

### THE EFFECTIVENESS OF TEACHER MANAGEMENT IN KUTTAB AL-FATIH EAST JAKARTA AS A NON-FORMAL EDUCATION INSTITUTION

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**Abstract.** This study aims to describe the effectiveness of teacher management at Kuttab Al-Fatih as a non-formal educational institution. This study aims to reveal: (1) Teacher management at Kuttab Al-Fatih East Jakarta, (2) Management of non-formal educational institutions, (3) Effectiveness of teacher management at Kuttab Al-Fatih as a non-formal educational institution. Research using qualitative research type, research data collection obtained by interview techniques, documentation, and observation. Based on the research findings regarding how effective the management of teachers is at Kuttab Al-Fatih, East Jakarta, it can be concluded that the management of teachers at Kuttab Al-Fatih, East Jakarta has been running effectively, this can be seen from the 4 indicators of effectiveness starting from the input indicators which include the characteristics teachers, facilities, equipment, and educational materials as well as management capacity, all of these components are available and running well. Likewise with process indicators which include administrative behavior, teacher time allocation, and student time allocation, the components in the process have been carried out properly by each party, especially teachers as executors in the field. For the output itself the author finds that the learning outcomes of students at Kuttab Al-Fatih are not yet 100% at each level, but in general it is very good for the results of student learning achievements, as well as changes in the attitudes and manners of students at Kuttab Al-Fatih Jakarta the East is very kind and this is reflected in their daily behavior from arrival to return. They always maintain etiquette, such as etiquette to teachers, etiquette to friends, etiquette in speaking, and other etiquette. As for the outcome indicators themselves, they can only be seen from the East Jakarta Kuttab Al-Fatih graduates who continue on to the next level of education.

**Keywords:** Effectiveness, Teacher Management, Non-formal Education Institutions

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## 1. INTRODUCTION

The process of education in Indonesia is known as informal education, formal education and non-formal education. The existence of non-formal education as a path of education outside of formal education is to serve the educational needs of the community in order to improve knowledge, skills, attitudes and values that are implemented in stages and structured with a flexible, functional system and develop life skills for Lifelong Learning. Non-formal education as a subsystem, National Education has several advantages. Non-formal education programs are more concerned with the needs of the community. This is evidenced by the existence of, a) the purpose of the program is closely related to the needs of students, the needs of the local community and / or the needs of the institution where the students work, b) there is a close relationship between the contents of the educational program with the world of work or business activities in the community, c) the organization- other learning resources in the local environment, d) educational programs are directed to the interests of students instead of prioritizing program organizers, e) learning activities are not separated from work activities or the functionality of students in the community, f) the compatibility of education with the world of work, then non-formal education programs can provide results relatively faster [1].

When teachers do not have basic competence in teaching and educating the results of Education will also not be maximized, this is where the importance of an educational institution, especially non-formal education has good management including teacher management, because there are some non-formal education that runs without good management from the manager as mentioned by Rivai Bolotio in his journal The problem of, organizing up to evaluation. Even Rivai mentioned that organizing in TPQ Nurut Taqwa Sea has not shown good and professional development. TPQ movement impressed the road in place. This was said by the chairman of TPQ Nurul Taqwa Sea that so far we have only been told to fill in blanks and others [2].

Teachers become the most decisive component and play an important role in the teaching and learning process. Because teachers who deal directly with students and teachers in the hands of the creation of a pleasant learning atmosphere. Therefore, to create a fun learning process, of course, teachers as professional educators must equip themselves with various kinds of knowledge, experience, and skills about teaching. In order to improve the quality output of teachers must be able to develop themselves in utilizing the facilities and infrastructure of learning and improve their competencies in order to achieve the ultimate goal in the learning process and this affects the learning process because of the large number of students who will be taught, so if there is no addition of teachers.

The teacher as a professional educator must certainly have at least four competencies. First, paedagogic competence is the ability of a teacher to manage the learning process that includes understanding the teacher in planning and implementing the learning process and the teacher's understanding of learners. Second, kopetensi personality is the ability of a steady personality, stable, mature, wise, and authoritative, an example for learners, and noble, as a person who is considered a model or role model to be followed. Third, professional competence is the ability to master learning materials in a broad and in-depth manner that allows it to guide learners to meet the competency standards set forth in educational standards. Fourth, social competence is the ability of educators as part of the community to communicate and get along effectively with students, educators, education personnel, Guardians of students, and the surrounding community [3].

