



Management of educators at St. Catholic Vocational School Tomohon Family

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Abstract

St Familia Tomohon Catholic Vocational School functions as a driving school and center for improving the quality and performance of Vocational Schools. Many factors can influence the reputation of this school, one that attracts attention is how the teaching staff is managed. For this reason, research was conducted on the management of teaching staff at St. Catholic Vocational School. Familia Tomohon which aims to find out planning for teaching staff management, implementation of teaching staff management, and evaluation of teaching staff management. The data collection methods that researchers use is involved observation, in-depth interviews and documentation. The results of the research show that the entire teaching staff management planning process was carried out jointly between the foundation and the school by referring to and paying attention to applicable laws and regulations. Implementation of teaching staff management at St. Familia Tomohon is an implementation of teaching staff management planning. The evaluation was carried out by the school, and through this process it could be seen that the implementation of teaching staff management at St. Familia Tomohon is in accordance with plans previously prepared by schools and foundations taking into account government regulations and laws.

Keywords: management planning, management implementation, management evaluation, teaching staff

Introduction

In the current era of globalization, which is marked by advances in science and technology (IPTEK), it continues to develop day by day, and directly causes changes in conditions in various fields, including education. This forces us to follow and adapt to current developments in modern era education. This adaptation must be prepared thoroughly, especially regarding the issue of human resources (HR) which must be of high quality and quality with qualifications that are in line with the current development of world globalization.

Human resources are people within the company, in this case educational institutions who function as assets who must be trained and developed their abilities and carry out various types of work to achieve the goals of the educational institution. The quality and quality of education will be seen from the extent to which educational institutions are able to manage all existing resources and potential optimally, starting from teaching staff, educational staff, students, learning processes, educational facilities and infrastructure, finances and relations with the community. In its development, educational institutions will experience various human resource problems. Therefore, to overcome the problems encountered, human resources must be managed correctly and professionally.

Management is the process of organizing, regulating, managing human resources, up to controlling/supervising, which is carried out structurally and procedurally to achieve goals. Management discusses how the leader of an educational institution tries to ensure that the program launched can run

effectively and efficiently in accordance with planning to achieve predetermined goals. Management consists of six elements (6 M), namely man, money, method, materials, machines and market. The human element plays a role as one of the important resources and assets as well as the main driving factor in carrying out the activities of an educational institution to achieve the goals of the organization or educational institution. Management has four main functions, namely planning, organizing, actuating and controlling. For this reason, in addressing and dealing with problems in the human resource management process in an educational institution, the ability of a leader to plan, implement and evaluate human resources in the educational institution he leads is very necessary in order to achieve educational goals.

Professional human resource management starts from the recruitment, selection, job placement, training to career development and compensation processes. With good and professional management, it is hoped that human resources can work effectively and efficiently to realize the goals of educational institutions. In an effort to create and develop quality, high-quality and competitive human resources, education plays a core role. Having good quality education will definitely be in line with the process of improving the quality of human resources. Therefore, improving human resources is something that must continue to be developed and pursued continuously in improving services to the community, especially in facing the demands of modern society and so as not to be left behind by current developments in the world of

education.

Human resource management is a very important thing to implement. Without human resource management, an organization in general will have difficulty in achieving its goals, this also applies to educational institutions. The role of human resource management in educational institutions certainly contributes greatly to helping improve the quality of education.

St. Mary's Catholic Private Vocational High School (SMKS). Familia is one of the favorite vocational schools in Tomohon City. St. Catholic Vocational School Familia Tomohon is also a Vocational School Center of Excellence (SMK PK) which is a reference school in the Vocational School development program with certain skill competencies in improving quality and performance also through partnerships and alignment with the business world, the industrial world and also the world of work. Apart from that, St Familia Tomohon Catholic Vocational School can also function as a driving school and center for improving the quality and performance of other vocational schools. Many factors can influence the reputation of this school, one that attracts attention is how the teaching staff is managed. Schools must pay attention to and organize teaching staff to integrate the quality and quality of education towards a better direction. Based on the survey results, researchers want to know how the teaching staff management process is carried out by schools, so that even though they have private school status, they can compete with state schools.

This research aims to determine the planning of teaching staff management, implementation of teaching staff management, and evaluation of teaching staff management at St. Catholic Vocational School. Familia Tomohon has become one of the Vocational Schools Center of Excellence in Tomohon City with A (Excellent) Accreditation.

