Management of Educator and Education Staff in The Islamic Education Management Study Program Faculty of Tarbiyah IAIN Bone

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ABSTRACT. This research aims to describe the management process of educator and education staff consisting of planning, organizing, actuating and controlling. This research uses a qualitative approach with data collection techniques are the method of observation, interviews and documentation. The data that has been collected is then analyzed through the stages of data reduction, data display and drawing conclusions. The results of the research are 1) Planning of educator and education staff in the Islamic Education Management study program, Faculty of Tarbiyah IAIN Bone is carried out by analyzing needs, researching problems, collecting data and information through the coordination of each leader, a series of actions carried out based on SOP, and finding solutions together to be used as the next reference. 2) Organizing of educator and education staff in the Islamic Education Management study program of the Tarbiyah Faculty of IAIN Bone is regulated based on the applicable IAIN Bone statutes and ortakers, the recruitment and placement of educator and education staff proposed from the institute and regulated by the central government. 3) Actuating of educator and education staff in the Islamic Education Management study program, Faculty of Tarbiyah IAIN Bone is supported by giving examples from leaders, guidance through training and BIMTEK, fairly effective communication, giving motivation in the form of rewards and punishments, giving facilities and infrastructure for education staff that are adequate and still sought to be the best for educator. 4) Controlling of educator and education staff in the Islamic Education Management study program, Faculty of Tarbiyah IAIN Bone is carried out by monitoring and evaluating every study program, directly from the leadership, and various routine reports as a form of real output. Then followed up with problem-solving together.

Keywords: *Management, Educator, Education Staff*

INTRODUCTION

Universities need truly competent educator and education staff to support success in achieving goals. Universities can't function optimally if they don't receive support through the presence of professional educator and education staff (Hasnadi, 2019). As key actors in education, educator and education staff will directly influence the educational process so that they can provide the best results in the educational process (Kadri & Widiawati, 2020). Management is needed to manage educator and education staff in universities. The management of educator and education staff is at a strategic, operational, and managerial level that greatly determines the quality of education (Anggal & Yuda, 2020).

In the management of educator and education staff, it is discussed regarding all activities of educator and education staff starting to enter until finally quitting the educational institution. There are several different phenomena in the discussion related to research on the management of educator and education staff. The research conducted by Nurlindah et al. describes the process starting with planning the procurement of educator and education staff through recruitment and selection, appointment and placement, induction, compensation, supervision and assessment, to the dismissal of educator and education staff (Nurlindah, Mustami, & Musdalifah, 2020). As for Ayubi and Wibowo stated that the implementation of the duties and functions of educator and education staff management consists of planning, recruitment, job placement, compensation, coaching, development and evaluation (Ayubi & Wibowo, 2020). Research on the management of educator and education staff is an interesting topic to discuss. Regarding the issue of management of educator and education staff, it should be noted that currently the qualifications of educator and education staff are still very low, because there is no recruitment system based on competence (Kadarmanta, Yasin, & Fuad, 2021). Based on the results of research by Yustinus Sanda et al. it shows that the implementation of the management of educator and education staff starts from planning, human resource recruitment based on needs assessment and prioritization of educator and education staff recruitment, recruitment process, employment contract system, training and development as well as performance evaluation (Yustinus, Warman, Agustina, & Yesepa, 2022). Previous research looked at management of educator and education staff through the process of planning, recruitment, job placement, compensation, supervision and assessment. Meanwhile, research conducted by researchers shows the process or activity of educator and education personnel management in accordance with the management function by George Terry which consists of planning, organizing, actuating, and controlling (Budiwibowo & Sudarmiani, 2018). More research on educator and education staff is carried out in school or madrasah than in universities. This can be seen when researchers search for relevant previous research.

