

Management of Educator Resources in Improving the Quality of Learning at Madrasah Tsanawiyah (MTs) of Makassar City, Indonesia



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ABSTRACT: This study aimed to describe: 1) the procurement of educator resources in MTs Makassar City; 2) the pattern of developing educator resources at MTs Makassar City; 3) the assessment of educator resources at MTs in Makassar City. This research was a qualitative descriptive study taking the research location at MTs Makassar City. The sources of research data were obtained directly from the principal and deputy principal of MTs, and educators at MTs Makassar City. Data collection methods used were observation, interviews, and documentation. Data processing and analysis techniques were carried out through three stages, namely data reduction, presentation, and conclusion drawing. The results of the study showed that: 1) The procurement of educator resources had been going well, but there were still processes that were not optimal, such as the process of appointment and placement that was not following the qualifications of educational background with the subjects being taught. 2) The pattern of developing educator resources had been going well. Through the process of improving the performance of educators, such as training both inside and outside the school so that the competence of educators could be improved according to needs. 3) Assessment of educator resources was carried out to improve the performance of educators, not merely to find faults that exist in the teacher when carrying out the teaching and learning process or outside the classroom when preparing lesson plans, syllabus, and other supporting instruments used to support learning in the classroom. The assessment carried out on teachers, especially for teaching staff, involved several parties, including the head and deputy head of Mts, and the Ministry of Religion of Makassar City.

KEYWORDS: Manajement of educator resources, quality of learning, madrasah tsanawiah, Makassar City

I. INTRODUCTION

The cultivation of human resources makes a substantial contribution to the field of education. One may argue that education is the most important factor in the cultivation of human resources. Education plays an essential part in the process of enhancing the quality of human resources, and the important function that education plays for the growth of the nation is for the improvement of the quality of education. To accomplish this goal, actions related to human resource management cannot be divorced from the provision of quality resources. Education is the most important factor in the success of any nation. A high-quality education contributes to the development of a high-quality society. Educators are always the focus of attention in the field of education. This is due to the fact that they are regarded as the most influential people in the field of education due to the vast number of educators, which is then anticipated to develop the field of education. The Law on the National Education System No. 20 of 2003 states that education is "a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, and noble character strengths, as well as the skills needed by himself, society, nation, and state." This definition was included in the law because education is defined as "a conscious and planned effort to create a learning atmosphere and learning process" (Law No. 20 of 2003).

Educator management is an activity that must be carried out beginning with educators entering educational organizations and continuing all the way through the process of human resource planning, recruitment, selection, placement, compensation, awards, education, training/development, and dismissal. Educator management begins when educators enter the organization and ends when educators are no longer employed by the organization (Saputra, 2022). Educators are a highly crucial part of the teaching and learning process, and they cannot be overlooked for this reason. Educators have the ability to judge whether or not a teaching and learning process is successful. Because of this, it is essential to have qualified teachers involved in the process of education and teaching. This indicates that in addition to having a strong command of the material being taught and the various methods of instruction, these individuals have a solid grounding in the fundamentals of education. Educators are professional educators who have the primary responsibility of educating, teaching, guiding, directing, training, assessing, and evaluating

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students in early childhood education all the way through formal education, primary and secondary education, according to Law No. 14 of 2005 concerning the Teachers and Lecturers article one paragraph one (Law No. 14 of 2005).

In order for educators to be effective workers, they need to be capable in a variety of areas, including mastery of their core responsibilities and competences, mastery of the means by which they can adapt, and noble personalities (Putra et al., 2022). The administration of teaching staff in schools needs to be geared toward the goal of effectively and efficiently empowering educators to achieve the best possible outcomes. The paradigm shift in the teaching pattern of educators, which was originally a source of information for students and always dominates classroom activities, has changed to a paradigm that positions educators as facilitators in the learning process, and there is always an interaction between educators and students as well as students interacting with each other in the classroom. This interaction can also take place between students and students. Due to this reality, teachers are required to continually enhance their skills, particularly in the areas of fostering students' enthusiasm to learn and developing their creative potential within the context of the educational process.