Method

This research uses a qualitative approach with research procedures that produce descriptive data in the form of written words. Thus, this research report will contain data quotations to provide an overview of its presentation. The research process in question includes observing people in their daily lives, interacting with them and trying to understand their language and interpretations of the world around them. For this reason, researchers must be involved in the field for quite a long time. The information and data that will be taken comes from several informants such as the principal (key informant), Deputy Principal, Head of Skills Program, Educator/Teacher and Administrative Staff. Data sources related to the management of teaching staff at St. Familia Tomohon will be taken from school documents, school publications, print media and electronic media. In this research, the data collection methods that researchers used were involved observation, in-depth interviews and documentation.

The data analysis technique in this research is interactive model analysis from Miles and Huberman (1992: 31). Data validity tests in this research include credibility, transferability, dependability and confirmability tests (Sugiyono, 2007:270).

Results and discussion

A. Educator management planning at St. Catholic Vocational School Tomohon Family

Planning is a necessity in efforts to develop an organization or institution. Because planning is vital, it is best to make it early. Planning can be considered as a collection of decisions, in relation to which planning is considered as a process for preparing future actions by making decisions now. The function of planning is to determine the overall strategy that must be carried out to achieve goals and develop a comprehensive hierarchy of plans to combine and coordinate various activities (Fayol in Safroni, 2012: 47).

Planning is the basic function of management which is the process of determining what you want to achieve and developing the steps, stages or procedures needed to achieve it. The entire process of planning the management of teaching staff at St Familia Tomohon Catholic Vocational School is carried out jointly between the foundation and the school by referring to and paying attention to applicable laws and regulations. This planning process must be studied and prepared in a thorough and structured manner so that the hopes and objectives can be achieved, as well as improving the skill competency and quality of teaching staff, schools and national education in general. The following is the scope of management planning for teaching staff at St. Catholic Vocational School. Tomohon family.

a. Recruitment/procurement of educators

Planning for recruitment or procurement of teaching staff at St. Catholic Vocational School Familia Tomohon is divided into recruitment through central and regional government channels as well as foundation channels. In Government Regulation Number 19 of 2017 concerning Teachers, it is stated that the appointment and/or placement of teachers appointed by the Central Government, Regional Government, and/or Education Providers organized by the community is carried out in accordance with the provisions of statutory regulations. And to guarantee quality educational services and in line with the demands of current developments, the appointment of teachers is carried out based on quality criteria and regional needs, which in Article 10 paragraph (1) of Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers must have competence pedagogical, personal competence, social competence, and professional competence. And for the availability of teachers that is evenly distributed both in number and competence, the provisions regarding planning the needs, appointment and/or placement of teachers, both civil servants and non-civil servants in educational units organized by the Government, are implemented by the Government and regulated by Ministerial Regulations. So based on this government regulation it is written that planning for the appointment and placement of teachers through government channels is carried out and regulated by the government.

Meanwhile, planning for foundation recruitment begins with an analysis of teacher needs, both in terms of skill competency and quantity required by the school, which is then passed on to

the foundation. After all the planning and preparations are complete, the recruitment of foundation teachers will be announced with skill specifications and quotas to be recruited. This shows that planning for the recruitment of teaching staff at St Familia Tomohon Catholic Vocational School is in line with the theory put forward by E. Mulyasa (2005: 153), namely that the procurement of teaching staff is an activity to meet the needs of teaching staff at an educational institution, both in number and quality. To obtain teaching staff that suit needs, recruitment is carried out to look for prospective teaching staff who meet the requirements, the best and the most capable.

b. Placement of educators

The placement of teaching staff is a grouping of teacher activities and the preparation of the duties and obligations of teachers who are responsible for implementing them to achieve school goals. Planning for teacher placement at St. Familia Tomohon includes the division of teachers' teaching duties and the determination of additional teacher duties. At the beginning of each school year, school leaders hold a meeting with all teachers with an agenda that discusses the distribution of teachers' teaching duties. Based on the results of the meeting, the deputy principal for curriculum will create and arrange the division of tasks and teaching schedule, and then approve it by the principal and distribute it to teachers for implementation. Determining additional teacher duties is the absolute right of the school principal. So the school principal has the right to choose teachers to occupy a position, based on the results of assessments and observations, taking into account skill competency and quality of performance as well as input from the school community. In determining this additional task, teachers are also really needed who have the ability to manage and can work together with the school principal in improving the quality of education in schools. The determination of these additional tasks has been regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 15 of 2018 concerning Fulfilling the workload of teachers, school principals and school supervisors.

