

Improving the Quality of Education Management, Education Personnel, and Educators in Social Studies Subjects

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Abstract

This study examines the improvement of the quality of education management, education personnel, and social studies subject educators. The study focuses on improving the quality of education management, educators, and education personnel, specifically in social studies subjects. The method used in this research is Library Research. The research stages include 1) Data collection, which is carried out by collecting written data from books, journals, and articles relevant to the model being analyzed, and 2) Data analysis, namely content analysis, where data obtained from literary reading materials is analyzed in depth. The result of this research is that improving the quality of Management is needed to improve the quality of educators in social studies subjects and education staff so that implementing activities in an educational institution runs optimally, effectively, and efficiently. Compared to the preceding years, the Management of educators and education workers at the school or institution that was visited has started showing signs of improvement in their overall performance. The use of certification and the supply of benefits as a mechanism to increase educator welfare is beginning to function even though there are still specific inadequacies in the system.

Keywords

Quality; Education Management; Educators; Education Personnel

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1. INTRODUCTION

Education came to be viewed more seriously as a fundamental milestone in growth and development in the notion of the knowledge economy. This was primarily owing to a significant movement away from an emphasis on physical labor and towards a focus on cerebral labor. According to this notion, the function of information and one's ability to master it are so significant that the need to gather, sort, and evaluate information becomes critical (Nurul Zahriani & Latif, 2020). Education is influenced by developments in science and technology and the faster flow of globalization across the globe. The education system in Indonesia is undergoing a long overdue reform to align with the requirements of globalization, which coincides with the fast advancement of technological capabilities (Widodo et al., 2020). Both opinions emphasize the importance of adaptation in Education to technological developments and globalization.



Educators and education personnel are essential elements and are an inseparable unity in educational institutions (Alfiyanto, 2022; Alfiyanto & Hidayati, 2022). Educators and staff play a crucial role in the educational process, especially in shaping the nation's character through developing personality and desired values (Muniroh & Muhyadi, 2017). As critical actors in Education that directly affect the educational process, educators and education personnel must provide the best performance so that the education process runs as expected (Al Kadri & Widiawati, 2020). Academic excellence depends on the availability of educators and education personnel to work together and support each other in carrying out tasks and functions based on their profession. To carry out their duties and functions based on profession, educators and education personnel must have minimum standards or minimum competencies set by the educational unit in which they work. It is closely related to management which coordinates all human resources through planning, organizing, directing, and controlling to achieve predetermined goals.

By having minimal standards and competencies, educators and education personnel can be more effective in contributing to achieving educational goals, which are coordinated and managed through effective management processes (Safitri et al., 2022). Management is an essential part of an educational institution, such as in a school without Management, and the educational institution is like running without limbs and goals. Effective management, including planning, organization, leadership, and control, is essential to optimize the potential of human resources. Thus, the significant contribution of educators and educational staff can directly impact the quality of scholarly output, i.e., students who are of high quality and ready to face global challenges.

Human resources in Education are an essential component of education management, and their contribution to the delivery of Education has the potential to produce individuals of high caliber. Human resources in Education have a crucial and strategic role, especially in raising the bar of educational quality. This is because those working in schools interact one-on-one with pupils (Tanjung et al., 2022). The quality of Education in the country will be evaluated based on how well it meets the National Education Standards in the areas of content, processes, graduation competencies, educators and education staff, facilities and infrastructure, Management, financing, and assessment of Education (refined from PP RI No. 19 of 2005 and PP RI No. 32 of 2013).

The quality of Education is determined by the hard work of all parties to meet various conditions. This research highlights the management of educators and education staff as a series of processes, from recruitment planning, selection, placement, orientation, compensation, supervision, evaluation, and development until final dismissal. Management of educators and education personnel in schools involves the implementation of services that have been prepared by schools and involve personnel who have particular expertise, such as educators with teaching abilities and other competencies, as well as educational staff who are not directly involved in learning activities such as administration, librarians, laboratories, and security (Hafidzi et al., 2019). Therefore, the management of educators and educational staff requires quality improvement in its management process.

