

Educator Resource Development System Madrasah Aliyah

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Abstract

This research aims to analyze: (1) planning for the development of teaching staff resources; (2) the process of developing teaching staff; (3) educational staff development components; and (4) a model for developing teaching staff resources. This research uses a multisite qualitative method where data collection techniques employ interviews, observation, and document study techniques to enhance the validity of the data findings and the authenticity of the research. The results of this research conclude that: (1) planning for the development of teaching staff is led by the head of the madrasah, involving all elements of the madrasah and taking various forms in the short term, long term, and incidental; (2) the process of developing teaching staff is carried out using various steps, namely: problem identification; needs analysis; determination of funds; target setting; program determination; program implementation; and evaluation; (3) the teacher competency development components include the pedagogical component, professional component, social component, and personality component; and (4) a model for developing teaching staff takes the form of position rotation; training; guidance/counseling; job instructor training; demonstrations and examples; temporary assignments; workshops; seminars; comparative studies; teacher performance management; career development; improving welfare; subject teacher deliberation; education and training; supervision; and further studies.

Keywords:

Sistem Pengembangan,
Sumberdaya Tenaga
Pendidik,
Staff Pengajar

Abstract

Penelitian ini bertujuan menganalisis: (1) perencanaan pengembangan sumberdaya tenaga pendidik; (2) proses pengembangan tenaga pendidik; (3) komponen pengembangan tenaga pendidik; dan (4) model pengembangan sumberdaya tenaga pendidik. Penelitian ini menggunakan metode kualitatif multisitus dimana teknik pengumpulan data menggunakan teknik wawancara, observasi dan studi dokumen sedangkan untuk memperkuat kesahihan data hasil temuan dan keotentikan penelitian. Hasil penelitian ini menyimpulkan bahwa: (1) perencanaan pengembangan tenaga pendidik dipimpin kepala madrasah dengan melibatkan seluruh elemen madrasah dan bentuknya dalam jangka pendek, jangka panjang serta insidental; (2) proses pengembangan tenaga pendidik dilakukan dengan berbagai proses yaitu: identifikasi masalah; analisis kebutuhan; penetapan dana; penentuan sasaran; penentuan program; pelaksanaan program; dan evaluasi; (3) komponen pengembangan kompetensi guru yakni komponen pedagogik; komponen profesional, komponen sosial dan komponen kepribadian; dan (4) model pengembangan tenaga pendidik berupa rotasi jabatan; pelatihan; bimbingan/penyuluhan; latihan instruktur pekerjaan, demonstrasi dan pemberian contoh, penugasan sementara, workshop; seminar; study banding; pengelolaan kinerja guru; pengembangan karir; peningkatan kesejahteraan, musyawarah guru mata pelajaran, pendidikan dan pelatihan; supervisi; dan studi lanjut.

INTRODUCTION

The development of educational personnel is an effort to utilize, advance, and increase the work productivity of every educational personnel at all levels of organizational management and educational levels. Educator development includes various activities and programs aimed at improving teachers' knowledge, skills, attitudes, and teaching practices (Lailatilfadla, Akmalia, Hasri, Putri, & Situmorang, 2022). Increasing knowledge in this case is related to the development of teaching staff which aims to increase teachers' understanding of content and learning methods that are relevant to their field of teaching (Jopp, 2020). This involves increasing academic knowledge, understanding of learning theory and practice, as well as knowledge of child development (Fuadi, Nasution, & Wijaya, 2023). Skills development in this case means that teachers need to develop effective pedagogical skills to create an interesting and supportive learning environment (Hardianti & Listiadi, 2021). Developing these skills includes lesson planning, the use of innovative teaching strategies, effective classroom management, accurate assessment, and good communication skills (Yanti, 2015).

Increasing professional attitudes is intended for the development of teaching staff. It also aims to form a positive professional attitude and high work ethic (Warman, 2016). This involves developing teachers' abilities to work collaboratively with colleagues, communicating with parents (Samsuddin & Akmalia, 2017), and the community, as well as showing dedication and responsibility towards their profession, including updating knowledge and the latest trends. The development of human resources, including teaching staff, is a long-term investment in improving the quality of education. Through continuous development, teaching staff can become professional, more competent, motivated, and ready to face challenges in the learning process (Solechan, Afif, Sunardi, & Masrufa, 2023). The development of teaching staff helps teachers stay relevant and keep up with the latest developments in the field of education. Teachers need to continually update their knowledge of the latest research, innovative learning methods, and new educational technologies (Aulia et al., 2023). Some of the obstacles faced in developing educational human resources are the lack of teacher training and teacher knowledge in the field of information technology (IT). To overcome this problem, this can be done through a professional teacher training program (PLPG) which aims to create professional teachers and the Teacher Competency Test (UKG) (Akmalia, Siahaan, & Mesiono, 2020). The Indonesian government must improve the quality of LPTKs as teacher producers, and conduct teacher training in the field of information and communication technology (ICT) intensively.