Planning for the placement of teaching staff at St. Catholic Vocational School. Familia Tomohon is in line with the theory of Marihot Tua Effendi Hariandja (2005: 156-157), namely that placement is the process of assigning/filling positions or reassigning employees to new tasks/positions or different positions. Placements are carried out for various reasons related to the use of labor more effectively and efficiently, as well as theories from Hartati Sukirman, *et al.* (2002: 21) who stated that the placement of each worker must refer to the principle of "the right man on the right place", namely the placement of the right person in the right position.

c. Educator career development

Suharsimi Arikunto (2008: 231) states that development is an effort made to advance and improve the quality of employees within educational institutions. Teacher career development is the systematic progress that teachers have achieved in their profession. Teacher career and professional development is

oriented towards increasing the competence and professional quality of teachers in teaching. Efforts that teachers can make to improve their competence and career are taking part in professional scientific forums or activities and carrying out research or professional work studies both individually and collaboratively. According to Law Number 14 of 2005 concerning Teachers and Lecturers, Chapter II Article 7 mandates that the empowerment of the teaching profession be carried out through self-development which is carried out democratically, fairly, non-discriminatorily and sustainably by upholding human rights, religious values, cultural values, national pluralism, and professional codes of ethics. Planning for the career development of teaching staff at St. Catholic Vocational School Familia Tomohon includes education and training (training) and activities other than training.

School leaders plan, encourage and require teachers to take part in education and training programs (training) organized by the government, such as teacher certification, teacher mobilization, vocational teacher upskilling and reskilling, teacher internships, and other programs. Likewise with other activities besides education and training, such as seminars, workshops, discussion forums, collaborative research, creating learning media, and other activities. As teachers participate more frequently in these career development programs and activities, the skill competency and quality of teachers will increase, and will directly have a positive influence on the progress of the quality of school education.

d. Educator compensation

Marihot Tua Effendi Hariandja (2005: 244) states that compensation is the total remuneration received by employees as a result of carrying out work in an organization, in the form of salaries, bonuses, incentives and other benefits in the form of money or otherwise. This compensation tends to be given on a regular basis to teaching staff. Compensation planning at St. Catholic Vocational School Familia Tomohon is divided into compensation from the government and compensation from foundations.

For compensation from the government, it is implemented and fully supervised by the government based on government regulation (PP) Number 15 of 2019 concerning the Eighteenth Amendment to Government Regulation Number 7 of 1977 concerning Civil Servant Salary Regulations. Meanwhile, compensation from the foundation is completely regulated in the foundation's rules and regulations.

Rewards or awards are a form of motivation for good work results and achievements given by the teacher. This award usually takes the form of money, a certificate or a promotion. Meanwhile, punishment is a form of reprimand for decreased performance, indiscipline, or violations of the teacher's code of ethics. This punishment can take the form of verbal and written warnings, salary cuts, warning letters, and even termination of employment. In line with compensation, rewards and punishment are provided at St. Catholic Vocational School Familia Tomohon is also based on government and foundation regulations, taking into account teacher performance.

e. Assessment, promotion and transfer of educator staff

Assessment is a formal system used to measure teacher performance so that it meets predetermined standards. The purpose of this assessment is to determine the extent of development of teacher competence and quality of performance. Assessment at St. Mary's Catholic Vocational School Familia Tomohon includes work performance assessment (SKP) for civil servant teachers, supervision of school principals and supervision of related service supervisors. The work performance assessment for civil servant teachers (SKP) is assessed by the principal at the end of the year using work plan indicators and targets that have been prepared by the teacher at the beginning of the year. This has been regulated in government regulations and must be implemented periodically as a basis for providing compensation, career development and providing promotions and/or transfers for teachers. Likewise with the assessment for permanent foundation teachers (GTY). The assessment given by the school principal must be based on teacher performance, peer assessment, and teacher supervision. Likewise with the assessment or supervision of school principals and related service supervisors. All results will be included in the assessment instrument according to the teacher's performance indicators and performance.

Promotion is a form of appreciation in the form of a promotion or change of position which enlarges the duties, responsibilities and authority of teachers, so that their rights, status and income are greater. With promotions, teachers will feel appreciated, cared for and recognized for their abilities, so that they will be motivated to improve their performance and competence as well as loyalty to the school.