Management of educators is an activity that needs to be carried out beginning with the entry of educators into educational organizations and continuing all the way through the process of human resource planning, recruitment, selection, placement, compensation, awards, education and training/development, evaluation, and dismissal. Educators must be managed from the time they first enter the organization until they are let go. Educators and teachers are two of the most important and strategic components of education. The function of a teacher is inseparable from the role of an educator, and instructors are sometimes referred to as the "spearhead" of education since they are the ones who guide students through the doors of achievement. Professional educators will emerge as a direct result of the management of educators being put into practice. As workers, educators are expected to be able to include knowledge of the subject matter, professional mastery of educators, personality in the performance of their responsibilities, and teaching according to the academic credentials they will teach (Nata, 2005).

II. LITERATURE REVIEW

A. The Concept of Educator Resource Management

Management is a distinct process that consists of planning, organizing, mobilizing, and controlling actions to achieve the goals that have been set through the utilization of human resources and other resources. This is done in order to achieve success in achieving the goals that have been set (Terry, 2012). When applied to the field of education, the term "management" can be understood to refer to the process of bringing together various educational resources in order to concentrate them and work toward achieving specific educational objectives. The activity of management was selected because it allows a principal to fulfill the roles of an administrator in the execution of the mission laid out by their superior, a manager in the integration of educational resources, and a supervisor in the development of teachers in their roles as facilitators of the teaching and learning process. Educators are members of the education staff who are qualified to hold positions such as teachers, lecturers, counselors, tutors, tutors, instructors, facilitators, and other designations according to the nature of their work, such as taking part in the administration of education (Law No. 20 of 2003). The term "educator" can refer to more than just people who teach in a classroom; in addition to teachers, the term can also refer to people who are in charge of teaching in higher education institutions and are known as lecturers. The active and independent learning of students is ultimately the responsibility of the civil servant teacher. People who are in charge of educating students in non-formal settings are called tutors. Facilitators can be teachers or members of the community who have the credentials or educational capabilities to assist students in accomplishing their objectives. People who are skilled in particular areas, such as the arts, sports, or self-defense, are qualified to teach others in those areas.

Even though they will have direct interactions with students, educators still require the assistance of other members of the education staff in order to effectively carry out their responsibilities. Because it will be difficult for educators to carry out their responsibilities if there are not clear rules, if they are not supported by suitable infrastructure, if they are not equipped with library services and facilities, and if they do not have other learning resources to support them. For this reason, educators and education professionals have roles and positions within the framework of giving education that are equally important and significant. As a result, educators have a responsibility and a role, and that responsibility is to carry out a variety of actions that ultimately result in the facilitation and achievement of students' academic endeavors within society (Ramayulis, 2017). Management is the process of achieving an organization's objectives in an effectual, simple, and productive manner through the utilization of planning, organization, direction, and control (Robbins, 2011). According to Robbins and Coulter (2016), management may also be defined as a process that involves the participation of people in order to achieve objectives in an effective and efficient manner. Educators are vital human resources, and it is their presence in the classroom that will determine whether or not educational programs are successful. As a result, the teaching profession is one that needs to be enhanced, and even amazing, in order to keep pace with the growing demand that the teaching profession experiences each year. Therefore, in order to produce competent students, it is anticipated that teachers will initially raise their own level of competence, particularly their level of professional competence (Sabri et al., 2019).

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B. *Quality of Learning*

In the context of education, quality refers to or encompasses all three of the following: educational input, educational process, and educational product (Supriadi, 2017). The achievement that is produced through the competitive results that are carried out in an organization or institution is the source of quality. The term "quality" refers to the entire description and features of a product or service that demonstrate its capacity to fulfill either the desired or the unstated requirements of the customer (Abunifa, 2017; Wahyuddin et al., 2021). To put it another way, quality refers to the sum of all of the features of a good or service that contribute to its capacity to meet certain requirements or needs. Learning quality management is a series of processes of planning, organizing, implementing, and monitoring activities focused on quality improvement. This refers to the achievements of the school at any given time; in this instance, the teacher is the implementation of the ideal concept of educating that exists effectively and efficiently to achieve goals in carrying out the creation of conditions that support the learning process. In other words, learning quality management is a series of processes of planning, organizing, implementing, and monitoring activities focused on quality improvement (Suhadi, 2018). The excellent and the bad results that students accomplish throughout the course of the learning process that is carried out can be stated to be a description of the quality of the learning that takes place. To increase the overall quality of education, the most important factor that needs to be addressed is the standard of learning, and in this instance, the educator is the central figure. The action of managing educators from the moment they arrive to the moment they leave is referred to as "the management of educators." The management of the teaching staff is carried out in order to realize the targets so that the schools can realize the aspirations and expectations of the community when they begin to entrust their children to enter school. This is done so that the schools can realize the aspirations and expectations of the community when they begin to entrust their children to enter school.