Kuttab al-Fatih as a non-formal educational institution must have proper management in managing teachers where teachers have at least four competencies above. From the data obtained by researchers kuttab al-Fatih is a non-formal institution that conducts teacher recruitment by providing basic training to prospective teachers who will teach, including teachers who have the ability to teach children aged 5 s / d 12 years. Then taught about the basic materials of Islamic education, especially the material is closely related to the material to be taught to students, and how to teach with the teaching pattern of the Prophet, the education lasted for two years and the teacher is ready to be placed in Kuttab al-Fatih throughout Indonesia.

The problem that teachers face in Kuttab Al-Fatih is when teachers who have families have children. For Akhwat (female) teachers are allowed to bring their children in teaching, sometimes the child makes the learning atmosphere is not conducive, so the teacher must condition the child first. The management of Kuttab Al-Fatih considers that children should still be a priority for a mother, so do not let teaching make a mother not pay attention to her child. Another problem is the lack of understanding of teachers to the learning that will be delivered to students because the learning material is based on the Qur'an, while many teachers who do not have the competence with enough, so it requires additional upgrading of the teacher. From the data obtained by the author that about 60 percent of the teachers in Kuttab al-Fatih have a general

background, therefore the management of teachers in Kuttab Al-Fatih emphasizes on upgrading the ability of teachers, especially on religious materials that will be taught to students. This indicates that the teacher training carried out by Kuttab al-Fatih for 6 months has not been maximized in the development of educator human resources. In addition, some teachers take jobs outside Kuttab al-Fatih to meet their needs, because Kuttab Al-Fatih only relies on the payment of santri tuition fees to pay teachers who are sometimes not sufficient for daily needs, then some teachers, especially ikhwan teachers who are heads of households must find additional to meet their household needs.

## **2. RESEARCH METHODS**

The object in this study is Kuttab Al-Fatih. Data analysis techniques used are observation, interviews, and documentation. Checking the data to avoid the author in analyzing the data. Then the validity of the data is tested by: collecting data continuously on the object of research. and triangulation on other sources that can be accounted for [4][5].

## **3. RESULTS AND DISCUSSION**

### **A brief history of the establishment of Kuttab Al-Fatih East Jakarta**

Setiawan at his residence and his house was donated to Kuttab Al-Fatih East Jakarta. Kuttab Al-Fatih East Jakarta is the second branch after Kuttab Al-Fatih opened in Depok for the first time. Kuttab Al-Fatih itself is part of the Foundation Al-Fatih pillars of civilization which was founded by Budi Ashari in Depok. Ari Setiawan said that establishing Kuttab Al-Fatih without any capital other than convinced by the concept offered by the Al-Fatih foundation pillars of civilization so that he donated his land to be used as a class for children to learn the Koran. Kuttab Al-Fatih East Jakarta is located at street SMP 160 No. 1, Ceger Village, Cipayung District, East Jakarta. Kuttab Al-Fatih East Jakarta was first opened in 2013 which was inaugurated by the chairman of the Al-Fatih foundation pillar of civilization Budi Ashari.

### **Research results**

Special curriculum, complete educational facilities and readiness of students to learn will not produce many students who have the ability and good character when educational personnel are not prepared as well as possible. As the spearhead of education and the forefront of dealing directly with the generation of students, it is certainly very natural to get an abundance of hope for every parent. For this reason, preparing educators or teachers is not only a matter of academic ability, but also other things in education. Therefore Kuttab Al-Fatih East Jakarta is very concerned in the preparation and management of teachers, ranging from the recruitment process, teacher training in the form of Teacher Academy education to the upgrading process that is carried out every day to teachers who have officially become teachers.

Teacher management is the process of managing potential human resources and plays a role in realizing the goals of National Education. Teacher management is a management mechanism that must be carried out thoroughly and continuously starting from the process of human resource planning, recruitment, selection, placement, compensation, award, coaching and training/development, and dismissal. All of this is done to form and produce qualified teachers in accordance with their respective fields. An educational organization such as a school has the right to choose and make a selection to receive. This is intended so that the school can be better and qualified so that students as input can be qualified as well. This is in line with that described by some experts related to the management of educators and educational personnel in an institution.

Mulyasa stated that the management of educators and education personnel includes: (1) employee planning; (2) employee procurement; (3) coaching and employee development; (4) promotion and mutation of educators and school education personnel; (5) dismissal of Employees; (6) employee compensation; (7) assessment of educators and school education personnel [6]. According to Eneng Gurnika in his journal entitled management of educators and education personnel in an effort to improve the quality of early childhood education management activities of educators and education personnel consists of employee planning, employee procurement, coaching, promotion and mutation, dismissal, compensation, and assessment.

