

MANAGEMENT DEVELOPMENT OF HUMAN RESOURCES (EDUCATORS AND EDUCATION STAFF) AT MADRASAH TSANAWIYAH NEGERI MAKASSAR

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Abstract

The research is motivated by the quality management of qualified human resources (educators and education staff), who are expected to optimize their potentials in order to be able to support the formation of quality education. Considering the status of state education institutions, in MTS Negeri in Makassar City trying to cover all institutional activities, including the development of teacher professionalism in MTS Negeri in Makassar City. There are many opportunities and variations in development programs in order to improve teacher professionalism. This paper discusses the development of teaching staff in the Makassar City MTS, the development of education personnel in the MTSN and the development model of educators and education staff in MTS Negeri in Makassar City.

The research uses in-depth interview methods that are focused on efforts to uncover things that are experienced, thought about, and felt by the implementing towards the development of human resources. In addition, observation and document study are used. To analyze data, a qualitative descriptive analysis method is used. The steps of the data analysis process can be done through the process of data reduction, data presentation and drawing conclusions.

The results of the study showed that the management of the development of MTsN teaching staff in the city of Makassar was based on the development planning of educators, starting from the needs analysis which was a continuous and regular process to find out the quality of teachers and the number of teachers needed by Madrasah. The implementation of the development of educators is carried out by the teachers based on the instructions of the headmaster and also their own initiatives. Evaluation is carried out to determine the development of the ability of the teaching staff. To ensure this, supervision was carried out with two monitoring models, namely carried out directly by the head of the madrasah, and carried out by the deputy head of the madrasah. Education and training of education personnel is adjusted to the needs analysis carried out on the number and quality of staff. While awarding is done by providing compensation, appropriate rewards for improving welfare on service and the resulting performance.

Key words: Management Development- Teacher and Education Staff

Background

National Education Quality will be measured through the attainment of all National Education Standards, including standards of content, process, competency, education and education staff, facilities and infrastructure, management, financing and assessment of education (PP RI No. 19 of 2005 has been refined with PP RI No 32 of 2013). Serious and serious attention by the parties to the efforts to fulfill and realize all these standards will determine the quality of education. The government recognizes (in this case the Ministry

of Religion), in an effort to improve the quality of religious and religious education it is still not optimal, although in terms of legal umbrella it is adequate with the Government Regulation (PP) Number 55 of 2007. One of the main problems is the low quality of labor teaching both in terms of qualifications and competence. In addition to the problem of teaching staff, the other main problems in religious and religious education institutions are the limited educational facilities and infrastructure, weak management, and limited operational and development funds.

In terms of aspects of its qualifications,

according to data from the Education Management Information System (EMIS) of the Directorate General of Islamic Education at the Ministry of Religion, in 2011 269,460 teachers who had tertiary education in Madrasah Ibtidaiyah (MI), 265,784 Madrasah Tsanawiyah (MTs), and Aliyah Madrasah (MA) 123,463. This percentage has increased relatively from the previous year, except that it has not been seen from the relevance of his expertise between scholarship and the field of study taught. From this aspect, it should also be suspected that the efforts to improve the quality of competence are not optimal.

The quality of human resources can be considered as a very important thing to note because it plays a role in terms of global competition, with increasingly quality human resources, the more potential is to maintain work competition, achieve, and have the ability to apply science, and improve and develop knowledge he studied at formal education institutions such as elementary madrasahs, secondary madrasahs and high madrasahs. There are three determinants of quality or quality of education, namely "(a) people (educators), (b) programs (curriculum) and (c) institutions (leaders)". Thus the effort to fulfill and realize all national education standards should ideally be supported by qualified personal, accompanied by a good program (curriculum) and effective institutions (leaders).

Human resources (educators and education staff) are active elements, while other elements are passive elements that can be changed by human creativity. Therefore, quality management of human resources (educators and education staff) is expected to optimize the potential they have in order to be able to support the formation of quality education. In this case, human resources (educators and education staff) are important points to solve problems faced by the world of education. In an educational institution, efforts to improve the quality of education are not an easy task because it requires a compact teamwork to make it happen. In reality, educational institutions often deal

with managerial and administrative issues of education managers at various types of positions and levels. A significant obstacle in the effort to improve the quality of education is that there are still few professional staff owned by the institution.¹

Along with the above problems, the research was chosen in Makassar City MTS as the research location, with the first reason, based on observations in Makassar City MTS, it was one of the first and most favorite Public Madrasahs in Makassar City, this can be seen with many people parents who put their children in this institution. In fact, many of them are from outside the South Sulawesi Province. This Madrasah is a National Standard madrasah. Second, the achievements of MTS Negeri in Makassar City are both academic and non-academic. Examples of Exemplary Madrasah Teachers in 2011 National Level, 2013 National Level Madrasah Teachers, 2010 Sanitation Ambassadors, 2011, 2012 South Sulawesi Province Level, 2014 Winner of Madrasah Science Competence Science, Biology, Physics and Mathematics 2014 Proponation Level, 1st Place in Writing Contest Scientific in 2014, 2015 Reading Reading Ambassador, Bronze Medal in the 2013 National Madrasah Madrasah Competency, Makassar City Physics Olympiad (OSN) in 2015, First Place in City Level 2015 Science, Biology, Physics and Mathematics Science Competition, Champion II 2015 Mathematics Provincial Level KSM and Provincial Level KSM Mathematics First Winner in 2016. MTS Negeri in Makassar City also often receive visits for comparative studies from other madrasahs or madrasahs throughout Indonesia. Third, the professionalism of the teachers and employees can be seen from the educational process in this institution that looks conducive and growing. Armed with these instructions, interested researchers research in Makassar State MTS, because researchers will look at management and patterns of human

¹Sudarwan, 2002, *Inovasi Pendidikan: Dalam Upaya Peningkatan. Profesionalisme Tenaga Kependidikan*, Bandung: Pustaka Setia.

resource development (educators and education staff) carried out by MTS Negeri have characteristics that other educational institutions do not yet have so that quality, superior and welcome madrasas are created. positive from the community.

Meanwhile, the qualifications and competencies of teachers in MTS Negeri in Makassar City were found to have a number of teachers with educational background not yet a four diploma or bachelor. In addition, it was found that there was a mismatch between the fields of study taught by the teacher and his last educational background. As professional educators, teachers must have professional certificates. The teachers use the lecture method more in the learning process. As a result, learning methods provided by teachers to students tend to be monotonous and less motivating students' creativity in learning. In addition, teacher involvement in the implementation of its professional development program is still lacking. This can be seen from the interest and motivation of teachers in utilizing the library is still low.

