

Implementation of Teacher Career Development Program in MAN 2 Model Medan

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ABSTRACT

This study aims to describe the implementation of the teacher career development program at MAN 2 Model Medan. The focus of this study is the madrasah's efforts to facilitate teachers in aspects of career development in the form of promotions, teacher performance-based promotions, and transfers. This study uses a qualitative approach with a descriptive study method. Data were obtained using participant observation techniques, in-depth and specific interviews, and relevant document studies. Then, the data were analyzed through reduction techniques (data sorting), data presentation, and drawing conclusions. Furthermore, the data is declared valid (valid) after going through the triangulation technique test of sources and methods. The results of this study indicate that the implementation of the teacher career development program at MAN 2 Model Medan has been effective and efficient. This is marked by 3 (three) aspects of the career development program, first, promotion, with the stages of obtaining certificates as needed, continuous professional development (PKB) for teachers, conducting classroom action research (CAR), and submitting rank proposals. Second, performance-based promotion is measured by the level of diligence, disciplined, and teacher dedication to the institution. Third, transfer, which gives teachers the opportunity to continue their studies and transfer to other institutions (such as being a lecturer at UIN North Sumatra Medan, an employee of the North Sumatra Ministry of Religion Regional Office, or the Head of Madrasah).

Keywords: *Teacher, Implementation, Career Development Program.*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan program pengembangan karir guru di MAN 2 Model Medan. Fokus kajian ini, yaitu upaya pihak madrasah dalam memfasilitasi guru dalam aspek pengembangan karir berupa kenaikan pangkat, promosi berbasis kinerja guru, dan mutasi. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif. Data diperoleh menggunakan teknik observasi partisipan, wawancara mendalam dan spesifik, serta studi dokumen relevan. Kemudian, data dianalisa melalui teknik reduksi (pemilahan data), penyajian data, dan penarikan kesimpulan. Selanjutnya, data dinyatakan absah (valid) usai melalui uji teknik triangulasi sumber dan metode. Hasil penelitian ini menunjukkan bahwa pelaksanaan program pengembangan karir guru di MAN 2 Model Medan telah berlangsung efektif dan efisien. Hal ini ditandai dengan 3 (tiga) aspek program pengembangan karir, *pertama, kenaikan pangkat*, dengan tahapan memiliki sertifikat sesuai kebutuhan, pengembangan keprofesian berkelanjutan (PKB) bagi para guru, melakukan penelitian tindakan kelas (PTK), dan pengajuan usulan pangkat. *Kedua, promosi* berbasis kinerja yang diukur dari tingkat rajin, disiplin, dan dedikasi guru terhadap lembaga. *Ketiga, mutasi*, yakni memberi kesempatan para guru untuk lanjut studi dan mutasi ke instansi lain (seperti menjadi dosen di UIN Sumatera Utara Medan, pegawai Kanwil Kemenag Sumut, atau Kepala Madrasah).

Kata Kunci: *Guru, Implementasi, Program Pengembangan Karir.*

A. INTRODUCTION

The quality of the institution is very dependent on the quality of educators (teachers). On this basis, comprehensive management or management is needed, another term is called total quality management (TQM) (Dryden & Vos, 2001: 408; Syafaruddin, et.al., 2020). Four standards (minimum) of teacher competence which refer to Law Number 14 of 2005, namely pedagogy, personality, social, and professional become important references in recruiting teachers according to the field of expertise (Seprianti, 2012: 66). Because it is competent educators who are able to facilitate students in facing various problems of life in the future (Sanjaya, 2009: 160; Assingkily & Mesiono, 2019).

According to Rosyada (2017: 206), the government, in general, has set the main principles and requirements for prospective educators, so that they are declared professional and competent. Furthermore, Syafaruddin, *et.al.* (2006: 53-54) explains that this effort is part of helping students reach the level of maturity as human beings. Thus, teachers are not only limited to classrooms but also teachers in the community such as community leaders and religious leaders, as well as teachers in the family, namely parents and siblings (Depdiknas, 2000: 469; Asmani, 2013: 20).