The issue of standards of educator and education staff are three important aspects in the study of education management which are directly proportional to the quality of education (Susanti, 2021). Arniati dan Hotmaulina in their research stated that in an educational institution, educators and education staff play a very important role. So, in creating quality educators and education staff, good and correct management is needed (Sumbung & Sihotang, 2022). Collaborate and full commitment from all education providers are also needed in the management of educator and education staff (Nurlindah et al., 2020). According to Edwin B. Flippo that the management of educator and education staff functions as management itself, namely planning, organizing, directing, and controlling the procurement, development, compensation, integration, maintenance and termination of employment of educators and education staff (Maskur, Purwanto, & Choiriyah, 2021). Equipped with the results of research by Lorensius et al. that the duties and functions of the management of educator and education staff are carried out in accordance with applicable laws and regulations in order to achieve the goals of improving the quality of national education, developing science, technology, art, and community service (Amon, Ping, & Poernomo, 2021). Quality improvement in the management of educator and education staff requires technical training programs in the implementation of administration and learning so as to produce more qualified and optimal educators and education staff according to community expectations (Jf & Latif, 2020). Not only that, it is also necessary to carry out needs analysis, position analysis, workload analysis so that they can find out the advantages and disadvantages of these educator and education staff (Mukhlisoh, 2018). Isthifah Kemal et al. in their research results added that especially for educator and education staff in universities, of course, it is necessary to uphold the implementation of the Tri Darma of Higher Education in its management (Kemal, Suryadi, & Rosyidi, 2019).

Improving the quality of educator and education staff has been carried out a lot but not through a comprehensive analysis (Kadri & Widiawati, 2020). In order to improve the quality of management of educator and education staff, it is obtained through technical trainings in

organizing administration and learning in early childhood education institutions so that the services of educator and education staff are of high quality and more optimal in accordance with community expectations. This quality improvement boils down to the development of quality education, which boils down to the formation of creative, productive, outstanding and reliable educators and education staff. That in Nurul's research, the management of educators and education staff focused on various training activities for educators and education staff in improving their quality, especially in preschool educational institutions (Jf & Latif, 2020). Unlike the previous research, this study describes the management process of educator and education staff which consists of planning, organizing, actuating, and controlling in universities. So, the urgency of research results will contribute to universities in general in carrying out effective management of educator and education staff.

Based on the results of preliminary observations in the Islamic Education Management study program, that the head of the study program has given directions to all educator and education staff to carry out their duties in accordance with the responsibilities that have been given. However, there are still reports from students regarding deficiencies in services felt both during the learning process and related to administrative services. Not only that, the ratio of lecturers and students in the IAIN Bone Education Management study program only reaches a ratio of 1: 45 which is not in accordance with the rules. This is the basis of researchers want to conduct research related to the Management of Educator and Education Staff of the Islamic Education Management Study Program at IAIN Bone.

METHOD

This research was carried out in the Islamic Education Management Study Program, Faculty of Tarbiyah. Precisely at Campus 1 IAIN Bone located on Hos Cokroaminoto Street, Tanete Riattang District, Bone Regency, South Sulawesi. The research was conducted from July-August 2022.

This research uses a qualitative approach to find out about the management of educator and education staff in the Islamic Education Management study program, Faculty of Tarbiyah IAIN Bone. Qualitative research was not findings obtained from statistical procedures or other calculations, but it was obtained through the results of observations made by researchers so as to provide clearer details about the phenomenon, the ordinary is not easily revealed through quantitative methods (Ghony & Almanshur, 2014). This research was conducted by going to the field to meet informants as a source of information.

The subject of this research was not determined, but the process of rolling out this research data revolves around subjects that are within the scope of the Islamic Education Management Study Program, Faculty of Tarbiyah IAIN Bone. Data from this research was obtained from interviews with Rector of IAIN Bone, Vice Rector 2 of IAIN Bone, Division Head of Tarbiyah Faculty as well as serving as Acting Bureau Head of IAIN Bone, Bureau Head of IAIN Bone for the previous period, Dean of the Tarbiyah Faculty, Head of Islamic Education Management Study Program and Head of Islamic Education Management Study Program for the previous period which is expected to provide data and information related to the process of planning, organizing, actuating and controlling the management of educators and education staff in the Islamic Education Management Study Program, Faculty of Tarbiyah, Bone Regency.

The data in this reserach are description if the information and official documents, individual documents related to the efforts made by education institution in the Islamic Education Management Study Program, Faculty of Tarbiyah IAIN Bone related to the management of educator and education staff in the Islamic Education Management study program, Faculty of Tarbiyah IAIN Bone.