According to Law No. 20 of 2003, the goal of national Education is to help students reach their full potential as human beings who believe in and are devoted to God Almighty, who have a noble character, who are physically and mentally healthy, who are knowledgeable; who are creative and independent; and who are also democratic and responsible citizens (Widodo et al., 2020). Education is responsible for preparing learners to face future challenges (Widodo et al., 2019). Education is also seen as an effort to develop human knowledge and skills (Nur et al., 2016). Education should not be discriminatory because it is not for Human Rights (Widodo et al., 2020).

Karnati, in its research, claims that improved performance of educators and education staff may be brought about via better management of educators and education people (Karnati, 2017). The quality of Education benefits from increased productivity among educators and support staff (Sanda & Amon, 2020). Based on their findings, Mahmudah and Putra identified the management of teachers and other

school staff as a priority area for raising educational standards (Mahmudah & Putra, 2021). According to Putra et al., educators and other school workers must be managed effectively because of their influence on students' lives (Putra et al., 2019).

Therefore, effective Management of Educators and Education Personnel is Crucial to Recruit and Develop Qualified, Capable, and Professional Educators and Education Personnel (Muniroh & Muhyadi, 2017; Mukhlisoh, 2018) in implementing the tridharma of Higher Education (Yusup et al., 2021). Maintaining the resources of teachers and other education professionals requires constant application of the "tri dharma" of higher Education (Kemal et al., 2019). Management educators and educational professionals are not just administrative functions; This is crucial for realizing lofty educational ideas.

By ensuring that educators are well supported and aligned with university goals, universities can nurture and improve the overall quality of their educational offerings (Bastas & Altinay, 2019; Lin et al., 2020). According to Fauzi, the administration of teachers and other school staff is the most crucial part of any school's administrative structure (Fauzi, 2018). Therefore, efficient Management of Educators and Education Personnel in line with the criteria and goals is necessary to generate and improve the required quality of Higher Education. Higher Education needs innovative leadership from professors and other faculty members to continue to expand and develop (Zheng, 2020).

Recruitment, induction, evaluation, and compensation are the four pillars of educational staff management (McDonnell et al., 2018). According to studies conducted by Ping & Poernomo and Ayubi & Wibowo, the Management of educators and education professionals includes the following steps: planning, recruiting, job placement; remuneration, coaching and development; assessment; and evaluation (Ayubi & Wibowo, 2020; Ping & Poernomo, 2021). Research by Muniroh & Mulyadi, Mukhlisoh, and Lisandari shows that the Management of educators and education personnel consists of planning, recruiting, placing, and developing educators and education personnel. Each educational institution has its own educator and education personnel management model, and this makes the author interested in exploring the Management of educators and academic personnel in other educational institutions, namely universities, and trying to find the advantages of educator and education personnel management in schools (Muniroh & Muhyadi, 2017; Mukhlisoh, 2018; Lisandari, 2019). In light of the above, this investigation seeks to improve the caliber of educational leaders, teachers, and support staff. Locate and detail the school's Management of educators and education staff initiatives that aim to raise academic standards.

2. METHODS

Research in libraries was the approach that was used for this study. According to Zed, the literature review research technique is a research method that consists of a sequence of tasks, including strategies for obtaining data from libraries, reading, and organizing research materials (Zed, 2014). Reading books, periodicals, and other data sources, in addition to researching literature, is one method for gathering information from different types of literature found in libraries and other locations (Mahmud, 2011).

The information in this study was collected through an in-depth review of the literature, which includes books, journals, and articles related to the model being analyzed. The methodology used is content analysis, a systematic and objective qualitative research technique to describe in detail the content of written material. In this process, data is collected by identifying and categorizing the text's themes, patterns, and trends. Then, the information is synthesized to understand the broader context and implications of the model under study. This analysis allows researchers to explore the meaning and perspectives of the text and present rich and meaningful findings in depth. This approach also involves critically evaluating the content, considering aspects such as the frequency, valence, and intensity of information found in the text.