The condition of the teacher as above, is not only left entirely to the teacher concerned without the efforts made by the madrasa (madrasa). Madrasas are fully responsible for striving and making teachers who truly master the knowledge in accordance with their fields. Therefore, this is where the important role of the development program, both the teacher himself (intrinsic) and the madrasa development program that is intended for teachers who make a teacher who has full attention to knowledge, abilities, skills, and attitudes in accordance with their fields (extrinsic). The management responsibilities of MTS Negeri in Makassar City to improve and develop teacher professionalism can be seen from various professional development programs. Among them can be seen from the sending of teachers to attend seminars, training, or workshops. In addition, the madrasa also makes a library for teachers. It's just that these development programs have not run optimally. The madrasa, in this case the

head of the madrasa, has not played a full role in coordinating, mobilizing, and harmonizing all development programs. As a result, the effectiveness of the development program is not going well.

Interestingly, in 2012, MTS in Makassar City graduated 4 students with good graduates. In the 2012/2013 school year the percentage of graduation is 100%. In the 2013/2014 school year the percentage of graduation is 100%. In the 2014/2015 school year the percentage of graduation was 100%, and in the 2015/2016 school year the percentage of graduation was 100%. In addition, MTS in Makassar City implemented accreditation in 2011. Based on the Accreditation Certificate of the National Madrasah / Madrasah Accreditation Board (BAN-S / M), in MTS Negeri in Makassar City accredited A + with quality score 96.

Changes in the role and function of the madrasa from the static in the past to the dynamic and functional-constructive in the era of globalization, brought broader responsibilities to the madrasa, especially to madrasah administrators. They must have sufficient knowledge about the real needs of the community as well as their willingness and skills to learn continuously the changes that are happening in the community so that the madrasas through the educational programs presented can always adjust to new needs and new conditions. In addition, according to Syafaruddin to manage the resources in a madrasa, the head of the madrasa as an education leader must have the ability to lead, knowledge and knowledge, experience, and meet the requirements of skills and knowledge about leadership. For example regulating the division of labor, designing strategies, coordinating resources, cooperating to facilitate work in achieving goals. In this matter, Wahjosumidjo argued that for principals who want to succeed in mobilizing educators and educators and students to behave in achieving madrasah goals are: (1) Avoiding attitudes and actions that are compelling or act violently against teachers, staff and students; (2) Must be

able to do actions that give birth to the willingness to work with enthusiasm and confidence in the teachers, staff and students, by convincing and persuading. Convincing (persuade) is done by trying so that the teachers, staff and students believe that what is done is right, while persuading (induce) is trying to convince the teachers, staff and students that what is done is right. Effective leaders always utilize collaboration with subordinates to achieve organizational goals.²

This is the main reason for the interest in studying the real conditions of madrasah teachers and management as above, which is still capable of creating good madrasah achievements from each graduate since its establishment. The academic achievements of the madrasa graduates are certainly inseparable from the roles and efforts of the teachers, especially the subject teachers who are UN-educated. In addition, considering that as a state education institution, MTS in Makassar City tries to fulfill all institutional activities, including the development of teacher professionalism in MTS Negeri in Makassar City which has many opportunities and variations in development programs in order to improve teacher professionalism. The gap between theory and human resources is not optimal but the quality / condition of education in MTs. Makassar has been very good, which makes researchers want to study it further. This paper discusses the development of teaching staff in the Makassar City MTS, the Development of Education Personnel in MTS Makassar City and the development model of educators and education staff in MTS Negeri in Makassar City

Human Resource Management

Human resource management (HRM) is one of the fields of general management, where general management as a process includes aspects of planning, organizing, implementing and controlling. This process is in the functions /

fields of production, marketing, finance, and employment. Because human resources (HR) are considered important in their role in achieving company goals, various experiences and results of research in the field of HR are systematically collected in what is called human resource management, where the term "management" has a meaning as a collection of knowledge about how should manage (manage) human resources. As the word of God Subhanahuata'ala in surah Ibrahim (14): 19: Do you not see, that Allah has created the heavens and the earth with rights? if he wants, he will destroy you and replace you with a new creature.

The verse is aimed at Muhammad, in order to know, that Allah has created the heavens and the earth and all their contents in full wisdom and by means of rights, so that people can take the argument to prove the perfection of His natures. In addition, it also shows that God does not need someone from His creature. Even God has the power to remove us all and put new creatures in a new form instead. The point is that God made all that was mentioned was not useless, but with wisdom.

Human Resource Management is one of the fields of general management which includes aspects of planning, organizing, implementing and controlling. Because human resources are considered to be increasingly important in achieving organizational goals, various experiences and results of research in the HR field are systematically collected in what is called HR management. The existence of HR management is very important for companies in managing, managing, managing and using HR so that they can function productively, effectively and efficiently to achieve company goals. The human resource management theory proposed by Beer and McKenna is known as asset theory. This theory explains that every employee is considered to have assets for an organization, which influence each other to produce performance.³ The theory of goodwill

³ McKenna, Eugene. 2006. Diterjemahkan oleh Toto Budi Santosa. *Manajemen Sumber Daya Manusia*. Edisi ke-2. Yogyakarta: Penerbit ANDI..

²Wahjosumidjo, Op.cit. 2011.

proposed by Walton states that human resources are a reference to achieve performance in accordance with the interests in producing work results to achieve organizational goals.⁴

The social model system theory proposed by Storry states that individual human resources are social models capable of developing and advancing according to their potential to achieve performance. Furthermore, by Storry defines human resource management is a management activity that includes utilization, development, assessment, empowerment, giving remuneration for humans as individual members or business enterprise organizations. Human resource management also involves ways of designing systems planning, employee preparation, career management, performance evaluation, employee compensation and employment relations. Furthermore, Hasibuan explained that human resources are an integrated capability of thinking power and the physical power possessed by each job manager greatly determines the speed and accuracy of the quality of work results, so that if all types and all levels of work are properly combined, dynamic work will be obtained. and productive.⁵

Atmosoeprapto describes human resources as the most important asset in every reality, only a few implement them in practice and they are excellent companies. Thus, human resources are the main factor in the effort to realize organizational goals, but because humans are the main resource, to manage the existence of elements of management is very important.⁶

Umar integrates human resource management as an activity carried out starting from the activities of planning, organizing, directing, coordinating, controlling, up to maintenance, terminating employment to the maximum, to achieve organizational goals in an integrated manner and all values that become the human strength to use as a life benefit. man himself. Furthermore Handoko explained that human resource management is the withdrawal, selection, development, maintenance and use of human resources to achieve both individual and organizational goals. Thus the main focus of human resource management is to contribute to the success of an organization.⁷

Rivai explained the role of human resources in carrying out HR aspects, must be managed properly so that policies and practices can run according to what the company wants, which includes activities including:

1. Perform job analysis (determine the job characteristics of each HR)
2. Planning workforce needs, recruiting prospective workers and selecting.
3. Providing introduction and placement to new employees
4. Establish wages, salaries and how to provide compensation
5. Providing incentives and welfare
6. Perform a performance evaluation
7. Communicate, provide counseling and enforce work discipline
8. Provide education and development and build work commitments
9. Complete disputes and resolve employee complaints

The definition of human resource management consists of three forms of understanding that need to be understood in depth. The word is management that regulates, organizes, manages and controls and various other meanings in accordance

⁴Walton, H. 2003. Small Group Methods In Medical Teaching. ASME Medical Education Booklet No.1; Edinburgh.