Research instruments as tools or materials used in research especially when collecting data. This research used three instruments, namely observation guidelines, interview guidelines and documentation. Data collection in this research was carried out through observation,

interview and documentation. Data collection was carried out by finding data from informants and other data sources, then the data that has been obtained through the results of observation, interviews and documentation are grouped into several categories, explained into several parts, synthesize, compile into predetermined parts, select important and related to research and the last is conclude.

Furthermore, the data analysis of this research consists of three stages. These activities include data reduction, data display and drawing conclusions. Data analysis on qualitative research can usually be carried out during research in the field or after conducting research. In this research, data analysis was carried out after collect the data.

RESULT AND DISCUSSION

Management comes from English, *management* which is the development of the word *to manage* which means to manage or arrange. It is also stipulated that the word manage comes from the Italian *maneggio* which is taken from the Latin *managiare* and comes from the word *manus* which means is hand (Murni, 2017). Management is the process of achieving organizational goals through the implementation of activities in the form of planning, organizing, directing, coordinating, monitoring, and evaluating.

According to the National Education System Law No. 20 of 2003 Article 1 paragraph (6) that educators are education staff who are qualified as teachers, lecturers, counselors, learning assistants, widyaswara, tutors, instructors, facilitators, and other designations that are in accordance with their specificity, as well as participating in organizing education. Educators have the main task of educating, teaching, guiding and evaluating students at the elementary, secondary, and higher education levels (Muniroh & Muhyadi, 2017). Educators who are within the scope of higher education are as a profession that has a role in planning and implementing the learning process, providing guidance and training, evaluating learning outcomes, and carrying out research and community service (Sumbung & Sihotang, 2022).

The education staff are members of the community who are given the responsibility to devote themselves and are appointed to support the process of providing education taking place (Suarga, 2019). Education staff play an indirect role in the educational process but have an important role for the implementation of educational activities. Education staff are tasked with carrying out administrative activities, management, development, supervision, and services in technical terms as a support for the educational process (Nasional, 2003).

Educator and education staff are an element that is very inherent in the educational process. Both have an important and interrelated role in order to realize educational goals in producing the best output from educational institutions. As human resources who have an important role in education, good management is needed for both. This gives birth to management activities for educators and education staff from their entry to stopping at the educational institution (Amon et al., 2021).

Management consists of several activities, namely planning, organizing, actuating, and controlling. The same is done in the management of educators and education staff. Activities that refer to the management function become basic in the management of educators and education staff in the Islamic Education Management Study Program, Faculty of Tarbiyah IAIN Bone.

Planning of Educator and Education Staff in The Islamic Education Management Study Program, Faculty of Tarbiyah IAIN Bone

To plan the needs of educator and education staff, a leader must identify or analyze in advance the form of work, duties, and positions that are very important needed so that there will be no mistakes in the recruitment process and positioning later (Murni, 2017).

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Table 1 Stages of Educator and Education Staff Planning

No.	Stages/ Steps	Activities
1.	Determining and formulating goals to be achieved	- Know the purpose of the institution - Conduct an analysis of the needs of educator and education staff - Job mapping
2.	Researching problems or work to doing	- Identification through monitoring and evaluation - Determination of leader decisions based on facts
3.	Collecting data and information	Request data and information from stakeholders
4.	Define stages or series of actions	- Carry out duties in accordance with Standard Operating Procedures (SOP) - Carry out duties according to the leader's policy
5.	Formulate how to solve the problem and complete the work	- Coordinating between institutions, faculties and study programs - Finding the best solution together - Provide feedback to the person concerned

Planning is something that needs to be done carefully and meticulously. Therefore, according to Ngalim Purwanto that there are steps in planning as follows (Tatang, 2017):

Determining and Formulating Goals to Be Achieved

In determining and formulating the goals to be achieved related to educator and education staff at IAIN Bone, especially the Islamic Education Management Study Program, first of all should know the goals of the institution namely the Tri Darma of Higher Education. So, the goal to be achieved is that educator and education staff must work in accordance with the Tri Darma of Higher Education. After that, analyze the needs of educator and education staff, what things are needed, both educators and education staff to support in carrying out their duties and responsibilities. Then it is necessary to map the position so that everyone knows can carry out their main duties and function in accordance with their position.