However, the ideal reality above has recently been invisible, the low system of developing teaching staff resources in madrasahs has become increasingly clear when phenomena have emerged related to this in the form of a lack of awareness, motivation and perhaps not even realizing the importance of this professional development. Teachers are often given a heavy workload, making it difficult for them to attend training or participate in other development programs. And many madrasahs do not have sufficient resources, such as textbooks, software, or laboratory equipment needed to develop teaching staff resources. The unavailability of these resources can hinder development and innovation efforts in teacher learning. Based on the conditions above, the strategic step that must be taken immediately is to design the management of teaching staff, both in terms of intellectual, spiritual, moral, creative, emotional and teacher responsibilities. According to Mulyasa, the role of teaching staff in educational institutions is very important in transferring knowledge that must be mastered (Mulyasa, 2008). It

is hoped that the role of human resource management in educational institutions will contribute to helping improve the quality of education, because quality education comes from the people who manage education themselves, who are also quality human resources (Siahaan et al., 2022). In order to support the achievement of quality resources in educational institutions, it is a necessity for every educational institution to implement a system for developing educational personnel resources.

Several relevant studies have been carried out by Harun who concluded that the development of educational personnel can be carried out using training and non-training routes, training routes such as continuing education, upgrading, seminar activities, workshops, etc., non-training routes, for example can take the form of promotions, giving bonuses and incentives, warnings and punishments (Harun, 2013). Other research provides the view that the process of developing human resources in educational institutions must also be based on needs analysis and careful planning so that it can support the process of achieving the goals of educational institutions where a good and careful process will produce human resources, namely qualified teaching and educational staff. quality (Junaidi, Zalisman, Yusri, Amin, & Wismanto, 2023). In planning the development of educational personnel resources, the planning carried out is recruitment, selection, training and development, and personnel activities within the organization (Murtafiah, 2022). Several stages in human resource management, namely planning, recruiting and developing human resources are carried out in a planned, systematic and oriented manner towards continuous quality improvement (Yuliyati, 2020). According to Mudassir's research results, the development of educational human resources can be done through teacher training, which is tailored to teacher needs (Mudassir, 2016).

Based on initial observations made by researchers, it was found that Madrasah Aliyah Al-Washliyah Muallimin received achievements at the 54th MTQ Event in Medan City, which were achieved by students and including educators/teaching staff. This condition has created an interest in conducting research that uncovers the resource development system for teaching staff (Multi Site study of Madrasah Aliyah Al-Washliyah Muallimin Univa, Medan City and Madrasah Aliyah Al-Washliyah 29, Binjai City). The aims of this research are: to find out how to plan the development of teaching staff resources and what the process of developing teaching staff is at Madrasah Aliyah Al-Washliyah Muallimin Univa, Medan City and Madrasah Aliyah Al-Washliyah 29, Binjai City. The thing that differentiates this research from the results of previous research is that this research focuses on the process of developing teaching staff resources, which focuses on development planning and the development process.

RESEARCH METHODS

This type of research is qualitative with a case study approach. The main aim of this research using multisite studies is to look for similar patterns, or generate new propositions and theories from existing sites. Case study qualitative research is a research method used to study a phenomenon in a real context, such as individuals, groups, organizations, or certain events (Rusli, 2021). The aim of qualitative case study research is to understand the phenomenon being researched in depth and detail, as well as describe the characteristics and context associated with the phenomenon. (Assyakurrohim, Ikhrum, Sirodj, & Afgani, 2023). The subjects of this research were the principal, deputy principal, teachers, students and school committee.