Furthermore, according to Murni in his journal entitled educator and Education Personnel Management, educator and Education Personnel Management is an activity that must be carried out starting from the educator and education personnel entering the education organization until finally stopping through the process of human resources planning, recruitment, selection, placement, giving campaigns, Awards, education and training development and dismissal.

All of this needs to be done properly and correctly so that the expected goals are achieved, namely the availability of the necessary educational personnel with the appropriate qualifications and abilities and can carry out the work effectively and efficiently. The seven components of the management of educators and educational personnel are as follows :

- Teacher recruitment planning Kuttab Al-Fatih East Jakarta
- Teacher Recruitment Kuttab Al-Fatih East Jakarta
- Teacher Placement Kuttab Al-Fatih East Jakarta
- Developing and upgrading teachers in Kuttab Al-Fatih East Jakarta
- Evaluation of performance in Kuttab Al-Fatih East Jakarta
- Promotion and mutation teacher Kuttab Al-Fatih East Jakarta
- Teacher dismissal at Kuttab Al-Fatih East Jakarta
- Supervise or control Kuttab Al-Fatih teachers in East Jakarta
- Al-Fatih teacher's salary
- Factors supporting and inhibiting the management of teachers in Kuttab AL-Fatih

### **Discussion of research results**

Based on the findings of the research above, each of the findings can be discussed as follows:

#### **1. Effectiveness Of Teacher Management**

To measure the effectiveness of Teacher Management in Kuttab Al-Fatih East Jakarta, the author uses Mulyasa theory. According to Mulyasa, effectiveness indicators refer to inputs, processes, outputs, and outcomes. The indicators can be described as follows : (1) input indicators, covering the characteristics of teachers, facilities, equipment, and educational materials and management capacity, (2) process indicators, including administrative behavior, allocation of teacher time, and allocation of Student time, (3) output indicators, including the results in the form of acquisition of students and the dynamics of the school system, the results related to learning achievement and, includes the number of graduates to the next level of Education, Higher School achievement and employment, as well as income.

- a. Input indicators, including the characteristics of teachers, the authors found that for the characteristics of teachers in Kuttab Al-Fatih East Jakarta as already in accordance with the requirements of teacher professionalism where every teacher must have the academic ability to understand any material that will be presented to students in the classroom, teachers in Kuttab Al-Fatih East Jakarta have 4 basic competencies which include; pedagogical competence, personality competence, professional competence and social competence. All of the above competencies are very helpful in the course of the teaching and learning process which is expected to provide maximum results in accordance with the goals that have been determined. Pedagogic competence will help teachers to understand every material that will be taught to students, this is obtained by the author during the observation to the classes every lesson hour where teachers have prepared the material that has been studied before starting the KBM hour, this competence is also to understand every need muird which is certainly different from one another, so teachers sometimes, so that it will become an evaluation material when there is a santri development meeting held once a week. For personality competencies already owned by teachers Kuttab Al-Fatih East Jakarta, where every teacher has the nature of maturity, also wise and authoritative, then the most important thing is that teachers can provide examples to the students, such as coming on time as determined, speaking good words, behaving in accordance with the manners taught to children and all activities that reflect a teacher. From some data obtained by the author that the requirements of teachers according to Islamic Guidance trying to be applied by teachers. As for professional competence, each teacher is required to prepare the material as well as possible, there is even a special session of teachers to deepen the material to be delivered to students where each teacher will discuss the material to be delivered and presented to other teachers. Of course, this is done so that when you want to teach the teacher is really in a state of complete readiness. The last is the social competence in which teachers must have good communication skills, especially to students and parents, of course, good communication, especially when teaching will greatly affect the learning outcomes of students, as well as when communicating Child Development to parents, teachers must be able to choose a good diction and way of speaking. Likewise with how to get along, teachers are equipped with ways of interaction and get along in accordance with what has been taught by the Prophet sallallaahu 'alaihi wasallam, especially when the Prophet got along with children. Teachers also have physical and spiritual health, this is also one of the main requirements to become a teacher in Kuttab Al-Fatih where teachers must have physical health in the form of physical health