Researching Problems or Work to Doing

How to research problems in the work of educator and education staff at IAIN Bone, especially the Islamic Education Management Study Program, usually the problem that arises is the shortage of homebase study program lecturers so that the distribution of courses still requires LB lecturers to fulfill the number of teaching lecturers. Therefore, the study program should propose its needs to the faculty of Tarbiyah for the procurement of civil servant lecturers. Related to the problem of lack of homebase lecturers in the Islamic Education Management (MPI) Study Program delivered directly by Astuti as the MPI Study Program in the previous period said that:

> "The Head of Study Program and study program staff are involved in planning how many lecturers are needed. This can be known at the time of distribution of courses so that there can be identified a shortage of lecturers for certain courses. For the smooth learning process, it must be fulfilled by homebase study program lecturers and also to support accreditation. However, these shortcomings require the existence of LB lecturers. So that the study program proposes its needs to the faculty for the procurement of civil servant lecturers. Usually, the process is that if there is information from the faculty about the proposal of civil servant lecturers, the study program proposes based on the shortcomings in the study program."

Problems related to educators can also be identified through the results of lecturer monitoring and evaluation carried out at the end of each semester and there is from the campus information system in the form of EDOM (Lecturer Evaluation by Students) filled in by students. In the Islamic Education Management study program, students will monitor and evaluate educators every time the lecture process ends. The head and secretary of the study

program make it a reference for evaluation at the end of each semester to see the performance of the lecturers concerned, is it good or needs to be improved again. Educator and education staff actually already know their respective main duties and functions, they will work according to the SOP that has been made. In addition about education staff, there are still those who find it difficult to distinguish the duties of structural official, so it is necessary to map positions, coordinate and well synchronize. Leaders can also directly ask educator and education staff about their problems. Leader should not make decisions based on assumptions alone without seeing and knowing firsthand what is happening with the educator and education staff.

Collecting Data and Information

The collection of data and information about educator and education staff at IAIN Bone, especially the Islamic Education Management Study Program, begins with requesting data and information from stakeholders. Educator through coordination from Vice Rector 1 with Vice Dean 1 then Vice Dean 1 will coordinate with the study program to obtain information related to what is needed. As for the education staff through the heads of divisions of every faculty. In collecting data and information, it must be selective thus it includes various sides not just listening to one side so that it can cause new problems.

The collection of data and information about educator and education staff starts from taking data and information in the study program according to what they need. For example, in recruiting educators, what courses are needed so they will be recruited according to these needs, as well as education staff. So, the collection of data and information on educators and education staff is sourcing from the study program, dean, vice dean, and then it was concluded that what was needed and then it was proposed. Data and information related to educator and education staff can also be obtained in the staffing department and can be requested directly to the party concerned.

Define Stages or Series of Actions

Stages and series of actions that will be carried out by educator and education staff at IAIN Bone, especially the Islamic Education Management Study Program, based on applicable of SOP. Every act and behavior of educator and education staff, there is a SOP that is regulated not only from services or service procedures but also from the provision of sanctions. There is a code for educator, education staff and students made by LPM (Quality Assurance Institute). Determination of the stages or series of actions to be carried out by educator and education staff based on the policy of the leadership.

Formulate How to Solve The Problem and Complete The Works

How to formulate problem solving and work completion at IAIN Bone, especially the Islamic Education Management Study Program, through coordination between institutions, faculties and study programs to obtain information related to problems of educator and education staff. Then the problem will be discussed at the leadership level to jointly find the best solution. In SOP, if the person concerned makes the problem again, a reprimand will be made, verbally reprimanded and then written. If the problem cannot be resolved at the study program level, it will be reported to the faculty and then to the rectorate.

Organizing of Educator and Education Staff in The Islamic Education Management Study Program, Faculty of Tarbiyah IAIN Bone

According to Malayu S.P Hasibuan that organizing is an activity that organizes all labor by establishing the division of labor, labor relations, delegation of authority, integration, and coordination in the organization (Hasibuan, 2019). The characteristics that have been presented need to be applied in carrying out the organizing process. The implementation of organizing is carried out as below (Ridhotullah & Jauhar, 2015):

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Allocate Resources, Formulate and Assign Tasks, and Establish Required Procedures

Allocation, assigning tasks, and establishing the necessary procedures for educator and education staff at IAIN Bone, especially the Islamic Education Management Study Program, have been arranged in the ortaker and must be in accordance with their knowledge, based on education and expertise. This is in accordance with what was emphasized by Aminchi et al. that the assignment for educator and education staff must be in accordance with their educational background and skills (Aminchi, Amina, & Midala, 2014).