The subjects of this research were residents of Madrasah Aliyah Al-Washliyah Muallimin Univa, Medan City and Madrasah Aliyah Al-Washliyah 29, Binjai City, such as principals, deputy principals, teachers, students and school committee members. The data collection techniques used by researchers are observation, document study, and interviews (Ardiansyah, Risnita, & Jailani, 2023). Researchers are at the research location to carry out observations at the research location. So in this case the researcher is present in a certain atmosphere by first preparing written guidelines regarding the aspects to be observed. The first step is the grand tour stage, namely playing a passive role in the field situation. Researchers only observe how events are carried out by actors in the field in order to foster closeness and a family atmosphere in order to obtain the general data needed. After building familiarity with the actors and the surrounding environment, so that the researcher's presence is no longer considered foreign to them, then the researcher carries out participatory observations. Next, researchers conducted interviews with primary and secondary informants to obtain field data. Then, researchers conducted a document study to reveal the truth of the interview data with the support of documents in the field. The data analysis technique refers to Miles and Huberman through three channels, namely: data reduction, data presentation and drawing conclusions. Furthermore, the techniques for guaranteeing the validity of the data are: *credibility*, *credibility*, *dependability* and *confirmability*.

RESULTS AND DISCUSSION

Results

Educator Resource Development Planning *Madrasah Aliyah Al-Washliyah Muallimin Univa Medan City*

To get maximum results from a job, careful planning is needed before starting it, this also applies to developing educational human resources, so the first process that must be carried out by the school before developing educational human resources is to prepare a plan.

Mrs. Mal in an interview explained that:

"We have something called supervision, supervision is divided into 2; Regular supervision: carried out by the head of the academic field from whom we know what the needs of all teachers/teaching staff are, and clinical supervision: carried out by the principal specifically for teachers who have just joined Madrasah Aliyah Al-Washliyah Muallimin Univa Medan City or existing teachers who get a new assignment, for example an SBK teacher becomes a class teacher.

Planning in the development of educational human resources begins by first determining the training/development program needed by the school, to find out these needs the head of each field looks at the teaching staff's report card, so that the training needed will be known.

Furthermore, Rr's mother. explains that:

"We always have teacher reports every semester, from these teacher reports we can see what development is needed. Teacher report card 1 contains student learning outcomes, teacher report card 2 contains teacher creativity in teaching and teacher report card 3 LNKP (employee work score sheet). "Meanwhile, for education staff, we use LNKP (employee work value sheet) to measure their performance."

In addition to assessing training and development needs from teachers' annual report cards, Madrasah Aliyah Al-Washliyah Mualimin Univa Medan City also optimizes existing organizational work to monitor/coordinate its subordinates so that if there is an urgent need for training for field heads from each section they can immediately submit it to school principal without having to wait for the annual report. As head of academic affairs stated: "*Planning looks at the teacher's needs/requests so that what we do is not in vain and is right on target.*"

For short-term planning, usually this will be discussed at weekly meetings, Mr. Darmaji said: "Planning can be done at weekly meetings, as a means of updating information. "So that urgent human resource development cases can be discussed at this weekly meeting."

Based on the data above, both from interviews, observations and documentation, it can be concluded that the planning for the development of educational human resources at Madrasah Aliyah Al-Washliyah Mualimin Univa, Medan City is headed by the principal, clinical and regular supervisors and heads of fields. By going through three planning channels, namely weekly planning (short term), semester/annual planning (long term), and planning that is carried out incidentally, and through the planning process starting from problem identification, determining needs, existence of funds, determining targets, determining programs and program implementation and evaluation .

Madrasah Aliyah Al-Washliyah 29 Binjai City

To be able to carry out school programs/activities optimally and get maximum results, one of them is: The right thing to do by MA Al-Washliyah 29 Binjai City is to first prepare human resources as the main actors who will carry out the program/activity. This can be seen from how MA Al-Washliyah 29 Binjai City is a school that is aware of the importance of development. human resource potential which often takes part in/holds training and development for educators .

The first thing that the principal/madrasah does in preparing the development of educational human resources is to hold a deliberation with subject teachers, this is intended to find out what subject teachers need, whether in the form of material such as the procurement of teaching materials or non-material such as training. and developing personal potential . As said by the homeroom teacher for class XI MA Al-Washliyah 29 Binjai City: "*In an effort to develop the potential of educational human resources in schools, the principal/ deputy principal held a meeting with all teachers in order to discuss what potential could be developed in the school, both teacher and student potential.*"

Apart from that, the school principal also holds deliberations with the education staff with the same goal as the teaching staff, namely to find out everything that is needed by the education staff. This was confirmed by a sports teacher at MA Al-Washliyah 29 Binjai City who said: "*The principal or sends a deputy principal to lead a deliberation with the subject teachers and educational staff to ask for their opinion regarding what development is needed by the teaching staff.*"

The deputy principal also added: "*Training and development is determined in accordance with the needs of the institution, human resources for educators and students.*" The determination of needs is adjusted to two things, namely the quality that wants to be improved and the demands of the times. Improving quality is one way of maintaining the excellence that a school has, because improving existing quality will improve the quality of the school. Mr Muhammad Said said:

"What underlies the appointment of principals and vice principals for human resource development planning is improving the quality of students, so that this will

automatically influence improving the quality of schools. Determining needs looks at the demands of students' needs, because the large number of students who excel encourages teaching staff to perform more than the students."