III. RESEARCH METHODS

Through field research, this study utilized a qualitative approach with a descriptive analysis method. This method involves describing or explaining things as they currently exist in order to paint an accurate picture of the circumstances that exist in the field (Siddiq & Choiri, 2019). The phenomenological method was utilized in this research project. Phenomenology is a branch of sociology that focuses on the study of human experience and the meanings that are ascribed to that experience. The purpose of this study was to gain an understanding of the meanings that are ascribed to problems or phenomena that occur from the perspective of a person who has either directly experienced them or who is. Because the researcher wanted to describe how the management of educators can improve the quality of learning at MTs Makassar City, he decided to take a phenomenological approach, which is a type of research method. The acquisition of the data used in this study comes from primary data as well as secondary data. The data were categorized and analyzed so that it would be simpler to deal with the process of problem-solving. The first set of information was called primary data, and it consisted of data collected directly from informants through interviews, field notes, and observations. While secondary data consisted of journals and books that were pertinent to the issue that was the primary focus of the investigation, it was the management of educators and their efforts to improve the quality of education provided at MTs Makassar City that formed the basis of the research.

IV. RESULTS AND DISCUSSION

A. *Procurement of Educator Resources at MTs Makassar City*

Procurement of educators is an important issue because it is not easy to find and place competent, compatible, and effective people. Procurement of educators is nothing but three types of activities known recruitment, selection, and placement (Siregar & Lubis, 2017). The process of procuring educators involves general activities known as recruitment and selection while placing someone in charge of a particular position is known as placement. An activity to determine the needs of educators needed by the school, in terms of quantity and quality for now and in the future. The procurement of educators in terms of numbers has been fulfilled, but in terms of the quality of teaching staff, there are still not fulfilled. However, the school feels that the need for educators is sufficient so there is no need to add or reduce educators. It's just that the Makassar City MTs still need additional teaching staff because the number of teachers is lacking, and the quality is still not optimal, where there are still some positions that are not filled according to the teacher's department. The first step that may be taken to satisfy the requirements that an institution has for its educators, in terms of both quantity and quality, is to acquire more educators. In order to acquire educators who are suitable for the positions, recruitment activities are carried out. This entails making an attempt to discover and acquire as many prospective educators who are suitable for the positions as is humanly possible, after which the best candidates are selected. The program to fulfill the needs of educators is carried out based on the needs of the school, it can be done by looking for teachers from other schools or new graduates for the implementation of the recruitment process selected by the head of the madrasa. In addition, information on vacancies or information is provided to schools and colleagues. Then carry out tests, both administratively and through interviews and the principal decides.

Recruitment can be done internally or externally, each of which has its advantages and disadvantages. Internal recruitment

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is where prospective educators are sought from educators who have worked at the school so that candidates who meet the requirements are known and their abilities are known. External recruitment means looking for prospective educators outside the school, external to the institution, meaning that people from outside the organization are drawn to fill the vacancies. These external sources are educational institutions, employment placement offices, the labor market, references from existing employees, and references from fellow leaders. Recruitment in this way is done by accepting applications and applying to all people who meet the requirements. This method has a positive aspect because with this system the accepted workforce is the choice of applicants who have met the maximum requirements, thus it can be expected that the workers received are of the highest quality. During an interview on July 18, 2022, with the leader of the MTs Makassar City:

We convey this information on the needs of educators to the teachers at the school and then to those who inform their relatives or friends that our school needs teachers. After we disseminate information that this madrasa requires educators in the content of disseminating the information along with the requirements such as diploma, deed IV, curriculum vitae, passport photo, photocopy of ID card, and job application letter (Sihab, 2022).