⁵Hasibuan, Malayu. 2012. "Manajemen Sumber Daya manusia". Jakarta: PT Bumi. Aksara

⁶Atmosoeprapto, Kisdarto, 2001, Produktivitas Aktualisasi Budaya Perusahaan. PT. Elex Media Komputindo, Jakarta

⁷Handoko, T. H. 2001, 2014. Manajemen Personalialia dan Sumber Daya Manusia. BPFE-Yogyakarta..

with the meaning of management. The word resource has the meaning that all forms of potential development can be utilized to obtain profit, the potential in question consists of natural potential called natural resources, human potential is called human resources and financial potential is called financial resources. Human resource management is a study of the study of utilizing the potential of resources that can be managed, handled, planned and controlled to obtain benefits for its management which consists of managing natural resources, human resources and financial resources as an integral unit in improving a series of daily human activities activities. Other opinions also emphasize that every human activity directly or indirectly is basically human resource management activities. Human resources are objects that become studies and observations and controls commonly referred to as management.

Every human activity is basically part of the study of human resource management science. Objects observed in human activities are a series of activities to plan, manage, handle, integrate, repair, regulate and control and others in order to obtain benefits and benefits.⁸ The object of human resources explicitly implies universal meaning, which is to develop all human potential to be used efficiently, effectively and productively in obtaining benefits and benefits for the activities they do. Of course these activities achieve optimal results if the quality of human resources can be managed in producing optimal human resource management output. Basically every human activity that is effective, efficient and productive is largely determined by the ability of human resources to manage (management) their potential, become reliable, independent and professional human resources in the field of work they are

⁸Michaell, 2005. A Handbook of Human Resources Management Practice 7th Edition. London : Kogan Page Limited

engaged in.⁹

Referring to the opinion above, then the management of human resources is a field of science and art that studies various aspects of human life in various ways to regulate, manage, develop, plan, control and utilize the potential possessed by humans to be used in a variety of goodness that makes humans can live in prosperity. Resource management is a field of science and art that studies various aspects of human life in various ways to regulate, manage, develop, plan, control and utilize the potential possessed by humans to be able to be used in a variety of goodness that makes people able to live in prosperity.¹⁰

This opinion becomes a context and concept that human resource management is a science that is needed in various applications of human activities in all forms of activities and sectoral aspects of national development. The context and concept of human resource management are covering all aspects of human life and various national development sectors, the existence of human resource management is important in regulating, managing, planning, controlling and utilizing potential sources that can be used to generate benefits and benefits for individual humans in person, group, community or country.¹¹

The activity of human resource management consists of several activities¹² that are:

1. Human Resource Planning

Human resource planning must focus on the way organizations move and the conditions of human resources that exist towards the desired condition of human

⁹Sunarto dan Hartono, Agung. 2008. Perkembangan Peserta Didik. Jakarta: Rineka. Cipta.

¹⁰Siagian, Sondang, P. 2010. Manajemen Sumber Daya Manusia, Bumi Aksara, Jakarta..

¹¹Gilley, J.W., Boughton, N.W., dan Maycunich, A., 1999. The Peformance Challenge Developing Management System To Make Employees Your Organization's Greatest Assets. Perseus Book: New York

¹²Sadili, Samsudin. 2010. Manajemen Sumber Daya Manusia. Bandung : Pustaka Setia

resources. Human resource planning must be able to create a relationship between all organizational strategies and human resource policies. Good human resource planning can ensure that human resource activities are always consistent with the direction of the organization's goals and objectives.

2. Recruitment

Organizations will look for new workers in the event of a shortage of labor they need. The effectiveness of an organization depends on the effectiveness and productivity of its HR. Without being supported by a qualified workforce, the organization's achievements will not stand out.

3. Selection

In conducting a new HR selection, the human resources department usually screens applicants through interviews, tests, and investigating the background of applicants. Furthermore, recommending applicants who meet the requirements of the leadership to be taken as a decision to appoint employees or staff.

4. Training and Development

The development of the organization is closely related to the quality of its HR. If the quality of HR is low, organizational stagnation is likely to occur.

5. Job Performance Assessment

Job performance assessment is one of the key factors in developing an organization effectively and efficiently.

6. Compensation

In organizations, compensation arrangements are an important factor to be able to maintain and maintain work performance of employees.

7. Maintenance of Workforce Safety

The organization is expected to have a work safety program, to reduce workplace accidents and unhealthy working conditions.

8. Employee Relations

Organizations, of course, do not merely want to fulfill or achieve goals at the expense of employee interests, because

humans are actually the final determinant of the success of an organization.

The same thing was stated by Wahyudi who expressed it in the form of functions of human resource management as follows:

1. Managerial functions, including:

- a. Planning, which is carrying out tasks in planning needs, complaints, development, and maintenance.
- b. Organizing, which is composing an organization by designing structures and relationships between the tasks that must be done by the workforce that has been prepared.
- c. Direction, which is to provide an impetus to create the willingness of work to be carried out effectively and efficiently.
- d. Control, namely measuring between activities carried out with established standards, especially in the field of labor.

2. Operational Function

The basis of implementing an efficient and effective human resource management process in achieving organizational goals is an operational function in human resource management, which is divided into five parts, namely:

- a. Procurement function is the process of withdrawal, selection, placement, orientation and induction to get employees that fit the needs of the company.
- b. The Development Function is the process of improving employee technical, theoretical, conceptual and moral skills through education and training. The education and training provided must be in accordance with the needs of the present and future work.
- c. The function of Compensation is to provide direct and non-direct remuneration in the form of money or goods to employees as the service provided (output) to the company. The principle of compensation is fair and appropriate according to the employee's achievements and responsibilities.

- d. The function of integration is an activity to unite the interests of the company and the needs of employees, so as to create harmonious and mutually beneficial cooperation. Where integration is important and difficult in human resource management, because it unites two opposing aspirations / interests between employees and the company.
- e. Maintenance function is an activity to maintain or improve the physical, mental and loyalty conditions of employees to create long-term relationships. Good maintenance is carried out with a K3 program (Occupational Safety and Health).