3. FINDINGS AND DISCUSSIONS

FINDING

Enhancement in Management Practices

The first findings in this study showed a significant improvement in management practices in educational institutions. This is limited to procedures and includes conceptual changes towards a more holistic and integrated approach. These changes reflect a transition towards a more dynamic and adaptive management strategy capable of responding to growing needs in Education.

This improvement in management practices covers a variety of dimensions, such as recruitment and training, performance evaluation, and stakeholder engagement. This is supported by research in relevant literature, as revealed by Fullan, which emphasizes the importance of adaptation and innovation in education management (Fullan, 2016). In addition, Schleicher provides insight into the importance of ongoing professional development for educators and staff as a critical part of effective management practice (Schleicher, 2012). These findings highlight how updated management approaches can substantially improve the educational environment for educators and students by providing a better structure for support and professional development.

Effect on Educator and Staff Performance

The second finding in the study relates to the effect of improved management practices on educator and staff performance. It is characterized by increased job satisfaction, higher motivation, and better alignment with institutional goals. The research found that improvements in management have led to positive changes in professional development, which are now more tailored to the individual needs of educators and staff.

Recent references in the past decade support these findings. For example, a study by Kraft & Papay shows that professional support and continuous development positively impact teacher performance (Kraft & Papay, 2014). Research by Darling et al. also emphasizes the importance of effective professional development to improve teaching quality (Darling et al., 2017). In conclusion, improvements in education management not only improve administrative procedures but also positively impact the professional development, motivation, and job satisfaction of educators and staff, improving the overall quality of Education.

Quality of Educational Outcomes

The third finding of the study revealed a positive association between improved management practices and the quality of educational outcomes. These findings include improvements in student performance, graduate wearability, and stakeholder satisfaction. The study specifically highlights the vital role of management in producing graduates who excel academically and are prepared to face the challenges of the modern world of work.

In the context of recent references, research by Hattie suggests that effective management interventions can strengthen learning outcomes (Hattie, 2015). In addition, research by Robinson et al. emphasizes the importance of leadership and management in achieving quality educational outcomes (Robinson et al., 2014). Overall, these findings confirm that improvements in education management have a direct and significant impact on the quality of Education, which is reflected in students' learning outcomes and readiness for the future.

DISCUSSION

Interplay Between Management and Education Quality

The discussion of the relationship between effective management practices and quality education emphasized the importance of innovative and adaptive management strategies in the educational environment. Recent references in the past decade often cite how practical leadership and collaborative

approaches can improve educational outcomes. These studies show that good management focuses on administrative efficiency and creates an ecosystem that supports academic excellence and innovation. In this context, research on teacher professional development and innovative strategies in school management becomes particularly relevant. Researchers such as John Hattie and Michael Fullan are frequently cited in this context, underscoring the importance of dynamic, results-oriented educational leadership.

Challenges in Implementing Effective Management

Discussing the challenges of implementing effective education management highlighted several key issues. One of them is resistance to changes in management practices. This is often related to old habits and embedded organizational structures. Recent studies have shown that addressing this requires an approach that involves all stakeholders in the change process.

In addition, the study emphasizes the importance of ongoing professional development for educators and staff. This refers to the need for continuing training and Education to ensure that educators and staff remain relevant to the latest developments in Education. Finally, adaptation to the evolving educational paradigm and the use of technology is also a challenge. Integrating technology in education management can improve efficiency and effectiveness but requires investment in resources and training.

Strategic Recommendations for Future Enhancements

The discussion of this research extends to the implications of studies on educational policy and practice. This includes advising policymakers to support educational institutions in their management improvement efforts and for practitioners to implement these management strategies effectively in their day-to-day operations. Based on the analysis of previous references, the researcher concluded several suggestions for policy makers in educational institutions, namely 1) the importance of developing learning and teaching strategies in educational institutions (Newton, 2003); 2) effective schools can develop policies and actions to improve teaching practices and learning environments (Kyriakides et al., 2010); 3) instructional learning strategies that focus on improving self-directed learning show substantial effects in enhancing students' academic performance (Donker et al., 2014); 4) the importance of building educational research and evaluation capacity, especially in the face of global challenges and typical local needs (Crossley & Holmes, 2001); 5) effective faculty development programs include evidence-based educational design, experiential learning, and institutional support (Steinert et al., 2016); and 6) the importance of adopting strategies that support transferable learning and student well-being (Darling-Hammond et al., 2020).