The process of selecting individuals to fill a position is known as selection, and it is defined as a decision-making process that is based on an evaluation of how large the characteristics of the individual concerned are, in comparison to the requirements of the position. The purpose of this stage is to select from several prospective applicants the most appropriate to fill the vacancies or positions that must be filled. The following are the steps for organizing the procurement of educators: 1) Announcement, 2) Registration, 3) Selection or screening, 4) Announcement. The principal of MTs Makassar City explained:

First, let's look at the file, for example, we open the admissions for new educators, so we choose those who have fulfilled the requirements in the procurement of educators. So those who pass this requirement we will call and then we will interview. So far, what we have made is no teaching practice but we only do two stages, the first is the file stage, we see the file, and whether the documentation is according to the requirements we need or not, the second we do a call and then an interview, the interview is also specifically we benchmark that they can read the Al-Qur'an properly and correctly (Sihab, 2022).

The steps in procuring educators at the Makassar City MTs place great emphasis on the ability to read and write the Qur'an because Makassar City MTs is a religion-based school, which is following its vision, namely the realization of students who excel in IMTAQ and science and technology in 2015. 2023. Deputy principal of MTs Makassar City explained:

It is necessary to make an attempt to recruit or procure educators in order to acquire the educators who will be needed to fill particular roles that are now unfilled. Because one of the regular activities at this school is Yasinan every Friday, and every teacher in the school will have a turn to lead these activities, then memorize the daily prayers and get used to it, and memorize the hadith and practice it, so that it demands that educators can read and write the Qur'an, it is very important to test the ability to read and write the Qur'an when searching for educators (Hakim, 2022).

When procuring educators at MTs Makassar City, the principal has paid attention to the qualifications of applicants, but still accepts educators who do not match the required qualifications. This of course can have an unfavorable impact on the achievement of the quality of education, moreover, some goals must be achieved in the recruitment and selection process. To obtain qualified personnel in sufficient numbers, appropriate recruitment and selection methods are needed based on careful planning. In recruiting MTs, they determine qualifications that are used as a reference for educators and education staff to find someone who fits the expected position and has good performance in completing tasks.

The results showed that the recruitment process for educators carried out by the head of MTs Makassar City went through two channels, namely through the selection process and without selection, or carried out in two ways, namely calling and receiving. Calling means that the principal personally contacts someone who is considered competent to hold the task as an educator to fill a vacant position in the school without being selected. Receiving is a way of recruitment that is carried out through a selection process. Recruitment is the process of finding, recruiting, finding, and attracting applicants to be employed in an organization. Recruitment starts from the announcement of employee acceptance, registration, testing, and announcement of employee acceptance to re-registration. Thus, recruitment is a process that begins with the search and ends when the candidate's application is accepted. The goal is to fill vacancies with personnel who meet predetermined requirements and are judged to be able to carry out their duties in their positions, get satisfaction so that they can survive in the system, become effective contributors

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to the achievement of goals and have the motivation to develop themselves.

The reasons for holding educators include 1) There is an expansion of work due to the blooming of institutions or schools and the increased workload. 2) There is a transfer of employees. These two reasons result in a shortage and need for educators or commonly referred to as formations. The formation is the number and arrangement of devices, employees needed to be able to carry out tasks in an agency. For the 2020/2021 academic year to date, Makassar City MTs have procured educators in two ways, namely selection and without selection. For educators who have been previously registered at MTs Makassar City and hold concurrent positions to fill vacancies in certain subjects, no selection is carried out. Meanwhile, the new teaching staff was examined for files, interviews, and tests to read the Qur'an.

One of the subjects that are not following the qualifications of educators is crafts. Where the teacher who teaches the subject is a graduate of a communications degree. The reason for accepting and placing one of the educators is not following the educational qualifications with the subjects being taught because the previous crafts teacher resigned because he wanted to move to the area and the distance between his residence and school was very far, so the school recruited educators in the school. to fill the vacant position, and to increase the hours for the teacher to meet the working hour requirements of his/her certification allowance. However, the school does not rule out the possibility of accepting newly qualified educators as needed, because so far no prospective educators have applied according to the required subjects, namely undergraduate crafts.