To understand the concept of human resource management, must first understand the meaning of human resource management. The concept of management is universal by using a scientific framework, which includes the principles and principles. If a manager has knowledge of the basics of management and ways to implement them, it will be able to carry out management functions effectively.¹³

The word management comes from English "management" which was developed from the word to manage which means to manage or manage. The word manage itself comes from Italian, the maneggio adopted from Latin maneggiare which comes from the word man means hand. The management concept is not easy to define. Until now no definitions of management have been found that are truly universally acceptable. Furthermore, according to management Dessler is working with people to achieve organizational goals by implementing the functions of planning (planning), organizing (organizing), preparation of personnel or employment (staffing), direction or leadership (leading) and supervision (controlling). So management is basically an

¹³Dessler, Gary. 2005. *Manajemen Sumber Daya Manusia*. Alih bahasa: Eli Tanya. Penyunting Bahasa: Budi Supriyanto. Jakarta: Indeks.

effort to regulate everything (resources) to achieve organizational goals. From this description it appears that management has two important things, namely position and job. Position is the position provided for people who fulfill the requirements and expertise in the position. Job is the job of planning, organizing, directing, implementing and supervising or controlling the course of activities in achieving certain goals.¹⁴

From the definition above, it is known that there are those who call management as science and some argue management as art. Management as science is a collection of logical and systematic knowledge. Management as art is a personal creativity accompanied by a skill. Resources are defined as tools to achieve goals or abilities to benefit from opportunities. The word resource (resource) defines human appraisal. Resource words do not refer to an object or substance, but an operational function to achieve certain goals such as meeting needs and satisfaction. Human resources as people who design, process and develop human resources to become people who are competent in the work culture that they pursue in order to become moral HR in improving their performance.¹⁵

In principle, human resource management is developing and processing the potential of human resources including increasing work motivation and work culture by implementing fighting values, work ethic, characteristics and prevailing norms.¹⁶

The Concept of Teacher Professionalism

A professional statement implies

¹⁴Drucker, Peter F., 2004. *The Practice of Management*. New York : Harper & Row.

¹⁵Anderson, N., Ones, D.S., Sinangil, H.K., dan Viswesvaran, C. 2001. *Handbook of Industrial, Work, and Organizational Psychology Volume 2 : Organizational Psychology*. London : SAGE Publications

¹⁶Flippo, Edwin B. 2013, *Personel Management (Manajemen Personalialia)*, Edisi. VII. Jilid II, Terjemahan Alponso S, Erlangga, Jakarta.

'genuine openness, which comes from the bottom of his heart'. Such statements contain ethical norms or values. Professional is a job or activity carried out by someone and becomes a source of income for life that requires expertise, skills, or skills that meet certain quality standards or norms and requires professional education.¹⁷

The above definition shows that professional teachers are people who have special abilities and expertise in the field of teacher training, so that they are able to perform their duties and functions as teachers with maximum abilities. In other words, professional teachers are well-educated and well-trained people, and have rich experience in their fields. Educated and trained not only obtain formal education, but also must master various strategies or techniques in teaching and learning activities, as well as mastering educational foundations..¹⁸ Furthermore, Government Regulation No. 19 concerning National Education Standards (SNP) article 28 states that teachers as learning agents at the elementary and secondary education levels as well as early childhood education must have competencies which include pedagogical competence, personality competence, professional competence, and social competence.

a. Pedagogic Competence

Pedagogic competence is defined as the ability of the teacher to manage student learning which includes student understanding, design and implementation of learning, evaluation of learning outcomes, and development of students to actualize their various potentials, pedagogical competency is the ability of an educator to manage student learning which includes :

1) Ability to understand students, with indicators:

¹⁷ Undang-undang No 14 Tahun 2005 tentang Guru dan Dosen.

¹⁸ Usman, Moh. Uzer, 1990, *Menjadi Guru Profesional*, Bandung : PT. Remaja Rosda Karya.

- a. Understanding the characteristics of the development of students, such as understanding the level of cognition of students according to their age.
 - b. Understanding the principles of student development, such as about the personality types of students, recognizing the stages of personality development of students, others.
 - c. Able to identify students 'initial teaching supplies, such as measuring students' initial potential, recognizing the differences in potential possessed by students, and so on.
- 2) Ability to make learning design, with indicators:
- a. Able to plan the organization of learning materials, such as being able to review and describe the material listed in the curriculum, able to choose teaching materials that are in accordance with the material, able to use adequate learning resources, and others.
 - b. Able to plan management of learning, such as formulating learning objectives to be achieved in accordance with the competencies to be achieved, choosing the type of strategy / method of learning that is suitable, determining the steps of learning, determining ways that can be motivated students, determining the forms of questions that will be submitted to students, and others.
 - c. Able to plan classroom management, such as structuring the seating space of students, allocating time, and others.
 - d. Able to plan the use of media and targets that can be used to facilitate the achievement of competencies, and others.
 - e. Able to plan assessment models of the learning process, such as determining forms, procedures, and assessment tools.
- 3) Ability to carry out learning, with indicators:
- a. Able to apply basic teaching skills, such as opening lessons, explaining, pattern variations, asking questions, giving

reinforcement, and closing lessons.

- b. Able to apply various types of approaches, strategies / learning models, such as active learning, learning, portfolio learning, contextual learning and more.
 - c. Able to master classes, such as activating students in asking, able to answer and direct students, group work, independent work, and others.
 - d. Able to measure the level of achievement of student competencies during the learning process takes place.
- 4) Ability to evaluate learning outcomes, with indicators:

Able to design and carry out assessments, such as understanding the principles of assessment, being able to compile learning evaluation instruments, being able to carry out evaluations, and others.

- a. Being able to analyze assessment results, such as being able to process learning evaluation results, is able to recognize the characteristics of evaluation instruments.
- b. Being able to utilize the results of the assessment to improve the quality of subsequent learning, such as utilizing the results of analysis of evaluation instruments in the process of improving evaluation instruments, and being able to provide feedback on improving the planning, implementation and evaluation of learning.

2) Ability to develop students to actualize their various potentials, with indicators:

- a. Facilitating students to develop academic potential, such as channeling the academic potential of students according to their abilities, able to direct and develop the academic potential of students.
- b. Able to facilitate students to develop non-academic potential, such as channeling the non-academic potential of students according to their abilities, able to direct and develop the potential of non-academic students.

c. Personality Competence

Personality competency is defined as the personality abilities of teachers who are steady, stable, mature, wise, and authoritative which can be a role model for students. This personality competence is more closely related to the example of the teacher to students. The most important problem in this example is the

need for compatibility between the behavior of the teacher and what he is demanding for children, such as telling the truth, being honest, fair in weighing, likes to be honest, brave, and sincere.