Meanwhile, transfer is a transfer of teacher duties based on meeting the needs of educational institutions. The purpose of transfers is to provide refreshment, guidance, rewards and sanctions or punishments to teachers in carrying out their duties and overcome existing teacher gaps in schools. To plan promotions and transfers for teachers at St. Catholic Vocational School Familia also basically refers to government regulations contained in Law Number 14 of 2005 concerning Teachers and Lecturers, as well as foundation rules and regulations.

f. Dismissal of teaching staff

E. Mulyasa (2005: 155) stated that the dismissal of teaching staff is a personnel function which causes the organization and personnel to be released from their rights and obligations as an institution where they work and as teaching staff. Dismissal of teaching staff is the termination of the employment relationship between a teacher and an agency due to some reason. In planning to dismiss teachers at St. The Tomohon family with civil servant status is regulated in Law Number 5 of 2014 concerning State Civil Apparatus (UU ASN). And for teachers with GTY status, planning is carried out based on the rules and regulations of the foundation.

B. Implementation of educator management at St. Catholic Vocational School Tomohon Family

Implementation of Educator Management is the process of

implementing concepts, ideas, programs or procedures that have been planned and prepared previously to achieve the expected goals. The following is a discussion regarding the implementation of teaching staff management at St. Catholic Vocational School Familia Tomohon based on its scope.

a. Recruitment/procurement of educators

For recruitment through central and/or regional government channels, the implementation stages or procedures are fully organized and supervised by the government, and regulated in ministerial regulations. The stages of implementing CPNS teacher recruitment are as follows:

- 1) Announcement of Vacancies for CPNS Acceptance
- 2) Registration
- 3) Selection
 - Administrative Selection
 - Basic Competency Selection (SKD)
 - Field Competency Selection (SKB)
- 4) Announcement of Selection Results

After the announcement of passing the selection/test, CPNS teachers are accepted into the school based on a Placement Decree from the government. Next, the CPNS teacher submits the required administrative files to the school administration section for data collection. After that, the teacher carries out an orientation or introduction to the school environment. Then, based on the administration of the files entered, the teacher will be given a distribution of tasks and a teaching schedule to carry out.

Meanwhile, for procedures for implementing teacher recruitment for the Joseph 'Esa Ene' Foundation which oversees St. Mary's Catholic Vocational School. The Tomohon family is as follows:

1. Announcement of Acceptance of Foundation Teachers
2. Administrative Selection
3. Test
4. Announcement of Test Results
5. Orientation

Once prospective teachers are accepted, they will enter the orientation stage. The initial procedure in this orientation is that the teacher will carry out an internship for 6 months as a trial. After that the teacher will be given a part-time honorarium contract (HPW) per year 3 times in 3 years. If the teacher meets the requirements, the foundation will appoint him as a permanent foundation teacher (GTY).

The stages of teacher recruitment through this foundation are fully carried out by the foundation until the announcement of test results or teacher acceptance. The orientation stage is carried out at the school and assessed and supervised by the school leadership which is then submitted to the foundation as an absolute consideration for decision making for the teacher concerned.

The implementation of this recruitment is in accordance with Siagian's theory (2002: 187), which suggests several stages in the workforce selection process, namely receiving application letters, administering exams, selection interviews, checking applicant backgrounds and reference letters, health evaluations, interviews by managers who will be the direct

supervisor, job introduction and decision on applications.

b. Placement of educators

Implementation of the placement of teaching staff at St. Catholic Vocational School. The Tomohon family includes:

i. Distribution of teaching duties for educators

The distribution of teaching tasks is prepared by the deputy principal for curriculum based on the results of the meeting at the beginning of the school year. This division of teaching duties also takes into account the educational background and skill competencies of each teacher. After that, a Teacher Teaching Assignment Decree will be issued and a teaching schedule based on the distribution of teaching assignments that has been compiled and approved by the school principal, then submitted to the teacher for implementation.