This phenomenon in society shows that teachers in the context of formal education (at schools/madrasahs) are often the main focus of the education process and are fully mandated by parents, although ideally this is a shared responsibility in educating children. On the basis of these demands, it is important for teachers to improve self-competence (Yanti, *et.al.*, 2015: 1). Furthermore, career development and teacher performance are a correlation that has the same level of urgency for teachers.

The professionalism of teachers in writing can be observed from the various awards, certificates, and diplomas they have. However, teacher professionalism in non-written contexts can be seen from the teacher's performance (Arman, *et.al.*, 2016; Tan, 2018: 21). In this context, the role of the principal/madrasah is very important in providing an objective assessment of the capacity and performance of teachers on a regular basis (Okoroji, *et.al.*, 2014: 181). Therefore, teacher career development is also the responsibility of the madrasa/school to improve the quality of the institution and the quality of graduates.

In connection with the above opinion, it is understood that career development is not something that is foreign and is avoided by teachers, even through career development programs, the quality and image of the institution will have a significant impact (Orgovanyi & Gadjos, 2016). Because, various changes and developments take place very quickly, balancing with capacity building and teacher career development will help students face this

acceleration and progress (Jawani, 2012: 120; Wardan, 2019: 94). More specifically, Semito (1992: 118) states that career development can be done through education and training (training), promotion of performance-based teachers, and transfer of teachers to other higher institutions.

Relevant research (literature review) on teacher career development has been widely studied before, ranging from studies of the role and support of madrasah parties for teacher career development (As'ad, 2017), management of teacher career development (Azhari & Wicaksono, 2017; Sarinah, 2016), as well as teacher careers ranging from classroom teachers to madrasa supervisors (Rachmawati, 2019).

Observing the description above, there is an "empty space" in the study as a gap analysis of this research with the previous one, namely from the aspect of the research background (MAN 2 Medan Model), enthusiasm for teacher career development, and focus on implementing teacher career development programs, which are summarized in the research title, "*Implementation of Teacher Career Development Program at MAN 2 Model Medan*".

B. METHOD

The type of this research is qualitative with descriptive study method (Sugiyono, 2010; Assingkily, 2021). The focus of this research is the implementation of the teacher career development program at MAN 2 Model Medan. Data were collected through participant observation techniques, in-depth interviews, and documentation studies. Then, the data were analyzed through reduction techniques (data sorting), data presentation, and drawing conclusions. Furthermore, the data was declared valid (valid) after going through the triangulation technique test of sources and methods (Creswell, 2009).

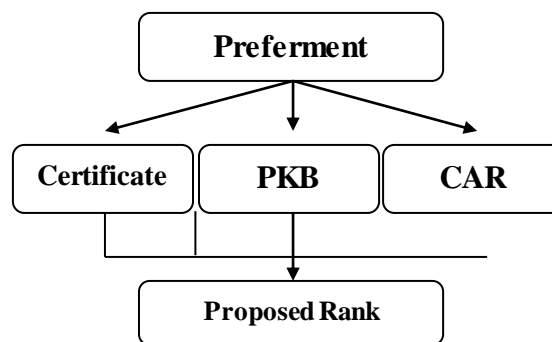
C. RESULTS AND DISCUSSION

Implementation is one of the management functions that has an urgency that is no less important than the planning, organizing, and evaluation functions. According to Rahayu & Firmansyah (2018), the implementation function is the "high point" in the management process of a program. Because, various planning and organizing a program will be realized in the implementation process. The main studies in the implementation of the teacher career development program at MAN 2 Model Medan are divided into 3 focuses, namely (1) promotion, (2) promotion, and (3) transfer (mutation).

1. Preferment

Preferensi merupakan sesuatu yang sering menjadi fokus pembahasan guru dan dosen pada tiap semester, khususnya bulan April dan Oktober (Maruli, 2017; Artyasari, 2020; Yuliani, 2019). This is based on the rank function for the teacher's career and welfare (Putra, 2017: 13-17; Fahmi, *et.al.*, 2012: 1-12; Reni, *et.al.*, 2017: 225-230).

In general, the implementation of the teacher career development program from the promotion aspect at MAN 2 Model Medan, can be seen in the following scheme:



Scheme 1. Teacher's Preferment.