Research Methods

Data collection is done through three stages, namely:

1. In-depth interviews. The first stage was conducted by interviewing in depth the implementers at the Makassar MTSN. The data collected at this initial stage is data about the mechanism of HR development. In-depth interviews are also focused on efforts to uncover things that have been experienced, thought about, and felt by the implementing apparatus towards the development of HR.
2. Observation of the learning process activities in MTSN Makassar City. Observation is carried out every working day for two weeks for a minimum of two hours every day.
3. Study documents. At this stage it is also used to collect the required documents, such as the profile of the Makassar city MTSn, the MTSn organizational structure, HR development procedures and procedures.

Checking the validity of the data is a step taken to reduce errors in the process of obtaining research data which of course will greatly influence the final results of the study. The validity of the data checking technique used in this study is to use a credibility test by applying triangulation. Triangulation is a technique of checking the validity of data that uses something other than the data for checking or comparing data, both by source triangulation and triangulation of techniques carried out by checking data to different sources with the same technique¹⁹. The researcher will use triangulation techniques to find as much data as possible from sources in the field until the data is saturated. To analyze the data generated from this study used a qualitative descriptive analysis method. Descriptive qualitative means after the data is collected, then compiled and classified, then analyzed and interpreted with words in such a way as

¹⁹Sugiyono, 2011. Metode Penelitian Kuantitatif dan Kualitatif dan R&D. Bandung: Alfabeta

to describe the object of research at the time this research was conducted, so as to describe the answers to the problems that have been formulated²⁰.

The data analysis technique in qualitative research used is from various sources with various data collection techniques and carried out continuously until the data is saturated²¹. The steps of the data analysis process can be done through the process of data reduction, data presentation and drawing conclusions. This is in accordance with what was stated by Miles and Huberman²².

Research Findings

Human resource capacity (HR) is one of the important factors that determines the dynamics of Madrasah as one of the models of educational institutions in Indonesia with distinctive Islamic values. Madrasahs as organizations, require human resources who have knowledge, skills and attitudes. The importance of HR because the organization is basically a collection of people who interact to achieve common goals.²³ Thus, individuals who work together in organizations determine the effectiveness of the organization in achieving its objectives. While the quality of cooperation is determined by the capacity of each individual in their respective positions and duties.

The contribution of human resources (HR) in the organization is very necessary and is a very important party in carrying out various organizational development activities, including human resource development. HR development is the process of developing individual knowledge and skills in organizations that are carried out in an integrated manner with the aim of improving the quality and excellence of the organizations in which they are located. As an Islamic educational institution, MTsN Makassar city which functions as an institution whose task is to carry out the mandate of education in continuing the struggle to maintain independence and build a nation that

has Islamic nuances, also demands quality human resources. The quality of human resources at the madrasah determines the quality of the Madrasah itself. The environment, especially information technology, globalization, diversity, and ethics has forced the management of all types of organizations to totally think of approaches to operations and HR, due to paradigm shifts, organizations are now more responsive to their external and internal environment.²⁴. One important factor that determines the quality of human resources is personnel management through human resource development, namely the development of teaching staff and education staff.

This can be seen in the development of human resources at MTsN in the City of Makassar, not only to improve the knowledge and skills of individuals in the organization, but also personal abilities through religious development so that madrasah human resources have extensive religious insight. Madrasah HR development is carried out by internal Madrasahs themselves and also carried out by external parties, in this case the Government, the religious department, or other institutions, which they can follow in accordance with the madrasah HR needs analysis. The following results of the analysis of human resource development in this case are educators and education staff at MTsN in Makassar

Development of Educators in Makassar City MTsN

In educational activities, educators (teachers) are important factors because they are always related to students (students). The relationship between teachers and students is a relationship between humans that will be harmonious if both are professionally placed as subjects of education or those directly related to teaching and learning activities. In Makassar city MTsN, a harmonious relationship between teachers and students is always maintained, both in teaching and learning activities, as well as in other activities such as mentoring teachers to students who take part in the competition, and also in spiritual development activities

²⁰ Ibid.

²¹ Ibid

²² Ibid

²³ George, M.Jennifer, & Jones, Gareth R., 2002. Organizational Behavior. 3rd ed. Prentice Hall. New Jersey

²⁴ Luthans, Fred. 2006. Perilaku Organisasi. Edisi 10. Andi. Yogyakarta

that are held together every week in follow by teachers, staff and students. There are four parties involved directly and indirectly in the practice of teaching and learning activities, namely: (1) Parties who try to carry out teaching and learning activities, (2) Parties who try to learn, (3) Parties who are learning resources, and (4) Parties who are interested in the results of the teaching and learning process.²⁵

The purpose of education is achieved by the existence of learning, therefore it can be briefly stated that the quality of education is strongly influenced by the quality of the teacher. In teaching and learning activities at MTsN in the city of Makassar, the teachers realized that they had a central position in determining the quality of learning, and tried to show students how to gain knowledge, attitudes and values (affective) and skills (psychomotor), which means realizing the role and their main task lies in learning. In teaching and learning activities, there is often a misunderstanding of teachers and students, allowing teachers to be judged not to have good abilities in acting as educators. WJS, Poerwadarminta, said that educators are educating people. This concept means that educators are people who carry out activities in the field of educating.²⁶

Teachers or Educators can be used as a figure that must be imitated and *gugu*. To be imitated means that a teacher becomes an example for all of his students, namely how to think, how to behave, even how to speak, and so on. *Gugu* means that the teacher in conveying knowledge to his students is used as a truth, and is always believed to be the truth by all his students. This means that the teacher has a dominant role for students. Some of the problems that occur in translating the role of teachers as educators in teaching and learning activities are found to

be related to the decreasing image of an educator, for example language differences become one of the inhibiting factors of communication between teachers and several dialects that cause misunderstandings, so that they can become one of the obstacles in communication between teachers and students. Another problem is the presence of prejudices and tendencies to assess the behavior of teacher teaching as well as the way students learn due to multiple cultural differences. This problem can lead to misunderstandings between teachers and students in teaching and learning activities. 35 Things that should not happen if attention is given to the role of the teacher as an educator, impacting on the education process.²⁷

More broadly, educators are all people who strive in fostering others so that their knowledge and potential develops better, because from a language perspective, educators are people who can carry out educational activities. Educators are people who deliberately influence others to achieve perfection (humanity).²⁸ So, in a broad framework, educators can be done by anyone, anytime and anywhere, for example leaders become educators of those they lead, parents become educators of their children, company directors can be educators of employees, community leaders can be educators of followers, etc. This means educating can be done by others and has a positive impact on human development itself, and its activities can be carried out through channels outside the madrasa.