and do not have a history of severe illness let alone infectious, for spiritual health, teachers must have the correct understanding of Islam in accordance with what has been taught by the Prophet and his companions, have a great, this is evidenced by the teachers who come to Kuttab Al-Fatih are those who have concerns about education and they come not just looking for a job, let alone for the salary of teachers in Kuttab Al-Fatih is still below the school in general. As for adequate facilities, Kuttab Al-Fatih East Jakarta is supported by simple infrastructure such as study rooms equipped with teaching and learning equipment such as whiteboards, study desks for santri fans and stationery. As for the sports field, Kuttab itself uses the GOR near Kuttab. This is because learning in Kuttab is very simple so it does not require a lot of facilities. With existing facilities it has been very helpful for teachers in carrying out their role when teaching students. Just like the facilities, the equipment in Kuttab is also very simple. For Kuttab educational materials as a non-formal educational institution, the curriculum and educational materials are made by the Al-Fatih foundation pillars of civilization, educational materials in Kuttab Al-Fatih have modules that are tailored to their respective levels, for the initial Kuttab level 1 and 2 then use natural and Calistung modules, for the initial Kuttab level 3 then use human and Calistung modules and good management capacity is also owned by Kuttab Al-Fatih. So when looking at the indicators of effectiveness at the input point, Kuttab Al-Fatih East Jakarta has implemented every point well.

- b. Process indicators, including administrative behavior in this school are also adequate where each teacher must provide a report on the development of students every month, both reports that are the development of understanding, the achievement of memorization of the Qur'an that has been determined, personality development that includes manners and morals of each student as well as reports of Student Problems that must be resolved. All of this must be reported in writing by each teacher to the coordinator of each masibg, for faith teachers will report administrative problems to the coordinator of faith and the teacher of the Qur'an must report its administration to the coordinator of the A-Qur'an in the form of memorization achievement setian students in one month. For the allocation of teacher time that has been designed by the head of Kuttab to fill the hours that have been provided by the school has been running very well where for the arrival of teachers at 7 am and preparing to welcome students and this is also part of education that is to provide examples and good examples to the students, while for the return of teachers at 15: 00, because there are activities every day for upgrading and discussion of the development of students, while the afternoon activities include; memorization of the Qur'an, teacher studies, RKK plenary, and discussion of both scientific discussions and discussion of the development of students. The allocation of time for students in Kuttab Al-Fatih East Jakarta is generally the same as elementary school. KBM hours for students in Kuttab Al-Fatih starts from 07:15 until 13: 00, in that time students will get the clock of the Qur'an and the hour of faith.
- c. Output indicator, includes the results in the form of acquisition of students and the dynamics of the school system, the output indicator is a measure used to evaluate the results of a process or activity, this includes the number of products produced, the level of production efficiency or the quality of the final results of a program, in terms of output indicators in Kuttab Al-Fatih East Jakarta can be seen from the achievements obtained by students. Acquisition of students in Kuttab Al-Fatih East Jakarta according to their respective levels as an example for the initial kuttab level 1 for the acquisition of memorization must be at least until the letter At-Takatsur, then for the initial kuttab level 2 to letter Ad-Dhuha, initial kuttab 3 to letter An-Naba, kuttab qonuni 1 to letter Al-Mulk, and the final target is in kuttab qonuni 4 where each student is required to complete the target of 7 juz. For the efficiency of the output itself is different between each level, because the author himself researched the post-pandemic, it was obtained for the qonuni 4 level, so there were a lot of students who did not reach the target. From the data obtained by the researchers, the main factor hindering the achievement of memorization for qonuni 4 is a pandemic that requires students to study at home so that it is difficult to control the students ' memorization so that the target of memorization is not achieved properly. As for the target memorization of the initial kuttab level 1 to qonuni 3 is classified as very good. Here are the results of the recitation and memorization of santri for the 2022-2023 school year:

**Table of recitation and memorization achievement of santri Kuttab Al-Fatih East Jakarta academic year 2022-2023**

Kelas	Jumlah santri	Tilawah	Persentase	Tahfidz	Persentase
KA 1	24	24	100%	23	96%
KA 2	44	40	91%	40	91%



KA 3	58	58	100%	54	93%
KQ 1	40	39	98%	28	70%
KQ 2	42	35	83%	20	50%
KQ 3	27	25	93%	10	37%
KQ 4	31	26	84%	7	23%
Total	266	247	93%	182	68%

