guru	Tendik	PTK	PD
Laki-laki	1	0	1	48
Perempuan	9	1	10	52
Total	10	1	11	100

b. Profile of SD Negeri 068343 Medan Tuntungan

School name	:	SD Negeri 068343 Medan Tuntungan
School Address	:	Street Pinang Raya 4, Mangga, Perumnas Simalingkar
Subdistrict	:	Medan Tuntungan
Regency	:	Medan
Province	:	North Sumatra
Postal code	:	20141
Accreditation	:	B
Standard	:	State
Year of establishment	:	SK 14-02-2018
NPSN	:	10257990
Study time	:	Morning

c. Vision and Mission of SD Negeri 068343 Medan Tuntungan

1) Vision of SD Negeri 068343 Medan Tuntungan

Creating students who are moral, intelligent, skilled, independent, accomplished and cares about the environment

2) Mission SD Negeri 068343 Medan Tuntungan

- Increase faith and piety towards God Almighty
- Developing the field of science and technology based on students' interests, talents and potential
- Fostering character education

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- d) Fostering student independence through planned and continuous habituation, entrepreneurship and self-development activities
- e) Establishing harmonious cooperation between school members and other related institutions

d. Teachers at Public Elementary School 068343 Medan Tuntungan

Nama	Department
Sariani Bangun, S.Pd	PJOK teacher
Gilbert Mathew Situmeang, S.Pd	English teacher
Rusnia Gultom, S.Pd	Classroom teacher
Yohana Apriyanti Marbun, S.Pd	Christian Religion Teacher
Elva Rosari Br Sembiring, S.Pd	Classroom teacher
Sri Yustisia Sitepu, S.Pd	Classroom teacher
Neni Suzana Rambe, S.Pd	Classroom teacher
Sofiah Nasution, S.Pd	Teacher of Islamic Religion
Apriliani Duha, S.Pd	Classroom teacher
Eka Kristin Br Sembiring, S.Pd	Classroom teacher

e. Educational Staff at State Elementary School 068343 Medan Tuntungan

Nama	Department
Donna Simanjuntak, SS	Headmaster
Siska Salsalina, A.md.Kom	School operator

f. The role of the principal in implementing educational administration

There are the results of an interview with Mrs. Donna Simanjuntak, SS. The principal plays a very important role in the development of the school, therefore, the principal also has full responsibility for the planning, implementation, evaluation and accountability of school activities, in order to support educational activities and the learning process in the school. *"There are 12 teaching and educational staff at our State Elementary School 068343, of which 12 I am the principal of State Elementary School 068343, learning tutor, general coordination sector. And of the 12 people, half of them are civil servants or PPPK, and the other half are still honorary workers who will be maximized to become full ASN PPPK. "By the end of 2023, as we know, all honorary workers in the country will be*

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appointed as PPPK through an examination system." So there are four basic functions in its implementation, namely: Planning, Organizing, Deploying, And Supervising.

g. The Role of Teachers in Implementing Educator Administration in Public Elementary Schools

The results of the interview with Mrs. Yohana Apriyanti Marbun, S.Pd., Religion Teacher are very important for improving the spiritual mindset of students in every school. *"For me, as a Christian teacher, the most important thing for students is growth and development and the improvement of noble morals as well as a clean and holy body and soul, so that they always carry out activities with religious guidance. Good students are a reflection of a teacher who provides good learning to students. "Meanwhile, the existing training to support teacher skills at SD Negeri 068343 is not adequate."* Up to one person Educators are also responsible for the religious and spiritual aspects of a student.

The results of the interview with Mrs. Neni Suzana Rambe, S.Pd., as a class teacher who plays a very important role in class actions, including designing the learning atmosphere in the class, or maintaining student conduciveness in the class at SD Negeri 068343. *"Firstly, I am very happy because this year I graduated as a PPPK Teacher. I see that there are several differences when teaching in the private sector and in the state, namely from an administrative and other aspects. For learning, we have started to slowly follow the independent curriculum, although not all classes have implemented it. However, there is already training, although it is not intensive and not all the teachers are here. The next most important thing is that I always apply the learning from the RPP that I have prepared in order to create maximum learning outcomes for students. "Hopefully in the future the training and development of the independent curriculum will be more inclusive and intensive so that the teachers here can focus and can immediately apply what they have gained from the results of the training."* Classroom teachers have the primary responsibility for delivering course material to their students. They guide students in understanding academic concepts, develop skills, and help students achieve learning goals.

5. Closure

Management of teaching staff and educational staff at SD Negeri 068343 Medan Tuntungan includes teacher training and development, recruitment of teaching and educational staff. Intensive coaching and training for the independent curriculum is carried out by providing training for each teacher. The guidance carried out at SD Negeri 068343 is organized by the city government, and dismissals have never been carried out unless the dismissal was due to retirement or was filled by ASN who had just graduated, or passed away and even then it would be resolved amicably.

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And the evaluation of educators is done by the principal by looking at the results of student report cards and looking at the attendance list of teaching staff, then for the assessment of educational staff the school principal looks at daily records and looks at educational performance. The infrastructure of SD Negeri 068343 is not yet complete, there is still a lot that needs to be completed, the library room and its facilities, the MPR room and its facilities and many more things that need to be perfected.

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