However, on the education framework, educating is carried out through formal channels in the madrasa, because it is an effort of an educator (teacher) to students

²⁵ Ndraha, Taliziduhu. 2005, Manajemen Perguruan Tinggi, Jakarta: Bina Aksara

²⁶ Nata, Abudsin. 2005. Filsafat Pendidikan Islam. Jakarta : Gaya Media Pratama

²⁷ Widya A, Sixtya. 2017, Hambatan Komunikasi Dalam Proses Belajar Mengajar Antara Guru Dan Murid Yang Berbeda Budaya Di Smp Negeri 16 Sigi, Jurnal Online Kinesik Vol. 4 No. 1 April 2017

²⁸ Suwarno, Wiji. 2006. Dasar-Dasar Ilmu Pendidikan. Jogjakarta: Ar-Ruzz Media

(students) so that their potential (general knowledge and religion and skills) grows and develops for the better. So, the meaning of educators is simplified as people who are deliberately prepared to become professional educators (teachers), which means that an educator in this case is a teacher is a professional job. Some provisions if a job is seen as a profession are (1) Every profession is developed to provide certain services to the community (2) The profession is not just a livelihood, but also includes understanding, community service (3) The profession has an obligation to perfect the underlying work procedures the service continues and does not stagnate (stop).²⁹ So, in a broad framework, educators can be done by anyone, anytime and anywhere, for example leaders and educators of their children, community leaders can be educators of followers, etc. This means educating can be done by others and has a positive impact on human development itself, and its activities can be carried out through channels outside the madrasa.

However, on the education framework, educators are carried out through formal channels in the madrasa, because they grow and develop for students (students) so that their potential (general knowledge and religion and skills). the better. So, the meaning of educators is simplified as people who are deliberately prepared to become professional educators (teachers), which means that an educator is a professional job. (1) Every profession is developed to provide services to the community (2) The profession has an perfect work underlying service procedures and does not stagnate (stop)³⁰

Educators or teachers must also have expertise diplomas / certificates, healthy

physical (physical), and appropriate competencies. A teacher has a skill certificate / certificate by the teacher, so he will get recognition from the community about the status of his profession. A teacher who has a healthy physique will have an impact on the continuity of the teaching and learning process. A teacher who has competence means he has the ability to realize planned education with a sense of responsibility and can be said to be successful in carrying out his duties.³¹ Educators or teachers must have expertise in diplomas / certificates, healthy physical (physical), and appropriate competencies. A teacher has a skill certificate / certificate by the teacher, so he will get recognition from the community about the status of his profession. A teacher who has a healthy physique will have an impact on the continuity of the teaching and learning process. A teacher who has competence means he has the ability to realize education with a sense of responsibility and can be said to be successful in carrying out his duties.³² (3) Having the ability to realize national education goals (4) Having academic qualifications, namely the minimum level of education must be fulfilled by having a relevant diploma and / or certificate of expertise in accordance with applicable legislation (5) Having competence as an educator, namely have pedagogical competence, professional competence, personality competence, and social competence.³³

In addition, work ethic is also important for teachers in MTsN in Makassar City, because it affects their quality. There are three basic characteristics of a teacher as an educator having a high work ethic, namely (1) The desire to uphold the quality of work

²⁹ Muhaimin, 2003 Arah Baru Pengembangan Pendidikan Islam; Peberdayaan, Pengembangan Kurikulum, Hingga Redefinisi Islamisasi Pengetahuan, Bandung: Nuansa Cendikia

³⁰ Idris, Zahara dan Lisma Jamal. 1995. Pengantar Pendidikan, Jakarta: Grasindo.

³¹ Slameto, 2001. Proses Belajar Mengajar dalam Sistem Kredit Smester. Jakarta: Bumi Aksara

³² Undang- Undang Nomor 20 Tahun 2003 tentang sistem Pendidikan Nasional, Pasal 42 40 PP No. 29 Tahun 2005, Pasal 28.

³³ PP No. 29 Tahun 2005, Pasal 28.

(2) Maintain self-esteem in carrying out work; and (3) The desire to provide services to the community through their professional work.³⁴ Teachers who have a high work ethic not only have a positive impact on themselves, but also for their institutions, namely Madrasas. All aspects of professional education personnel as mentioned above are always sought by Makassar City MTsN, so that they can produce quality education personnel, who support the standards of good teaching and learning activities, which ultimately results in good performance and leads to Achieving MTsN and Superior

The Development of educators in Makassar City is described through indicators in this study, namely: Development Planning for Educators, Implementation of Development of Educators, Supervision and Evaluation of Educator Development, and Orientation of Development of Educators, which are explained as follows:

Educator Development Planning

The development planning of educators in this case is MTsN teachers in Makassar City starting from the needs analysis which is a process that is carried out continuously and regularly to be able to know the quality of teachers and the number of teachers needed by Madrasas in this case MTsN Makassar City to be able to carry out its obligations with good and quality. With a needs analysis, information can be obtained about how the condition of the madrasa is factual and what steps are needed to improve the performance of the madrasa in order to meet the goals of the madrasa and the expectations of the community for quality Islamic nuances for their children.

Currently the community wants MTsN to produce graduates who have good academic and non-academic achievements so that they can continue their education in the madrasa better too. Indicators of community

assessment of good MTsN graduates are proficient at a minimum of Arabic and English, have a religious personality, and are up-to-date with technology. For this reason, it also requires educators or teachers who have good abilities in educating students with professionals.

In the case of MTsN 1 Makassar, the development of teaching staff was carried out beginning with an analysis of the needs of teachers in the appropriate field of study, identification of teacher competencies, teacher performance evaluation, which then carried out a customized plan of needs analysis in order to improve teacher quality by creating teacher quality improvement programs through recruitment planning if there is a shortage of educators, and then planning for development, this development is to improve capacity for both new and old educators but have not met established standards. To obtain results that are in accordance with the desired standards, the planning is carried out in stages and periodically according to the analysis of teacher needs at MTsN 1 Makassar. Some development programs for educators are programmed and some are not programmed. Programmed development is generally carried out by internal madrasas, while those that are not programmed are carried out by other parties outside the madrasa such as the government, religious departments, and other institutions. Whereas in Makassar MTsN 2, the analysis of teacher needs was carried out by the head of the madrasah together with the teachers with productive and good communication. Needs analysis starts from the analysis of the external environment such as understanding the current era of globalization and its needs, including the needs of the community for the MTsN graduates they want, which are then revealed to internal analysis including analysis of teacher needs both in terms of quantity and quality. External analysis is carried out to respond to the current evolving conditions

³⁴ Muhaimin, Op.Cit. 2003

that are examined together. Information about external conditions which later became the basis for thinking of a strategy for running madrasas in the future, including the development of teachers carried out through various activities that will give birth to educators who are ready to compete and have the ability and skills to educate their students.