From the above data it can be seen that for the achievement of the recitation of santri Kuttab Al-Fatih East Jakarta achieved a very good level of achievement where an average of 93%, it is very efficient teaching recitations conducted by teachers is very good. For the average memorization of the Qur'an is 68% this is because for kuttab qonuni 3 and 4 only a small part of which reached the target where the biggest reason is because they had experienced the condition they have to study at home for 2 years so it is difficult to control the memorization of students. The achievement for the lesson of faith which includes the understanding and application of the character of faith is very good and it can be seen from the behavior of students every day such as manners to the teacher, manners of associating and interacting, manners in speaking, manners in science assemblies and other manners that have been applied by students. So it is with the achievement of understanding the verses of the Qur'an that have been taught to them which then manifest in real behavior in their daily lives. For the academic side such as reading, writing and counting is good enough, plus for those who want to take the exam package A, they take additional classes to prepare for the exam package and at the same time add academic understanding, because in the classroom more focused on planting the characteristics of faith and memorization of the Qur'an.

As for the dynamics of the school system which includes aspects such as curriculum, technology and innovation, education policy and so forth. Some of the main aspects of the dynamics of the school system include:

- 1) Curriculum and teaching: curriculum is the core of a student's learning experience in school. School system dynamics refers to changing and refining the curriculum to ensure relevance and effectiveness in preparing students for the future. These changes may include adjusting to new developments in education, local community needs, and government requirements.
- 2) Technology and innovation: technological developments are constantly changing rapidly, and the school system must keep up with these developments in order to remain relevant and efficient. The application of technology in learning, school administration, and communication with parents and students becomes an important part of the dynamics of the school system.
- 3) Education policy: the education policy of the central or local government can have an effect on the dynamics of the school system. Changes in education policy, such as evaluation systems, assessment standards, or funding allocations, can affect the way schools operate and students learn.
- 4) School Leadership: School Leadership also plays an important role in the dynamics of the school system. Principals and administrative staff have the responsibility to design strategies, manage change, and create a positive learning environment for students and teachers.
- 5) Student and parent participation: students and parents have an important role in the dynamics of the school system. Their active involvement in school activities, consultation in decision-making, and participation in the educational community help create an inclusive and goal-oriented learning environment.
- 6) Evaluation and improvement: the school system should conduct periodic evaluations of student performance, teaching methods, and the quality of educational programs. The results of this evaluation can be used to identify areas that require improvement and improvement
- 7) Multiculturalism and inclusiveness: today's Educational Society is increasingly multicultural and diverse. The dynamics of the school system must reflect inclusiveness and equality for all students, while accommodating the diversity of cultures, languages and educational needs.

From all the dynamics of the school system Kuttab Al-Fatih East Jakarta has run every system properly and structured, so that every program, especially involving teachers, can run well and effectively.

- d. Outcome indicators for Kuttab Al-Fatih East Jakarta can only be seen in terms of graduates of Kuttab Al-Fatih who can continue to a higher level of education, during the Kuttab Al-Fatih East Jakarta journey from 2013 to 20223 there are already 4 generations who graduated from Kuttab Al-Fatih East Jakarta and they can all continue to the next level of education, both SMP or mtasn. Although Kuttab Al-Fatih is a non-formal educational institution, it does not close its graduates to continue to a higher level.

#### **4. CONCLUSIONS**

Based on the findings of research on how the effectiveness of Teacher Management in Kuttab Al-Fatih East Jakarta, it can be concluded that, the management of teachers in Kuttab Al-Fatih East Jakarta has been running effectively, it can be seen from 4 indicators of effectiveness ranging from input indicators that include teacher characteristics, facilities, equipment, and educational materials and management capacity, all of these components are available and running well. Likewise with process indicators that include administrative behavior, teacher time allocation, and student time allocation, the components in the process have been implemented well by each party, especially teachers as implementers in the field. For its own output, the author found that the achievement of learning outcomes of students in Kuttab Al-Fatih has not been 100% at each level, but in general it has been very good for the results of learning outcomes of students, as well as changes in attitudes and manners of students in Kuttab Al-Fatih East Jakarta has been very good and it is reflected in their daily behavior from arrival to return they always maintain manners, such as manners to teachers, manners to friends, manners to speak, and other manners. As for the outcome indicator itself, it has only been seen from graduates of Kuttab Al-Fatih East Jakarta who continue to the next level of Education.

Although Kuttab Al-Fatih East Jakarta is only a non-formal educational institution, it can still facilitate students who graduate to continue to the next level of education, both to formal educational institutions such as state secondary schools (SMP) or to pesantren-pesantren in Indonesia. The diplomas obtained by graduates of Kuttab Al-Fatih are generally package a diplomas, which are then later used to register for the next level of Education.

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