So, education staff have their ortaker as well as educator. Educator main task is as a teaching staff. To take part in the Tri Darma of Higher Education, in addition to teaching, it also carries out research and community service. For education staff, when referring to their ortaker, their duties and obligations are to serve in administrative activities in the study program, both administrative activities related to students and lectures.

Establish An Organization Structure That Indicates The Existence of A Line of Authority and Responsibility

The establishment of an organizational structure that indicates the line of authority and responsibility of educator and education staff is assigned in the statute and ortaker of IAIN Bone. The derivation of the statute and ortaker to the official text system that regulates more clearly the authority and responsibility of educator and education staff.

Bustan Ramli as Bureau Head of IAIN Bone in the previous period explained regarding the line of authority and responsibility of educators and education staff that:

"It is regulated in ortakers and statutes. There are also service manuscripts that come from the central government of youth spelled out or derived into statutes and ortakers. The duties, functions, and development of educator and education staff are based on Government Regulation no. 11 of 2017 about employee management. And every three years an assessment is held for employees. From the results, it can be known that the person can be mutated or needs to be improved or needs a refresher."
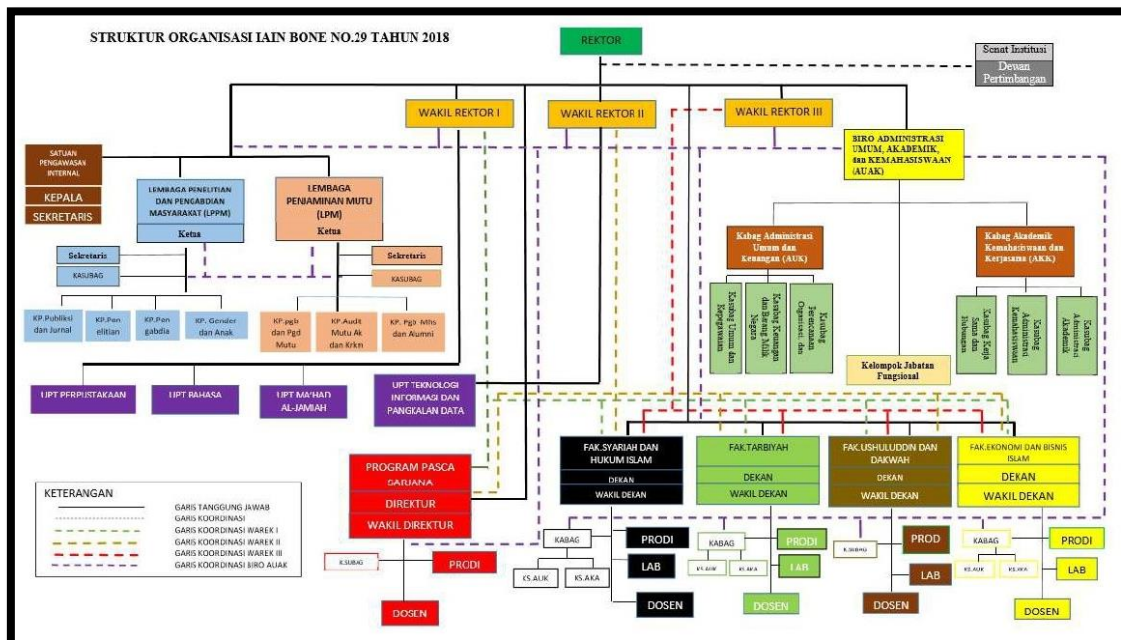

Figure 1 Organizational Structure of IAIN Bone

The organizational structure especially at IAIN Bone, starts from the rector, then there is Vice Rector 1 in charge of Education and Teaching, Vice Rector 2 in General Administration,