Mr Saihul also stated the same thing, he said:

"There are two things that influence the principal's decision regarding educational human resource development programs in schools, namely: 1) the demands of the times. For example: use of LCD, Wi-Fi, etc., 2) the need for improvements to a program, for example: improving the quality/creativity of teacher teaching."

Reviewing the data from interviews, observations and documentation above, it can be concluded that the planning carried out by MA Al-Washliyah 29 Binjai City is headed by the principal and deputy principal/head of the division, as well as the teacher performance team. By going through 2 planning channels, namely weekly planning and planning carried out incidentally, with the planning process namely problem identification, determining needs, determining targets, determining programs, program implementation and evaluation.

Educator Resource Development Process *Madrasah Aliyah Al-Washliyah Muallimin Univa Medan City*

Madrasah Aliyah Al-Washliyah Muallimin Univa Medan City is committed to developing human resources for educators through various superior programs in order to improve and develop the competence and professionalism of educators. This was revealed as stated by the Head of Madrasah Aliyah Al -Washliyah Muallimin Univa Medan City that: "*We are committed to developing human resources for educators and use many competency development methods. Methods for developing human resource educators include on-the job training and off-the-job training.*"

Based on the documents that researchers obtained, researchers also found educational human resource development programs carried out at Madrasah Aliyah Al -Washliyah Muallimin Univa, Medan City.

Madrasah Aliyah Al-Washliyah 29 Binjai City

The intended quality development of educators is to improve the quality of education, especially the quality of educational outcomes (students) as a benchmark for the success or failure of an educational process. Therefore, the development of the quality of educators through education and training at Madrasah Aliyah Al-Washliyah 29, Binjai City does not end with the implementation process, so to find out the results of the implementation of human resource development for educators at Madrasah Aliyah Al-Washliyah 29, Binjai City, an evaluation process is held. The stages of the evaluation process are carried out consistently from start to finish.

The process of developing human resource educators at Madrasah Aliyah Al-Washliyah 29 Binjai City is structured for long, medium and short term programs and is generally programmed at the beginning of the learning year with various considerations relating to needs, facilities, implementation and budget.

This was conveyed by the deputy head of the curriculum department that:

"The educational human resource development program at Madrasah Aliyah Al-Washliyah 29 Binjai City is prepared for the long, medium and long term. short-term. Development programs are also tailored to needs. In preparing development programs , madrasahs apply several processes, including determining needs, targets, program content, principles, program implementation, identification of benefits and program assessment. "The things programmed at Madrasah Aliyah Al-Washliyah 29 Binjai City include equalization and certification programs, training, supervision and MGMP (Subject Teachers' Conference) as well as sustainable education programs . "

Regarding the statement above, the researcher continued interviews with educators and education staff, who revealed that: "The welfare that has been received so far is quite good."

This statement supports the previous interview. Various programs of course have their own value in supporting certain programs. So it can be concluded that the methods for developing human resource educators at Madrasah Aliyah Al-Washliyah 29 Binjai City are training, managing educator performance, career development, improving welfare, MGMP, training, seminars, supervision and further study. By applying this method you can increase the professionalism of educators.

Table 1. Teacher Development Model

Teacher Development Model	Description
Individual Guided Staff Development	Teachers can assess their learning needs and are able to learn actively and self-directedly. Teachers should be motivated when selecting learning objectives based on personnel assessment of their needs
Observation/assessment	Observation and assessment of instruction provide teachers with data that can be reflected on and analyzed for the purpose of improving student learning. Reflection by the teacher can ultimately be enhanced by other observations.
Involvement in a development / improvement process	Adult learning is more effective when they need to know or need to solve a problem. Teachers need to acquire knowledge or skills through involvement in school improvement processes or curriculum development.
Training	There are appropriate techniques and behaviors for teachers to imitate in the classroom. Teachers can change their behavior and learn to model behavior in their classrooms.
Inquiry	Professional development is the collaborative study by teachers themselves of problems and issues that arise from efforts to make their practice consistent with the values of the educational field.