Planning for the development of educators through improving the quality of teachers at MTsN 2 Makassar is based on needs analysis as explained previously. The planning starts from the recruitment of new teachers who are in accordance with the required quality standards, then developed through various HR development activities, both academic and non-academic. HR development has been set up in such a way that the achievements of the knowledge and skills that teachers have to achieve can be well absorbed.

Implementation of Development of Educators

In MTsN 1 in Makassar City, the implementation of the development of teaching staff was carried out by the teachers based on the instruction of the madrasah headmaster and also his own initiative. The head of the madrasa instructs the teacher to take part in various types of HR development activities based on needs analysis and planning that have been carried out especially for those who continue to study, teachers who take their own initiative to develop themselves as a form of responsibility to add additional insights beyond what is the results of the HR needs analysis of the quality in the madrasa. Improving the quality of teachers reaches all aspects such as religion, personality, professionalism, change in mindset, and disciplines whose schedules have been neatly arranged in accordance with the achievement of knowledge and skills that will be obtained, for example training conducted every month, coordination between teachers every week, and others. The

implementers of these activities are in accordance with their respective job descriptions, for example activities that add religious insight are the responsibility of the religious teacher

Development activities of Educators in Makassar 1 MTsN namely (1) Further studies to higher academic levels (2) Education and training (Diklat) (3) Following scientific meetings such as symposiums, workshops, seminars, etc. (4) studies appeal (5) formation of a cognate Educator working group (6) Following coaching such as religious development (7) training to increase the use of learning facilities (8) Other activities that support teacher quality improvement.

At MTsN 2 Makassar, the development of Educator staff has also been carried out in accordance with well planned and scheduled. The main focus of the development of educators is in supporting academic activities in the madrasah with the aim of (1) Increasing teacher knowledge and skills in theory and practice in accordance with the clusters of knowledge that support the learning process in the classroom (2) Prepare teachers who are disciplined, have an Islamic spirit, and flexible or able to adapt to the environment (3) Prepare teachers who always update their knowledge in accordance with the development of science and technology, and innovative and creative in managing the class.

Forms of development carried out at MTsN 2 are monthly discussions related to teaching and learning activities, coordination every week about classroom management, including teachers in trainings and seminars or the like, small scale workshops mainly on the use of technology and classroom management, Arabic and English training, building work motivation and creating good working relationships through madrasa family gathering, and providing further opportunities for study. Everything is done to be able to produce graduates who have

qualities that are in accordance with national and even international standards.

Supervision and Evaluation of Educators' Development

The development of the capacity of the teaching staff is known if an evaluation is carried out, and to ensure that it is important to do supervision. At Makassar 1 MTsN, supervision or monitoring is carried out for all individuals in the madrasa. There are two monitoring models, which are carried out directly by the head of the madrasa, and carried out by the deputy head of the madrasa. Monitoring by the madrasa head is done by ensuring that the teaching and learning activities are carried out well and in accordance with the plans of the teachers, while at the same time monitoring the teacher's performance. Monitoring carried out by the deputy head of the madrasa was the same as that carried out by the head of the madrasa, which then reported the results to the madrasah head through an evaluation and coordination meeting. After the information on the results of the monitoring is already there, an evaluation of the teacher's activities is carried out through a coordination meeting or evaluation meeting. Minor evaluations are carried out at any time while the major evaluation is carried out every semester ends. The evaluation results are sourced from evaluations using the evaluation sheet of the Job Implementation Assessment (DP3), which can measure the development of teacher quality and performance at Makassar MTsN.

At MTsN 2 Makassar, the monitoring and evaluation of education personnel development activities was carried out by the head of the madrasa and deputy head of the madrasah by monitoring each teacher's activities in carrying out their obligations, in addition to the madrasah head and deputy headmaster of the evaluation. Monitoring conducted aims to assess the ability of teachers to teach and manage

classes, including work ethic, teacher behavior, and attitude. The results of monitoring are used as material for the evaluation meeting held at the end of the semester in order to improve their performance going forward, including reforming the development programs that have been carried out previously. From the evaluation results, it is expected that teachers can carry out self-evaluations of activities that have been carried out while carrying out their obligations in the madrasa, even can report their own performance to the head of the madrasa or vice principal, so it can be input for planning the next year's education personnel development program.

Educator Development Orientation

The orientation of the development of human resources today requires organizations to always pay attention to the environment outside the organization, especially the changes that occur. The current organization realizes that all aspects are changing and experiencing shifts that are far different from the previous few years, with the changes happening so fast. The orientation of the development of educators at the madrasah means that teachers in the madrasa have qualities that are in accordance with the current situation and are expected to be able to support the goals of the madrasa in the future.

In Makassar 1 MTsN, all elements are expected to be able to support the achievement of madrasah goals, therefore all of these elements, including educators, must have standardized quality to support the achievement of these objectives. Makassar MTsN 1 is now more advanced and developing. Previously MTs were not taken into account, but currently MTs are already side by side with other state madrasahs, this is because Makassar MTs 1 have succeeded in building a superior and characteristic educational environment. This Madrasah aims to be able to give lessons about the

values of Islamic teachings to children which later will become the successor generation of this nation

At Makassar MTsN 2, the orientation of the development of its teaching staff is basically aimed at elevating the status of madrasahs to intermediate level educational institutions that excel and excel in all matters based on the spirit of Islam. Therefore, HR in the madrasah including educators must be provided with supplies and support from the madrasah to reach the standards that have been set and also of course become qualified teachers. Educators must work hard with sincerity, to carry out various educational activities in supporting madrasahs to achieve their goals. In addition, the development of teachers in MTsN is aimed at becoming educators who understand information technology and foreign languages so that Makassar MTsN 2 can also excel in the field of information technology and mastery of foreign languages in accordance with the development of the current era and globalization era, and ultimately giving birth to graduates who are ready to be accepted to a more advanced level of education. And in the end get recognition or trust from the government and society because of excellence and achievement

Development of Educational Personnel at MTsN in Makassar City

In addition to educators or teachers, other human resources that also have a significant impact on teaching and learning activities are education staff or staff or employees, namely all human resources besides teachers who help implement teaching and learning activities besides teachers, such as administrative staff, librarians, laboratory staff, and cleaning staff and security section. The education staff is also in Makassar City MTsN.

The role of education staff or administrative staff or staff is as a supporter

of teaching and learning activities including in Makassar City MTsN. They play an important role in planning madrasah activities in the scope of planning of teaching and learning activities, evaluation of teaching and learning activities, reporting of annual teaching and learning activities, and provision of use of infrastructure, to improving service quality. This is stated in Law No. 20 of 2003 concerning the National Education System that educational personnel are members of the community who are devoted and appointed to support the implementation of education. Education personnel are tasked with carrying out administration, management, development, supervision and technical services to support the education process in the education unit.