Finance, and Personnel, and Vice Rector 3 in Student Affairs and Cooperation. The line of authority extends from Vice Rector 1 to the dean in every faculty. The Dean is also accompanied by the Vice Dean 1 for Education and Teaching who is the backbone of coordination with the head and the secretary of study program. Specifically, the coordination of Vice Rector 1 directly to the Vice Dean 1 who is equally in charge of Education and Teaching. The dean is more equal in coordination with the rector. Important note that the person who serves as the head of the study program must be in accordance with the study program itself, must not use others. The management of educator and education staff is always referring to SOP. For example, Islamic Education Management study program must be the head of the study program is an alumnus of the Islamis Education Management study program also because it leads to technical. As for the dean leads to managerial.

Activities for Recruitment, Selection, Training, and Development of Human Resource/ Workforce

Recruitment, selection, training and development of educator and education staff at IAIN Bone, especially the Islamic Education Management Study Program, for recruitment first look at the formation of needs educator and education staff. The formation of these needs is a process of recruitment, namely the collection of prospective office holders in accordance with the plan of employees who will fill certain positions (Armstrong, 2001). Then it will be proposed to the central goverment for selection. So, recruitment and selection are based on needs, not institution based.

The training and development of educator and education staff through workshop, benchmarking, training, and others, both carried out by internal campus and external campus. The provision of training and professional development differs between educator and education staff because it is adjusted to the interests of their field of work (Byman et al., 2021). Educator needs workshops in order to develop teaching methods that can be needed. Education staff needs training for the development of improving human resource. The leaders also encourage educator and education staff to continue their education to the next level. Those who are still lectors are encouraged to become associate professors as well as those who have become associate professors are expected to try to advance as professors. The goal of the program is the quality of human resources on campus is increasing.

All these things are regulated in Government Regulation no. 11 of 2017. That recruitment activities begin with mapping the needs of educator and education staff. The study program reports to the Vice Dean 2 which is forwarded to the head of the division. Then it was the head of the division who acted on it. Vice dean can't go directly to the rectorate because there is a head of division. After going from the head of the division directly to the head of bureau, no longer to the rector because with the birth of KMA 550 in 2022 about the appointment, dismissal, mutation of employees it is the duty of the bureau head. All staffing matters are the business of the head of bureau not the rector. Enough of the rector to convey, for example, there are lecturers who want to study assignments, then disposition by the rector and then the head of bureau who processes them. So, the head of bureau who signed the proposal to the director or secretary general. What is signed by the rector is a lecturer with the rank of associate professor and above. The lector downwards are the authority of the head of bureau. And of course, in the implementation of selection must form a selection committee.

Training and development for educator and education staff by providing motivation to take part in trainings and competency development carried out by institutions, faculties, and institutions outside of IAIN Bone. For competency development, specifically for educators in the Islamic Education Management study program through research activities, community service and journal editorial training. For education staff, if there are activities from the institution, they will be included in training and development activities.

Activities for Placing Human Resources in The Most Appropriate Position

The placement of educators and education staff at IAIN Bone, especially the Islamic Education Management Study Program has been determined at the time of recruitment and selection, the placement formation will be listed in the decree. Functional positions and their placement have been established. This is what determines directly from the central goverment. The placement is in accordance with the needs of the campus. For example, the Tarbiyah Faculty requires English Lecturer, so recruitment is carried out and will be placed in that position. So, between the planning and the execution it must be in line.

The placement of education staff is regulated based on the results of the assessment. Assessment can measure the ability of civil servant staff starting from the head of division and the head of subdivision so that it can be evaluated whether they are still worthy of the position or not. With it they can be refreshed by moving them to a new place of work for example from the Tarbiyah Faculty to Sharia Faculty or otherwise.

Actuating of Educator and Education Staff in The Islamic Education Management Study Program, Faculty of Tarbiyah IAIN Bone

Implementation related to actuating which can be defined as the entire effort to encourage members of the organization to be willing and sincere to work as well as possible in order to achieve organization goals efficiently, effectively and economically (Daryanto, 2013). The actuating function is carried out with the following activities below:

Giving Direction and Mobilizing Human Resource

In giving direction and mobilizing human resources at IAIN Bone, especially the Islamic Education Management Study Program, it is carried out in humanist ways in accordance with the rector's vision and mission. Namely by encouraging lecturers or educators and education staff to be more educative, can become role models as stated in the rector's vision and mission, namely Selebritif. Selebritif is able to be an example for others and in the future, it is hoped that IAIN Bone will reflect other campuses.