According to the head of MAN 2 Model Medan, the implementation of the teacher career development program is carried out as follows:

"...promotions are usually the moments that preoccupy our teachers here, sir. Naturally, every promotion of rank certainly helps the career and welfare of teachers, starting from moving up to professional positions, and even increasing their basic salary and allowances." (Interview, 22 October 2021)

Citing the interview above, it is understood that promotions have a huge impact on teachers' teaching motivation, because they are related to the careers and welfare of the teachers themselves. Furthermore, Mr. Marsidi, (Deputy Head of MAN 2 Model Medan) said that:

"Yes, that's right... for this promotion, it is also our top priority in facilitating the needs of teachers, such as giving teachers free time to participate in training and making CAR annually. Of course, we use the suggestions from our teachers as a reference, and our task is to continue to encourage teachers to be enthusiastic about taking care of the ranks as career development capital (at least every 2 years)". (Interview, 23 October 2021).

The interview excerpt above confirms that the madrasah's reference in facilitating teacher promotion is based on the suggestions of each teacher, while the madrasah is responsible for assisting and encouraging teachers to always take care of the rank on a regular basis (2 years).

In line with the above, it is understood that the internal motivation of teachers is the main capital for career development, while external motivation from the madrasa is as a

reinforcement, namely by facilitating the nomination process and providing supporting certificates such as outstanding teachers or other forms (Aljuhri, 2012; Wibowo, 2013: 36-47; Dewi, 2018: 150-159).

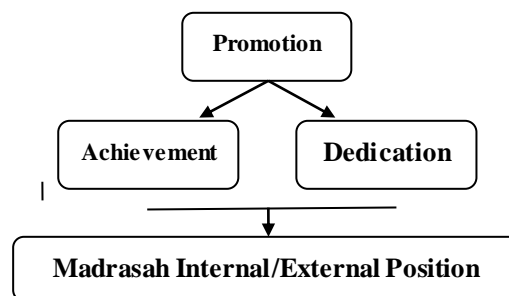
Observing the description above, it can be interpreted that there are 2 (two) strategies of the Medan Model 2 MAN in the implementation of teacher career development programs from the aspect of promotion, namely (1) providing the widest opportunity for teachers to take part in certified training and education that can support teacher professionalism, as well as the certificate of the results of the training as evidence of the proposed addition of credit points for teacher promotion; and (2) teachers are required to periodically conduct classroom action research (CAR) to support the learning process and the results (reports) of research can be used as attachments to add credit points for promotion.

In addition, promotions for teachers are also carried out through the PKB program, namely sustainable professional development. Thus, teachers at MAN 2 Model Medan have the opportunity to “compete” to propose promotions on the basis of CAR, certificates of education and training activities (both from internal and external madrasas), and continuous professional development (PKB).

2. Promotion

Promotion is a form of effort to disseminate or recommend something to someone (Connie, 2019; Suwarso, 2011). In this context, promotion as part of the teacher career development program at MAN 2 Model Medan is interpreted as an effort by the madrasa in recommending high achieving and dedicated teachers to occupy important positions, both internally and externally to madrasas.

The implementation of teacher promotion can be seen in the following scheme:



Scheme 2. Teacher Promotion.

Regarding the scheme (2) regarding the promotion of MAN 2 Medan Model Teachers, of course it is based on the teacher's performance and periodic achievements,

which are assessed directly by the head of the madrasa and assisted by the madrasa supervisor. According to an interview with Mrs. Nursalimi, she explained:

“For this promotion, it is usually carried out by the head of the madrasa on a regular basis, it could be every 2 years, or even once a year, according to his objective assessment assisted by the supervisor. Indeed, this is really given to high achieving and dedicated teachers, starting from internal madrasah positions, to positions outside madrasahs”.