Apart from the distribution of duties and regular teaching schedules, St. Catholic Vocational School Familia Tomohon has also implemented and prepared a collaborative teaching schedule which is the core of the SMK Merdeka/PK (Center of Excellence) curriculum. Collaborative learning is learning where all general subjects and skill/vocational program subjects are one unit and interconnected. In implementing this curriculum, the school has implemented teaching factory learning (TEFA), namely a product-based learning model through collaboration between the school and the industrial world to produce graduates who suit industry needs, both in character and competency. In vocational practice, general subject teachers will collaborate with expertise program teachers to implement collaborative learning and P5 (Pancasila Student Profile Strengthening Project) for students, namely developing the character of faith, diversity, mutual cooperation, independence, critical reasoning and creativity. By implementing this curriculum, it is hoped that students will be able to adapt to the needs of the business and industrial world.

ii. Determination of additional duties of teaching staff

Additional duties of educators at St. Catholic Vocational School The Tomohon family includes the Deputy Principal, Head of Skills Program, P5 Coordinator, Head of Production Unit and Class Teacher. The determination regarding teachers who will receive additional assignments is entirely up to the Principal. The principal has determined all additional tasks at this school in accordance with the needs, abilities, competencies and performance of the teachers concerned.

Based on the research results, the placement of teaching staff at St. Familia Tomohon is in line with Abdul Moenir's theory (1987: 96), which states that a manager must consider several things in placing workers, namely workload analysis, position analysis, job descriptions and task specifications. Job analysis is the process of determining the elements that are components of a job, such as equipment, training, attitudes and skills, as well as the conditions for carrying out the job. Then, based on the results of the job or position analysis, it is necessary to prepare a job description that provides information or clarity for the workforce regarding their respective duties and jobs.

c. Educator career development

According to Siagian (2002: 182), training and development is one way to transform a person's potential into real abilities. Training is a process designed to maintain or improve work performance that has been achieved, while development is a design process in order to increase the skills needed in the future. The career development program for teaching staff is very important and must be followed by teachers to improve their skill competency and quality of themselves and their profession. The following is a career development program followed by teachers at St. Tomohon family:

i. Education and training

One of the education and training programs participated in by teachers at St. Familia Tomohon is a teacher certification. Teacher certification is a competency development program and improvement of teacher quality and professionalism organized by the government. After participating in this program, the teacher will produce an educator certificate/competency certificate. A teacher who is certified will have added value, both in his profession and career and in his welfare. In this school itself there are 11 certified teachers or professional teachers, divided into 8 teachers with PNS (Civil Servant) status and 3 teachers with GTY (Permanent Foundation Teacher) status.

This school also has 2 teachers who are temporarily participating in the driving teacher education program. The driving teacher program aims to increase teacher competency and implement student-centered learning by making teachers as learning leaders. Driving teacher graduates will be prepared to become Principals or School Supervisors.

Next, there is also an industry standard vocational teacher upskilling and reskilling program which has been followed by this vocational school for 3 years as a PK Vocational School, namely from 2021. For the first year, 2 teachers from the hospitality skills program were sent to take part in this program in Bali. The following year the school sent a culinary skills program teacher to Manado. And this year the school included teachers in the institutional accounting and finance skills program as well as teachers in the office management skills program.

The school also actively organizes and participates in IHT (In-House Training) activities, teacher internships and comparative studies to the business world and industrial world for all skills programs.

ii. Activities other than education and training

Educators at St. Catholic Vocational School Familia Tomohon regularly participates in career and professional development activities such as seminars, workshops, discussion forums, collaborative research, and creating learning media. These activities are organized by the government and foundations, starting from district/city, provincial, national and international levels. Some of these career development activities are attended directly by teachers and some are attended virtually (online) via Google Meet, Zoom or other applications approved by the organizer. And after completing the activity, the results

and proof of teacher participation will be handed over, such as certificates, certificates, etc., by the organizers.

d. Educator Compensation

Mulyasa (2009) stated that compensation is remuneration provided by institutions to employees, which can be valued in money and tends to be given on a regular basis. Types of compensation can be in the form of salary, allowances, bonuses and living facilities. Providing compensation is important to raise the enthusiasm, motivation and quality of performance of teaching staff, so that they can carry out their duties and responsibilities better and improve from day to day. Providing compensation for teaching staff at St. The Tomohon family is divided into:

i. Compensation from the government

For compensation, in this case, the salaries and professional teacher allowances provided by the government to civil servant teachers are regulated in government regulations based on their rank and class. There are also professional allowances and salaries/allowances for honorary teachers which are provided in accordance with government regulations and related agencies.