Even though the education staff at MTsN in Makassar City only worked technically and appeared behind the desk. In general, the development of education staff at MTsN 1 and MTsN 2 Makassar coincides with the development of education staff in Madrasahs that are also carried out by internal parties and external parties based on Madrasah HR needs analysis described through the following indicators: Education Planning, Education Development Planning and training of education personnel, evaluation of performance of education personnel, and awarding educational staff.

Planning of Education Personnel Development

Education personnel development planning in the MTsN 1 Makassar case is a personnel activity that generally exists in organizations such as recruitment, selection, and education and training (training). By referring to the development of the madrasah vision and mission, the madrasah leadership in the evaluation meeting conducts work evaluations of all its resources, and at the same time conducts HR development planning including education staff. The plan was prepared by starting with the analysis of

the madrasa needs, then proceeding to develop plans and development activities that are in accordance with the principles of development, namely integrated planning that starts from needs analysis, forecasting needs and quality, recruiting with rigorous selection, and conducting work supervision adjusted to the List of Job Implementation Assessments (DP3). At Makassar MTsN 2, the planning of the development of education staff is begun by estimating the number and quality of staff needed compared to the number and quality of staff currently available, then recruiting, training, staffing existing groups, giving authority and responsibility, doing fostering especially religious guidance, and supervising and evaluating their work, as well as other HR development activities. In carrying out the development planning, it cannot be separated from references based on the organization's vision and mission, and also considers the organizational environment such as estimating community needs

Education and Training for Education Personnel

The development of educational staff at MTsN 1 Makassar through education and training (training) is very important in improving their quality. In accordance with the needs analysis carried out on the number and quality of staff, these madrasas include their staff to participate in various existing training programs, both internal and external such as seminars, coaching, training, etc., which aim to improve their quality. Internally, MTsN 1 Makassar implements program training in a schedule that is scheduled every week and every month according to the material presented, such as trainings carried out every month such as skills to optimize technology and others, while those carried out every week are religious fostering. Externally, staff are sent to attend out-of-school training that is usually carried out by the government which

is incidental in nature, sending staff is adjusted to the theme of the training if it is in accordance with the needs it will be included.

The development of educational staff at Makassar MTsN 2 is similar to Makassar MTsN 1, namely by including their staff to participate in various types of HR development programs such as seminars, training, courses, religious coaching, workshops, providing work motivation, further study, etc. aims to improve staff quality, both those carried out by the madrasa itself and from outside, namely the government and other institutions. Staff participation is carried out according to the skills needs that will be used to improve their quality, especially if they will be included to participate in training outside the madrasa, while for small-scale skills training and religious formation are followed by staff carried out by the madrasa itself.

Evaluation and Evaluation of Performance of Educational Personnel

Evaluation of the performance of education staff at MTsN 1 Makassar was carried out to all staff including janitors, which consisted of several stages and carried out in two ways. These stages are supervision, control, and assessment. The method for evaluating and evaluating is; first, the head of the madrasa does it directly, namely by observing the staff. Second, evaluations and assessments are carried out by the deputy head of the madrasa which is held regularly every week, and then reported to the head of the Madrasah. The evaluation and assessment are arranged in the format of the List of Job Implementation Assessments (DP3), namely: (1) Loyalty (2) Achievement (3) Responsibility (4) Obedience (5) Honesty (6) Cooperation (7) Initiative, and (8) Leadership. From the available data, all staff at MTsN 1 Makassar were sent to take part in various activities

Awarding Educational Staff Award

One of the factors that can improve the performance of education personnel is the awarding of them. The award by Makassar City MTsN 1 to its staff is to provide compensation, appropriate compensation, and or increase in welfare that is carried out for the service and performance they have produced so far. The awarding of course starts with planning, how much material and non-material are worth giving, which is adjusted to the job description and performance of each staff, which aims to (1) Maintain the quality of staff owned (2) obtain Education Personnel in accordance with the required competencies (3) Ensuring fairness, and (4) respecting desired behavior. In Makassar MTsN 2, the awards given to the staff were mostly about giving them the opportunity to participate in education and training with support from Madrasahs, although there were other forms such as promotion and transfer of positions, as well as increased welfare. This decision was taken in accordance with HR needs analysis and also of course an analysis of evaluating and evaluating their performance. In addition, at MTsN 2 awarding is also based on working relationships between fellow staff, staff and teachers, and staff with superiors who must always be improved.

The Development Model of Teachers and Education Personnel in Makassar City MTsN

The model of MTsN HR development in Makassar City in accordance with MTsN's vision and mission is needed to formulate objectives, form commitments from interested parties, direct strategy formulation and implementation, and motivate and generate a spirit of togetherness in the organization. One form is to develop educators and education staff. The development of educators and education staff can produce quality educators and education

personnel. If the teaching staff and education staff are qualified, then teaching and learning activities and service activities can be improved. In the end, the teaching and learning activities and good service activities can improve performance and make MTsN an outstanding and superior Madrasah. Madrasah development can be carried out well with the increased professionalism of educators and education personnel expected, this can be realized due to the support of professional educators and education staff, and leads to the quality of madrasah education which also increases. Therefore, educators and education staff at educational institutions, including in madrasahs, should be carried out with a management perspective on the approach to human resource development, starting from recruitment activities to development orientation in carrying out their duties and functions in madrasahs.

From the previous explanation, it can be understood that, madrasah management such as student affairs, curriculum fields, infrastructure, public relations, finance, general affairs and human resources should be carried out using an approach to management theories, especially in HR development, because of the key to organizational success is management of human resources. Organizations need human resources who want to work in organizations, perform well, and think creatively.

Conclusion

Development of Makassar City MTsN Educators is based on teacher development planning starting with a needs analysis which is a process that is carried out continuously and regularly to be able to know the quality of teachers and the number of teachers needed by Madrasahs to be able to carry out their obligations properly and with quality. The implementation of the development of educators is carried out by the teachers based on the instructions of the headmaster and also

their own initiatives. The head of the madrasa instructs the teacher to take part in various types of HR development activities based on needs analysis and planning that have been carried out especially for those who continue to study, teachers who take their own initiative to develop themselves as a form of responsibility to add additional insights beyond what is the results of the HR needs analysis of the quality in the madrasah.

Evaluation was carried out to determine the development of the ability of educators to ensure this, so it was also important to monitor with two monitoring models, which were carried out directly by the head of the madrasa, and carried out by the deputy head of the madrasa. Orientation Development of educators is that teachers have qualities that are in accordance with the current situation and are expected to be able to support the goals of madrasahs in the future.

Development of Makassar City MTsN Education personnel based on education personnel development planning refers to the development of the madrasah vision and work evaluation.

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