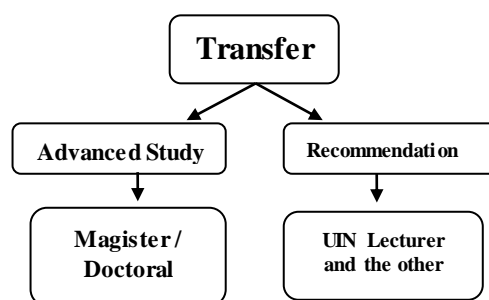
The interview excerpt above confirms that there are two simple benchmarks for madrasah principals in promoting teachers, namely high achievement and dedication. In line with the quote above, Rachman (2015) explains that high achieving and dedicated teachers must be appreciated by the leadership, it is hoped that career development and teacher quality improvement will be higher, and teachers will be more productive in carrying out their professional duties.

Thus, it can be understood that promotion is an important part in the implementation of the teacher career development program at MAN 2 Model Medan. This is indicated by the benchmarks provided, namely the achievements and dedication of teachers. Because, these two aspects are very important for improving the quality of institutions and the quality of graduates.

3. Transfer (Mutation)

Mutations have been interpreted as something negative, even though the mutation itself is the transfer of an employee or more from one position to another. Usually, this mutation is considered as a transfer of position from above to a lower position than before (Munawir, *et.al.*, 2022; Putra & Tripalupi, 2014). Unlike the case with MAN 2 Medan which mentions that one of the efforts to implement a teacher career development program is to transfer.

In more detail, mutation synthesis can be seen in the scheme below:



Scheme 3. Mutation (Transfer) Program.

According to a statement from the head of the Madrasah, "...at present, there are our teachers who are in the process of moving from teacher to lecturer at UIN North Sumatra Medan". In line with this, Mr. Marsidi (WKM MAN 2 Model Medan) also stated that "...one of our teachers, Mr. Pandapotan is being proposed and is in the process of being transferred to become a lecturer at UIN North Sumatra Medan".

In line with the interview excerpt above, Mrs. Nursalimi (Teacher of MAN 2 Model Medan) said that:

"...I admit that the transfer process for the MAN 2 Medan Model teacher is responsive, open (transparent), and there is no form of complicating the process as long as the process is carried out according to the procedure. In addition, the mutated teachers of MAN 2 Model Medan, usually serving in the Regional Office of the Ministry of Religion of North Sumatra or becoming Lecturers at UIN SU Medan, of course, our colleagues are proud to have been at MAN 2 Model Medan."

Furthermore, Mr. Muhammad Yusuf (Teacher of MAN 2 Model Medan) added that:

"...for the transfer of the MAN 2 Model Medan teacher, usually because the teacher displays high dedication and also excels, so he is appointed as head of madrasa in other institutions, becomes madrasa supervisor, becomes lecturer at UIN SU Medan, or becomes an employee at the Regional Office of the Ministry of Religion of North Sumatra."

Referring to the interview excerpt above, it is understood that the teacher transfer process for MAN 2 Model Medan is served responsively by the madrasa leadership. Likewise, Hilmi (2014) argues that it is necessary to set standards for teacher transfer to other institutions or agencies, be it supervisors, other madrasa heads, employees at the Ministry of Religion or become lecturers.

Furthermore, Rifa'i & Assingkily (2021) explained that the process of transferring teachers to employees or other positions is not a "taboo" thing for the madrasa community to know. In fact, Utari (2021: 222-234) adds, the highest point for teachers to transfer to a higher level lies in soft skills and seriousness in increasing competence and self-professionalism based on continuous professional development.

Thus, it is understood that the mutation aspect is one of the important points in the implementation of teacher career development at MAN 2 Model Medan. This is marked by the leadership's efforts to respond quickly to teachers who are transferred, whether they are heads of madrasas in other madrasas, madrasa supervisors, administrative employees of the North Sumatra Ministry of Religion Regional Office, or become lecturers at UIN North Sumatra.

D. CONCLUSION

Based on the results of the study, it was concluded that the implementation of the teacher career development program at MAN 2 Model Medan had been effective and efficient. This is marked by 3 (three) aspects of the career development program, first, promotion, with the stages of obtaining certificates as needed, continuous professional development (PKB) for teachers, conducting classroom action research (CAR), and submitting rank proposals. Second, performance-based promotion as measured by the level of diligent, disciplined, and teacher dedication to the institution. Third, transfer, which gives teachers the opportunity to continue their studies and transfer to other institutions (such as being a lecturer at UIN North Sumatra Medan).

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