ii. Compensation from the foundation

The foundation provides compensation in the form of salaries and allowances to the foundation's permanent teachers (GTY). The provision of salaries and allowances is based on foundation regulations taking into account the workload of foundation teachers, namely 24 mandatory lesson hours (JP) per week, and the excess JP will be paid by the foundation. The foundation also provides allowances for all teachers, both civil servants and GTY who have additional duties such as deputy principals, heads of skills programs and homeroom teachers. The foundation also provides transportation allowances for the foundation's permanent teachers.

iii. Rewards and punishments

Rewards or appreciation for teachers at St. Familia Tomohon is divided into rewards from the government for civil servant teachers and rewards from foundations. For awards from the government such as satyalencana, service marks, promotions, promotions to functional and structural positions, outstanding teachers and various other forms of awards, the implementation procedures are in accordance with statutory regulations. Providing rewards for teachers is stated in Law number 14 of 2005 concerning Teachers and Lecturers, which states that teachers who are dedicated and outstanding, have extraordinary dedication, and/or serve in special areas are entitled to receive awards. The foundation also provides awards for teachers, for example, homeroom teachers who successfully arrange for all students in their class to pay their tuition fees on time will be given a cash bonus.

The procedure for giving punishment to teachers at St. Catholic Vocational School. The Tomohon family from the government and foundations are basically the same. If there is a violation of

discipline or the teacher's code of ethics, the stages of giving punishment start from verbal warning, written warning, warning letter 1 (SP 1), warning letter 2 (SP 2) to warning letter 3 (SP 3) which also constitutes termination of employment. At this school, no teacher has yet had their employment terminated or terminated. The punishment given is still at the verbal warning stage which is then immediately responded to and corrected by the teacher who committed the violation. Apart from that, the foundation also provides punishment for GTY who are not present at school, namely cutting their daily transportation allowance.

e. Assessment, promotion and transfer of educator staff

i. Educator assessment

One form of assessment for teachers with civil servant status at St. Familia Tomohon is a Work Performance Assessment which consists of 1) Employee Work Targets (SKP), which are work plans and targets to be achieved by a civil servant which are prepared at the beginning of the year and assessed at the end of the year; and 2) Work Behavior. These two assessments refer to Government Regulation (PP) Number 46 of 2011 which aims to guarantee the objectivity of civil servant development which is carried out based on a work performance system and a career system which focuses on the work performance system. The assessment of civil servant work performance is carried out by the Assessing Officer at the end of each year and is divided into SKP with a score weight of 60% and Work Behavior with a score weight of 40%. The results of the assessment of civil servant work performance will later become the basis for consideration of decisions or policies regarding 1) Field of Work; 2) Appointment and Placement Sector; 3) Development Sector; 4) Award Field; and 5) Civil Servant Discipline.

Then there is also assessment or supervision from the school principal every month and supervision from the North Sulawesi Provincial Regional Education Office supervisor every 3 months for all teachers at St. Catholic Vocational School. Tomohon family. The main aim of this supervision is to improve and improve teacher performance, especially in teaching in the classroom. At school there are also assessments with peers and also assessments from students to teachers. All of these assessments will be collected into one final assessment of teacher performance by the school principal.

ii. Promotion and transfer of educator staff

Implementation of promotions and transfers for civil servant teachers at St. Catholic Vocational School Familia Tomohon is basically regulated in Government Regulation (PP) Number 17 of 2020 concerning Amendments to Government Regulation Number 11 of 2017 concerning Management of Civil Servants. Promotions in the form of promotions, promotions to functional and structural positions and assignment of additional tasks are carried out in accordance with government regulations. Promotions and transfers for permanent foundation teachers are also carried out in accordance with the foundation's rules and regulations.

f. Dismissal of teaching staff

According to the Educational Administration Lecturer Team at the Indonesian Education University (2009: 250), dismissal is the final operative function in human resource management and has the same meaning as separation, namely the separation or termination of employment relations from one organization. Dismissal of teaching staff with civil servant status is regulated in Law Number 5 of 2014 concerning State Civil Apparatus (UU ASN) and is divided into 1) honorably dismissed, 2) dishonorably dismissed, and 3) temporarily dismissed. Dismissal of teaching staff due to reaching the retirement age limit for civil servant teachers, namely 60 years, is regulated in Law Number 14 of 2005 concerning teachers and lecturers. Meanwhile, dismissal due to retirement for permanent foundation teachers (GTY), namely 55 years, is also carried out in accordance with the rules and regulations of the foundation.