Improving the quality of education management, education staff, and educators in social studies subjects involves several holistic strategies. Here are some steps you can take to achieve that goal:

- a. Training and professional development, i.e., Provide ongoing training and professional development to social studies teachers to improve their teaching skills (Lestari & Hermanto, 2022). This may include training in the latest teaching methodologies, the use of educational technology, performance-based assessment, and instructional differentiation strategies.
- b. Relevant curriculum development, namely ensuring that the social studies curriculum is relevant to contemporary needs and challenges (Evans et al., 2023). This can involve drafting a curriculum emphasizing 21st-century skills such as problem-solving, critical thinking, collaborative skills, and digital literacy.
- c. Diversified use of learning resources encourages using various learning resources, including textbooks, online materials, multimedia resources, and field trips (Tyler-Wood et al., 2023). This helps diversify students' learning experience and makes learning more engaging.
- d. Project-based learning applies a project-based learning approach that allows students to learn

through hands-on experience, inquiry, and collaborative work (Mielikäinen & Viippola, 2023). It helps students develop a deeper understanding of concepts in social studies.

- e. Collaboration between teachers and schools, namely encouraging collaboration between social studies teachers in the same and different schools to share best practices, resources, and teaching strategies (Khasawneh et al., 2023). This facilitates the exchange of ideas and experiences that can improve the quality of teaching.
- f. Principal empowerment supports principals in leading and managing schools effectively, including staff development, teaching supervision, and creating a conducive learning environment (Ariska et al., 2023).
- g. Continuous Evaluation and Feedback, namely conducting regular evaluations of the performance of education management, education staff, and educators in social studies subjects (Hale & Adhia, 2022). Provide constructive and supportive feedback to help them continuously improve their practice.
- h. Involving the Community and Parents involves the local community and parents in supporting social studies education (Kalimaposo et al., 2023). This can be done through programs such as parent-teacher meetings, extracurricular activities involving parents, or community activities related to social studies.

The factors that support and hinder the improvement of the quality of education managers, educational personnel, and educators in IPS subjects include leadership of agency actors, dissemination and support strategy, availability and nature of resources, organizational culture, training of actors, coordination of activities, crises, collaborations, and partnerships, public policy, governance and leadership, legal provisions, health information system and data accessibility, and funding (Dare et al., 2023). Additionally, educational leadership, educator standards, and education personnel are directly proportional to the quality of education (Wisman & Sugiantiningsih, 2017). The commitment of parties involved in educational leadership is necessary to realize the standards of educators and educational personnel (Heredia, 2021). Professionalism and leadership of headmasters, assessment culture, educational career-oriented to excellence, and educational sponsors committed to quality education are critical factors in achieving qualitative school management (Mahtab, 2017). Governance optimization, strategic planning, improvement of services, increased competence, and reliable performance evaluation are essential for quality educational institutions. Strategic planning based on internal and external conditions can improve the quality of educators and educational personnel (Al Kadri & Widiawati, 2020).

The challenges ahead in raising the quality of education managers, educational personnel, and educators in IPS subjects include the need for professionalization and leadership of managers (Naghshbandi & Ombati, 2014), the development of an evaluation culture (Larsen, 2013), the establishment of teaching careers oriented towards excellence (Alinier & Platt, 2014), and the presence of educational sponsors committed to quality in education. These factors are critical in achieving qualitative school management and improving the quality of education. Additionally, the concept of quality management in education requires the development of a new breed of educators and the formulation of a new educational curriculum. It is important to address these challenges to meet the changing needs of society and ensure that education remains relevant and useful.

Several strategies can be implemented to address the challenges in raising the quality of education managers, educational personnel, and educators in IPS subjects. Firstly, there is a need for professionalization and leadership of managers, as well as a focus on teaching careers oriented towards excellence (Heredia, 2021). Secondly, developing an evaluation culture is crucial to assess and improve the performance of educators and educational personnel (Al Kadri & Widiawati, 2020). Additionally, it is important to have educational sponsors who are committed to quality education (Young & Nagpal,

2013). Lastly, a comprehensive analysis of the school's internal and external conditions can help develop strategic planning to improve the quality of educators and educational personnel. Implementing these strategies can enhance the quality of education managers, educational personnel, and educators in IPS subjects.