The procurement of teaching staff at MTs Makassar City is carried out if there is a vacancy in the position. The ability to read and write the Qur'an is given the highest priority throughout the hiring process for instructors, followed by the capacity to instruct students in a classroom setting. This is a provision for educators in carrying out their respective main tasks and functions. Educators who are received not follow the required qualifications will carry out various ongoing training and competency development efforts for those who have already been recruited because training and development is an effort to increase the knowledge and abilities of education personnel in carrying out their work to be more effective and efficient. The selection process is very important in getting professional educators. The results of interviews with Makassar City MTs educators are as follows:

Yes, when I applied to become a candidate for teaching staff, I went through several stages such as file selection or administration, a test of reading and writing the Qur'an, and interviews. The selection process is very important to get professional educators, starting from file selection, testing the ability to read and write the Koran to interview tests (Jumriah, 2022).

At MTs Makassar City, a track record is made to prospective educators either through interviews with prospective educators or by seeking information from close friends who are known and can provide information about the conditions, circumstances, and experiences of prospective educators. Educators are role models for students, so there is a need for educators who have integrity, are fair, honest, trustworthy, and have experience, especially in providing teaching and education to students. Track records is one way to see the state and condition of educators who will enter schools to become educators. The results of interviews with the Makassar City MTs principal are as follows:

We trace the conditions and circumstances of prospective educators through interviews so that we get information on the conditions and circumstances of prospective educators (Sihab, 2022).

Procurement of teaching staff is a division of tasks by the head of MTs, both old and new educators, taking into account the suitability of educational background. This placement will minimize gaps in the mastery of the material that will be delivered to students. Therefore, procurement and placement are not immediately carried out without considering the ability and readiness of educators in carrying out their duties and responsibilities. For educators to carry out their duties efficiently and effectively, they need to be organized based on the principle of the right man in the right place and the right man in the right job. This principle needs to be applied to avoid mismanagement of personnel. Researchers can conclude that in procuring educators at MTs Makassar City, applicants will complete the requirements that have been issued by MTs Makassar City. In conducting recruitment, the principal checks the incoming file, after the file is declared passed then the madrasa will call the applicant who will be interviewed and tested for reading the Qur'an at MTs Makassar City, there is no such thing as teaching practice in the classroom for educators.

B. Development Pattern of Educator Resources at MTs Makassar City

To become a professional teacher, a teacher must master four teacher competency standards, namely pedagogic competence, personality competence, professional competence, and social competence (Supriyono, 2017). Not just mastering it, but professional educators must also practice the teacher competency standards in the classroom. Becoming a professional teacher is not an innate ability, but an ability that must be honed from time to time. One of them is by participating in teacher training or teacher workshops. The mission of MTs Makassar City is to improve the competence of educators by offering them guidance and

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development opportunities so that they can effectively carry out the primary responsibilities and functions of their positions. MTs Makassar City principal explained:

So we can do the coaching, we can do training, indeed we have done the training that we called the presenters from outside. For example, we need guidance regarding the understanding of the Communication Optimization Strategy for the character of students, so we call the presenters from psychologists or those related to what we will discuss. So training is always carried out. In addition, it also participates in the activities of the Subject Teachers' Deliberation (MGMP) (Sihab, 2022).

The guidance and development of human resources are very important for teachers because the development of various sectors of life, especially science and technology, is so rapid that it requires teachers to improve their competencies. The coaching and development program is a program carried out by educators to become more professional, to maximize the learning process in the classroom. This program is usually carried out covering lesson planning techniques and how to conduct effective learning. The results of interviews with the deputy principal of the school are as follows:

We place great emphasis on educators to update information about the development of science, through education and training in developing the creativity of educators. Currently, there are a lot of teacher professional development and coaching programs organized by both government and private institutions. There is paid teacher training and there is also free training for teachers. This teacher training education, of course, has the aim of producing professional teachers who can maximize learning activities in the classroom.

The following are examples of teacher training development programs that can help teachers develop themselves and improve the quality of their performance:

Training on the Use of Technology or Educational Applications

Being a teacher today should not be a technology stutter. The pandemic condition has pushed the acceleration of digitization in various aspects of life, including education. Learning activities cannot be separated from technology so that they can continue to run and minimize the potential for learning loss that is feared by various parties. Therefore, educators need to take part in various pieces of training like this to upgrade IT skills and at the same time improve digital literacy skills. The benefits that can be taken from this training are that in addition to improving teacher competence, educators can also apply it in the classroom and make learning activities meaningful while keeping up with the times.