DISCUSSION

Planning for the development of educational human resources at Madrasah Aliyah Al-Washliyah Mu'allimin Univa Medan City is carried out by principals, clinical and regular supervisors and department heads. By going through three planning channels including weekly planning (short term), semester/annual planning (long term), as well as planning carried out incidentally, through planning processes including: problem identification, determining needs, existence of funds, determining targets, determining programs and program implementation and evaluation. Furthermore, at Madrasah Aliyah Alwashliyah 29, Binjai City, to implement school programs/activities optimally and get maximum results, one of the effective things done by Madrasah Aliyah Al-Washliyah 29, Binjai City is to first prepare human resources as the main actors who will implementing these programs/activities, this can be seen from how Madrasah Aliyah Al-Washliyah 29 Binjai City, as a school that is aware of the importance of developing human resource potential, often participates in training and development for educators. In line with Sutiawan's research results, there are three types of HR training, namely: *jasadiyah* training, *fikriyah* training, and *rukhiyah* training, which are carried out in the form of methods such as *education, workshops, coaching*, or other training with the aim of increasing the competence of teaching staff (Sutiawan & Fauzan, 2021). As humans, teachers need improvement and improvement in themselves, including in their duties (Effendi, 2021). The role of teachers in educational development includes: instilling values, building character, central to learning, providing assistance and encouragement, supervising and training, disciplining children, and being a role model for the environment (Juhji, 2016).

Planning for the development of teaching staff in each Madrasah in the two Madrasahs shows that the planning is led by the head of the madrasah and the heads of their respective fields. The two Madrasahs in this case have similarities in this regard, related to the planning path, both also have similarities, namely weekly or short-term planning paths and planning which is carried out incidentally, however there are differences regarding the planning process carried out by each Madrasah, namely in Madrasah Aliyah Al Washliyah Mu'allimin Univa Medan City has seven processes which have been mentioned above, however Madrasah Aliyah Al Washliyah 29 Medan City has six processes which have also been mentioned above. The difference between these two Madrasahs is in the process of providing funds where Madrasah Aliyah Al-Washliyah 29 in the city of Medan does not have a process for providing funds. From the above it can be concluded that Madrasah Aliyah Al-Washliyah 29 in the city of Medan does not plan the development of educational resources. think too much about funding because they focus more on the quality of educators. Improving the quality of employee performance by involving education staff in seminars, workshops/training appointed by the school principal in accordance with their respective training fields, such as taking part in KKG and MGMP (Thoha, 2017). In planning the development of quality educators and educational staff, Munandar, et al.'s research revealed that by proposing (*bottom-up*), namely from madrasahs to the Regional Office of the Ministry of Religion with consideration through three analyzes namely needs analysis, position analysis, workload analysis, so that it can an analysis of the advantages and disadvantages was carried out (Munandar, Syah, & Erihadiana, 2022).

Apart from that, the process of developing educational resources at Madrasah Aliyah Al Washliyah Mu'allimin Univa, Medan, is divided into two, namely on-the-job training and off-the-

job training, where activities in both parts are actually also carried out by Madrasah Aliyah Al Washliyah in 29 cities. Binjai, but the Madrasah did not divide the activity into two parts. To see the differences and similarities in the process of developing educational resources between Madrasah Aliyah Al Washliyah Mu'allimin Univa, Medan city and Madrasah Aliyah Al Washliyah 29, Binjai city, we can make a comparison between the activities carried out or the methods used for resource development. human resources, the similarity of activities between the two madrasahs in developing human resources, namely in training activities or methods, implementing or forming subject teacher deliberations, conducting education and training, conducting workshops or seminars, providing teachers with opportunities for further study or further education. , these activities are the method for developing educational resources in the two Madrasahs. Therefore, it is hoped that education can create quality human resources in the field of information technology and also humanitarian aspects because 21st century learning is more integrated with knowledge and skills (Mardhiyah, Aldriani, Chitta, & Zulfikar, 2021).