Giving direction and mobilizing by the leadership is done by setting an example first through example, then giving direction, and equally mobilizing according to the main tasks and functions owned. In giving direction, the leadership has an important role to the implementation of what has been planned goes well.

Guiding and Controlling Human Resource

Guidance and control of educator and education staff at IAIN Bone, especially the Islamic Education Management Study Program, by carrying out training and BIMTEK (Technical Guidance) as well as through SKP (Employee Performance Targets) which are adjusted to the main duties and functions of the educator and education staff. That is also accompanied by good leadership management from the leader. Leaders use leadership management through the stages of planning, actuating, & evaluating.

Effective Communication

Table 2. Forms of Effective Communication

No.	Forms of Communication	Mechanism
1.	Direct communication	Smile, greeting, say hello when passing on the street
2.	Communication by leadership	- Positioning yourself as a leader rather than a ruler - Synergistic sharing and collaboration
3.	Family communication	Feel comfortable in the office like at home
4.	Communication through social media	Via WhatssApp group and call directly
5.	2-way communication	Feedback available

The communication that occurs between the leadership and all educators and education staff at IAIN Bone has been carried out quite effectively. This is supported by direct communication, for example when crossing paths on the street then greeting each other, smiles, and greetings is the simplest communication. This is in accordance with the statement of Syahabuddin as rector of IAIN Bone who said that:

"I think we've built up pretty good communication. We position ourselves as team leaders not as rulers. If the ruler wants to master everything, but the leader puts himself in a team to jointly bring his institution forward and develop. So, communication between leaders is not only during meetings but everywhere. Even when crossing paths and greetings each other, smiles and greetings are also the simplest communication. The communication that is built is family so that people who for example want to come to campus or office feel comfortable like at home."

Communication can also be done through the media, for example dialogue carried out in WhatsApp groups and via telephone directly. Leaders also become people who play an active role in establishing effective communication by sharing in synergy and collaboration.

Whatever will be done must be communicated because more and more communication is carried out between subordinates and superiors to minimize shortcomings or mistakes. Must be open to each other. If the leadership is closed, subordinates who have good ideas will be afraid to convey. Then it is necessary to do two-ways communication to be effective and not only receive but there must be feedback.

Giving Motivation

Giving motivation at IAIN Bone, especially the Islamic Education Management Study Program, can be doing by several forms, like giving rewards and punishments. Giving motivation takes many forms, it can be by giving thanks for what has been done, salary, award certificates and prizes. Giving punishment is also a form of motivation so as not to repeat the mistakes again.

There are two motivations, namely external and internal motivation. Internal motivation comes from the personal self who is aware of the responsibility to his work and that external motivation from those around him. The way to motivate it is by building togetherness, taking a humanist approach that if good is improved and if wrongly warned or advised.

Motivation is also related to how to build togetherness, give advice, and remind each other and of course can increase morale in accordance with their main tasks and functions. A leader who has an important role in giving motivation to all educators and education staff he leads.

Providing Facilities and Infrastructure

The provision of facilities and infrastructure for educators and education staff at IAIN Bone, especially the Islamic Education Management Study Program, is still inadequate. But in the process to meet the facilities and infrastructure in accordance with the applicable SOP. Facilities and infrastructure for educators are not adequate, it is still necessary to supply facilities and infrastructure that support to do their duties. While the facilities and infrastructure for education staff are adequate, they are still need such stationery, printer, LCD and etc.

Controlling of Educator and Education Staff in The Islamic Education Management Study Program, Faculty of Tarbiyah IAIN Bone

Controlling is the process of observing all activities of the organization in order to better that all work that is being carried out is in accordance with a predetermined plan. There are three stages of the basic process of controlling namely determining the standard results of work results, measuring work results and correcting deviations that may occur (Rosita, Wahyudi, & Sukmawati, 2017).