C. Evaluation of the management of educators at St. Catholic Vocational School Tomohon Family

Evaluation is an assessment, consideration, results and measurement of an activity that has been carried out. In this case, evaluation of teaching staff management is a series of activity processes that aim to measure the level of success and harmony between planning and implementation of teaching staff management in an educational program or agency. With the results of the evaluation, conclusions can be drawn regarding the management of teaching staff, measuring the final results of the program that have been achieved and not, identifying problems and finding solutions or improvements to increase the quality and productivity of teaching staff as well as being the basis for planning and preparing the next teaching staff management program for an agency.

Sutisna (1998:206) stated that monitoring and evaluation activities are very important to determine the strengths and weaknesses in the implementation of educational management. By implementing this function, organizational leaders can obtain feedback that is useful in improving and adjusting efforts. Supervision and evaluation of planning, implementation and final operational results. The main focus of attention is on the weaknesses for immediate improvement. Evaluation of the implementation of teaching staff management at St. Catholic Vocational School. In general, Familia Tomohon has been implemented well in accordance with the teaching staff management plan that has been prepared previously by referring to and paying attention to statutory regulations and foundation regulations/provisions. Starting from recruitment/procurement of teaching staff, placement of teaching staff, career development of teaching staff, compensation for teaching staff, assessment and promotion and transfer of teaching staff to dismissal of teaching staff.

However, in this evaluation, problems or obstacles were still encountered that could be handled and resolved based on school leadership policies, but still paying attention to applicable regulations. This becomes the basis and reference for preparing improvement plans and finding solutions to improve the quality of school education in the future, and becomes a consideration for school leaders in taking policies

and follow-up actions in planning the management of teaching staff at St. Mary's Catholic Vocational School. Familia Tomohon in the future.

In the division of teaching tasks, teachers encountered obstacles, namely that in the collaborative teaching schedule there were still teachers who had not been able to adapt to collaborative learning. The school leadership took a solution by creating a system that in the first 3 months provided general material reinforcement, and in the process was briefly touched on collaborative learning. Before entering into collaboration, the basic competencies and learning objectives of each specialty/major program are slowly included and introduced in general material so that teachers can adapt to their learning. In preparing the teaching schedule, a few obstacles were also found, namely adjusting the regular schedule and collaboration schedule. School leaders arrange for a collaboration schedule to be held 1 week a month. Initially the implementation was a bit difficult, but it continues to be implemented, coupled with education and training, as well as competency and skill development activities that teachers participate in, so that collaborative learning in implementing the SMK PK curriculum can run according to its aims and objectives.

There is also the constraint that there is still a lack of teachers with an educational background appropriate to the visual communication design (DKV) skills/major program. School leaders take a policy of assigning teachers who are competent and have undergone various education and training in accordance with this expertise program to teach in class.

Conclusion

1. Scope of management planning for teaching staff at St. Catholic Vocational School Familia Tomohon includes: 1) recruitment/procurement of teaching staff, 2) placement of teaching staff, 3) career development of teaching staff, 4) compensation of teaching staff, 5) assessment, promotion and transfer of teaching staff, and 6) dismissal of teaching staff. The entire teaching staff management planning process is carried out jointly between the foundation and the school by referring to and paying attention to applicable laws and regulations.
2. Implementation of teaching staff management at St. Catholic Vocational School Familia Tomohon is an implementation of teaching staff management planning based on 6 scope points, namely 1) recruitment carried out in accordance with government regulations and foundation procedures and provisions. 2) The placement of teaching staff, both in the distribution of teaching tasks and the assignment of additional tasks, is the authority of the Principal based on the results of the meeting at the beginning of the school year. 3) Teaching staff actively and continuously continue to participate in education and training programs and activities. 4) Compensation, such as salaries, allowances and bonuses, is given in accordance with government regulations and foundation provisions based on the teacher's work load and performance. 5) Assessment/supervision of school principals is carried out every month and supervision of related service supervisors

every 3 months. Work performance assessments for civil servant teachers (SKP) are given by the school principal at the end of the year. 6) Dismissal of teaching staff refers to government and foundation regulations.

- The evaluation is carried out by the school, and through this process it can be seen that the implementation of teaching staff management at St. Catholic Vocational School Familia Tomohon is in accordance with plans previously prepared by schools and foundations taking into account government regulations and laws.

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