The development of human resources for educators at Madrasah Aliyah Muallimin Univa, Medan City is greatly influenced by several factors, including: personality and high dedication determine the success of educators in carrying out their duties, professional educators, educators' teaching ability factors, relationship and communication factors that occur in the work environment, relationship factors with society, discipline factors, welfare level factors, and conducive work climate factors. development is carried out using several principles, including: development is carried out for all existing educators. The goal orientation is to change behavior and professionalism in the tasks carried out or in accordance with the position even before taking office, and development is carried out to encourage increased contribution to educational progress (B, Kardini, Elshifa, Adiawaty, & Wijayanti, 2023; N. A. Nasution & Marpaung, 2023). Not only that, obstacles in developing educational human resources include the uneven distribution of teachers who take part in training and teachers' lack of knowledge in the field of information technology (IT) (Akbar & Tobari, 2017).

Furthermore, the development of human resources for educators at Madrasah Aliyah Al-Washliyah 29 Binjai City is greatly influenced by several factors, including personality and high dedication, which determine the success of educators in carrying out their duties. This success is reflected in their attitudes and actions in developing and guiding students. Professional educators are very important because their task and role involve not only providing scientific information but also shaping attitudes and souls that can withstand the challenges of the era of hypercompetence (Aprilianto, Sirojuddin, & Afif, 2021). The teacher's teaching ability is a crucial factor that reflects the educator's mastery of their competence. The relationship and communication factors that occur in the work environment provide support for the smooth execution of the teacher's duties in the madrasah (Kango, Kartiko, & Zamawi, 2021). Additionally, the relationship factor with the community plays a significant role. Educators contribute to supporting madrasah relationship activities with the community, which can enhance the community's understanding of the goals and targets that the madrasah aims to achieve.

Discipline is another important factor, as the results of a job will be satisfying for all parties involved if educators adhere to the guidelines determined and demonstrate a disciplined attitude in carrying out their duties (Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023). The welfare level factors are crucial in providing appropriate incentives to improve the welfare of

educators. This helps prevent educators from engaging in truant activities driven by the need for extra income to meet their living expenses. Finally, the conducive work climate factors create an environment that encourages educators to work more calmly and in alignment with the objectives of the madrasah. (Arista, Mariani, Sartika, Murni, & Harahap, 2023; Bakar, Umroh, & Hameed, 2023).

Regarding the components of teacher competency development at Madrasah Aliyah Al Washliyah Mu'allimin Univa, Medan city and Madrasah Aliyah Al-Washliyah 29, Binjai city, they have the same components, namely the pedagogical component, the professional component, the social component and the personality component, where this is the professional competence of a teacher, thus It can be concluded that the component that is being improved by the two Madrasas is the professionalism component where the four professional teacher competencies are the competencies that will be developed by the two Madrasas (Arifin, Utama, Aryani, Prayitno, & Waston, 2023; N. H. A. Nasution, Dalimunte, Harahap, Dewi, & Karim, 2023). Competency development is of course something that should be paid attention to (Lubis, 2019). Even though the two Madrasahs have similarities regarding the components being developed, the activities in each component have differences between the two Madrasahs, where regarding the development of pedagogical competency of educational resources at Madrasah Al-Washliyah Mu'allimin Univa, Medan City, there are activities for preparing learning tools in At the beginning of each semester, however, it is supported by workshops, in contrast to Madrasah Al-Washliyah 29 in the city of Binjai. These Madrasas only carry out training activities to develop or assist in the preparation of learning tools or teacher administration.

From the research discussion above, it can be seen that the two madrasahs have several models that are different from each other, but the two madrasahs also have similarities in various activities in developing educational resources. From these two models, it can be concluded that the model for developing educational resources is carried out with sixteen, namely a combination of the two madrasahs.

CONCLUSION

Planning for the development of teaching staff is led by the head of the madrasah, involving all elements of the madrasah and their forms in the short term, long term and incidental. The process of developing teaching staff is carried out using various processes, namely: problem identification; needs analysis; determination of funds; target setting; program determination; program implementation; and evaluation. Meanwhile, the development of human resources, especially educators in madrasahs, is expected to continue to develop following the times and have competent and professional human resources. The implications that arise from this research include providing access to training and continuous professional development in institutional units, encouraging collaboration and continuous learning, paying attention to individual needs, encouraging reflection and renewal, integrating technology in development, building partnerships with educational institutions and communities, and providing constructive feedback. Based on direct experience during the research process, there are several things that include research limitations. This is something that needs to be considered in future research. Some of the limitations of this research are that the object of this research only focuses on the planning and implementation process of developing educational staff data sources, which in principle has many objects that need to be described for further completeness of information.

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