Training of Leadership

An example of teacher training and development in the field of leadership focuses on improving the quality of teachers in the field of leadership. Improving the quality in this aspect of leadership will be able to encourage the acceleration of quality improvement in the field of education. In essence, a teacher is a leader in his class and also in himself. With this training, educators will be trained in how to make decisions that consider the benefit of many parties. It is hoped that, with the spirit of leadership, the educators will also pass on the knowledge gained from this training to other fellow teachers as well as the students they teach.

Training in Public Speaking

Teacher training that can improve self-qualification is public speaking training. The purpose of this training is to equip educators with effective and efficient communication skills so that they can assist in the smooth delivery of materials and other information in schools. Thus, the goals of education and learning can be achieved optimally. improve understanding and maintain the learning motivation of students. With good public speaking skills, educators can make the class fun so students are more motivated to learn better because the teacher's delivery is good and easy for students to understand. Besides being useful during learning, the teacher's public speaking skills will also be useful when required to be a speaker in teacher forums or communities.

Workshop on Teacher Professionalism

The purpose of this teacher professionalism workshop is of course to increase teacher insight and knowledge, provide training to teachers, and assist teachers in carrying out classroom action research in schools or classrooms. It is envisaged that in the future, teachers in Indonesia will be skilled in the art of writing scientific papers based on the classroom action research and will be able to contribute to the expansion of education in the country.

Training of Curriculum Development

In order to ensure that educational goals are met in the most effective manner, it is essential for a teacher to have excellent planning skills. The curriculum is an essential resource for instructors to utilize when developing lesson plans. It will have an effect on the overall quality of the education that a teacher provides if the teacher is capable of contributing to

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the creation of the curriculum that is used in the school where he works.

Training in Learning Media Making

The effectiveness of providing content to students is significantly influenced by the types of learning media that are used. Learning media that is interesting, creative, and following learning objectives, it will be able to help students more easily understand the material presented. In order not to seem monotonous with the same teaching media, it is highly recommended for educators attend training on making creative learning media. The results of interviews with the principal of MTs Makassar City are as follows:

There is also an MGMP forum which was formed as a medium for teachers to improve their ability in carrying out teaching tasks, as a medium for exchanging insights and knowledge as well as information on the development of science and teaching methodologies as well as being a forum for sharing ideas and problems faced by teachers. to get a common solution (Sihab, 2022).

Coaching and development, in its most fundamental sense, is an answer to the challenges that individuals or groups of people confront when attempting to acquire and improve the competencies required to perform a job. In an organization, one of the activities that are taken to solve the difficulties that are faced or to assist the organization in running and achieving its organizational goals effectively and efficiently is known as development. It is intended that by participating in the teacher coaching and development program, they would be able to improve the efficiency with which they operate as well as the overall quality of the work that they produce. Coaching and development for educators are needed in order to develop the potential of educators, so that the professionalism of educators can increase and greatly affect the quality of learning and teaching in the classroom. Guidance and development of teacher training can provide a variety of benefits for schools, and teachers are needed in order to provide these benefits. Therefore, educators need to be aware that the advancement of science is occurring at an extremely rapid rate.

C. Assessment of Educator Resources at MTs Makassar City

The evaluation of educators is an important activity that is used to determine the level of progress or results achieved by schools in the performance of their functions in accordance with the plans that have been formulated by each individual school. The process of evaluating or mentoring an educator is referred to as assessment of educators. It is hoped that the results of the evaluation will encourage teachers to become better teachers and encourage students to become better learners. As a result, evaluation supplies the students and the instructors with information that can be used to enhance the standard of the teaching and learning process. As a result of the wide variety of characters and personalities that teachers have, it is imperative for leaders, in this case the principal, to be aware of the state and condition of the teachers as they carry out their various responsibilities. The principal of MTs Makassar City explained:

Yes, as the principal, it is my responsibility to ensure that the teachers are able to perform their primary responsibilities and functions to the best of their abilities. I do this by walking around the classroom, checking students' attendance, reviewing student notebooks, and examining various types of educational technology (Sihab, 2022).