Strategies for raising the quality of education managers, educational personnel, and educators in IPS subjects can be achieved through various approaches. One approach is to develop strategic planning based on an analysis of the internal and external conditions of the school (Al Kadri & Widiawati, 2020). This can help identify the potential for improvement and determine the appropriate implementation strategies. Another strategy is to focus on the areas of quality and their characteristics according to the state educational inspection standard and develop relevant strategies to achieve the main goal of quality education (Georgieva, 2022). Implementing strategic management in educational institutions can also improve the quality of education by making the management more sensitive to external threats and enabling the institutions to adapt to changes effectively (Komarudin et al., 2022). Additionally, effective educational leadership plays a crucial role in realizing educator standards and education personnel, contributing to the quality of education (Wisman & Sugiantiningsih, 2017). Finally, improving the governance of educational institutions through strategic planning, improvement of services, increased competence, and reliable performance evaluation can also enhance the quality of education (Mahtab, 2017).

Various stakeholders in the education system are responsible for improving the quality of education managers, educational personnel, and educators in IPS subjects. Educational management plays a crucial role in determining the quality of education, and educational leadership is an important aspect of this management (Wisman & Sugiantiningsih, 2017). Policy-makers also have a role in improving the quality of educators and educational personnel by implementing strategic planning based on comprehensive analysis (Al Kadri & Widiawati, 2020). Additionally, quality management in educational institutions is essential for meeting consumer needs and achieving continuous improvement (Ristianah & Ma'sum, 2022). Optimal management and development of educators and education personnel in schools are crucial for effective education (Mahmud & Ridwan, 2022). The management of teaching staff in educational organizations is a pressing issue that requires a resource-oriented and environment-oriented approach (Bakhtin et al., 2019). Therefore, the responsibility for improving the quality of education managers, educational personnel, and educators in IPS subjects lies with educational leaders, policy-makers, and the management of educational institutions.

The quality of education managers, educational personnel, and educators on IPS subjects can be improved through various strategies. One important aspect is the development of managerial personnel in educational organizations, which plays a crucial role in the quality management system (Tarasenko, 2020). Effective educational leadership is also essential for realizing educator standards and improving the quality of education (Wisman & Sugiantiningsih, 2017). The modification of the competencies of faculty and students, along with the humanization of working conditions, can positively impact the quality of work and professional competencies of teaching staff (Yankovskaya, 2020). Weak governance of educational institutions can hinder the achievement of quality education, so efforts should be made to optimize strategic planning, improve academic and non-academic services, increase personnel competence, and evaluate performance (Mahtab, 2017). Strategic planning based on an analysis of internal and external conditions can be used to improve the quality of educators and educational personnel (Al Kadri & Widiawati, 2020).

4. CONCLUSION

This research shows that improved management practices within educational institutions significantly impact the performance of educators and staff and the quality of educational outcomes. Conceptual changes toward a more holistic and integrated management approach have improved job

satisfaction, motivation, and alignment with institutional goals. This positively impacts professional development that better suits the individual needs of educators and staff.

Furthermore, improvements in education management are proven to improve the quality of educational outcomes, which is reflected in improved student performance and graduate readiness in the modern world of work. This is reinforced by research showing that effective management interventions can strengthen learning outcomes. In the face of the challenges of effective management implementation, such as resistance to change, the importance of continuous professional development, and adaptation to evolving educational paradigms, an approach involving all stakeholders is required.

Finally, the study provides strategic recommendations for future improvement, including the development of instructional and instructional strategies, improvement of teaching practices and learning environments, instructional learning strategies that focus on independent learning, capacity building of educational research and evaluation, effective faculty development programs, and adoption of strategies that support transferable learning and student well-being. This research provides important insights into education policy and practice, supporting efforts to improve education management.

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