In addition, different educators bring a variety of skills and areas of expertise to the table when it comes to performing their jobs. Therefore, it is necessary for the school to pay attention to the capabilities of the educators and evaluate how well they perform their jobs. The professionalism of educators can be improved through the use of assessment of educators that is carried out continuously and continuously. There are multiple evaluations of educators at MTs Makassar City who are involved in it. These educators include the head of MTs as well as supervisors from the ministry of religion in Makassar City. However, apart from the madrasah, the supervisory team from the education office and the ministry of religion are the individuals who are most responsible for this situation.

One of the objectives of the assessment is to find out things that are still lacking related to educators, then the object of the performance appraisal is outlined in the form of performance standards which include discipline, work resistance, motivation, loyalty, skills, general abilities, etcetera. An educator has a responsibility to know both what the task entails and how it should be completed. In addition, an educator is obligated to carry out his responsibilities in a professional manner; to put it another way, an educator must not shirk his responsibilities. In general, the purpose of evaluating a teacher's performance is to evaluate the teacher's ability to apply all of the necessary competencies and skills in the context of the learning process, mentoring, or carrying out additional tasks that are relevant to the functions of the school. Therefore, the teacher performance profile, which acts as a description of the strengths and weaknesses of teachers, will be identified and interpreted as a needs analysis or skills audit for each individual teacher. This can then serve as a basis for planning the implementation of learning activities. Assessment is helpful

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for educators because it provides feedback on a variety of things, including abilities, fatigue, deficiencies, and potential, which in turn is useful for determining goals, pathways, plans, and career development. The head of MTs Makassar City, explained:

Administrative assessment of educators has special notes and from those records, we evaluate the semester and take steps to see if this can be done. what is clear is that there is a special administration in the assessment of educators, and the teacher attendance list at the Makassar City MTs (Shihab, 2022).

The argument of the Makassar City MTs principal can be concluded that in the assessment of the teaching staff, the MTs principal always takes notes every day. From there, the head of the MTs evaluates the performance of the teaching staff in these MTs and takes what steps to take. This was confirmed by the Makassar City MTs educators who explained that:

Assessment of teacher performance is usually carried out in teaching by conducting administrative supervision and class supervision every semester and the assessment is how to teach, and the completeness of learning administration such as student attendance lists, syllabus, mapping, lesson plans, and assessments (Kamaruddin, 2022)

From the results of the interview, it was shown that in addition to the assessment, an assessment was also carried out relating to the learning process regarding mastery of the material, methods and learning strategies that were often used, discipline in teaching, and punctuality in entering class. The assessment is carried out as a benchmark for performance to improve and develop the performance of teachers, as a motivational material for each individual after seeing their respective performance measures. This becomes the basis for consideration for the process of coaching and further development of personnel in improving their performance.

CONCLUSIONS

The following is the conclusion that the researchers came to after considering the findings of the study: 1) The recruitment of teaching staff at MTs Makassar City has been going well, but there are still processes that are not optimal, such as the process of appointment and placement, which does not follow the qualifications of educational background with the subjects taught; 2) The procurement of teaching staff at MTs Makassar City has been going well. The training or professional development of teachers at MTs Makassar City has been progressing very nicely. By means of a method for enhancing the performance of educators, such as providing training both within and outside of the classroom to ensure that the qualifications of educators are continually developed in step with changing societal norms; 3) The purpose of the assessment of educators at MTs Makassar City is to improve the performance of educators rather than simply to find faults that exist in the teacher when carrying out the teaching and learning process or outside of the classroom when compiling lesson plans, syllabi, and other supporting instruments that are used to support the teaching and learning process. instruction in a classroom setting. The evaluation of teachers, and more specifically teaching staff, was carried out with the participation of a number of different parties. These parties included school principals, deputy principals, and the ministry of religion. They are involved in order to provide assistance to educators in the process of problem-solving issues that educators face both inside and outside of the classroom; 4) The implementation of teaching staff management at MTs Makassar City is intended to improve the quality of education by procuring educators through the recruitment process, placing educators according to the needs of the madrasas, developing educators through training, and supervising and evaluating educators' performances so that they can carry out their responsibilities in a professional manner.

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