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Table 3 Implementation of Supervision for Educator and Education Staff

No	Forms of Supervision	Implementers	
1.	Monitoring and evaluation	-	Students
		-	Study program
		-	Leader
2.	Regular reports	-	Educator
		-	Education staff
3.	Problem solving	Collectively	

The steps in controlling activities are below (Tatang, 2017):

Research on Work Results in Suitable with The Work Plan

The results of the work carried out by educators and education staff can be seen from the responses given by connoisseurs of their services. This can be a reference for research on the work plan that has been designed whether it has been implemented properly or not. As the results of Parasuraman et al's research on academic administrative services are influenced by the ability of education staff in providing services to what is needed by students (Parasuraman, Zeithaml, & Berry, 1988). That is important regarding research on the work of educator and education staff, one of which is seen through student satisfaction.

Research on the work of educators and education staff has been carried out through monitoring and evaluation activities at the study program level have been carried out by students at the end of each semester. The leader also carries out controlling to educator and education staff, by checking whether they have carried out their main duties and functions properly.

Monev (monitoring and evaluation) in the study program is divided into two, monev for educator and monev for education staff. This monitoring and evaluation activity is usually carried out at the end of the semester, the end of the current semester year. Monitoring and evaluation contain questions addressed to students. The monev for educator will be adjusted to the duties of the educator, as well as the education staff. Educator is evaluated from the teaching process, then for education staff is the process of administrative services in the study program. The form of monev is monitoring and evaluation reports collected in the study program.

Reporting on Work Results and Data Collection of Various Problems

Reporting the work of educators and education staff is an obligation, so it must be done. Includes monthly Tukin (performance allowance) report. For educators, there is another additional report in the form of BKD (Lecturer Workload) which is made every semester. Then educators for those who get additional assignments have additional task reports reported monthly. Reporting work results and collecting data on various problems related to educators by evaluating learning outcomes in the middle and end of the semester. It can be identified who has never entered and is often late. It was obtained from the chairman of the class. They are usually called to the room to share about the lecture process. For the education staff is handled directly by the head of the division but the staff in the study program are still monitored by the head of the study program. The head of study program always carries out work discipline and work productivity for his staff.

Reporting is provided to the quality assurance of the study program. Then it is forwarded to faculty quality assurance, then continued to institution quality assurance. The form is monitoring and evaluation report. Both of the learning monev and the administrative service monev.

Evaluation of Work Results and Problem Solving

The form of evaluation the work results is assessed from existing reports and tangible output. And problem solving is doing by coordinating and solving them together. This was

explained directly during an interview with Hasbi Siddik as Vice Rector 2 of IAIN Bone who explained that:

> "The form of evaluation of work results is certainly judged by existing reports and tangible output. As for problem solving by coordinating and solving them together. For example, I plan to procure air conditioners for all rooms, but the funds are not enough. So, I coordinated with the leadership and talked about solving the problem that next year will be perfected because the funds are not enough for this year. So, we have to work first, later in the work there is a new problem of coordination, and it is solved together."

The form of evaluation carried out by the leadership isn't every year but almost all the time the leader evaluates both educator and education staff. For education staff, inputs are obtained from both students and their superiors and then the leadership conducts an evaluation. Likewise for educator, almost all the time leaders evaluate the results of their work. So, if there is a lack of education staff based on the results of the evaluation, mutations or rotations and refreshments will be carried out. EDOM (Evaluation of Lecturers by Students) is also included as an evaluation of work results that are limited only to educators, there are no rules for education staff. There is also an assessment for education staff who have a minimum rank of III C. Results are not published, only known by the rector who will be communicated to other leaders. Evaluation is also carried out by making a call letter to educators and education staff to face the monthly for the undisciplined. It is then evaluated and reprimanded personally so that they know their mistakes which will then not be repeated again.

CONCLUSION

After conducting research and analyzing the data of the research results, there are four conclusions that are in accordance with the research focus that can be taken in this research, that are (1) Planning of educator and education staff in the Islamic Education Management study program, Faculty of Tarbiyah IAIN Bone is carried out by analyzing needs, researching problems, collecting data and information through coordination of each leader, a series of actions carried out based on SOP, and finding solutions together to be used as the next reference, (2) Organizing of educator and education staff in the Islamic Education Management study program, Faculty of Tarbiyah IAIN Bone is regulated based on the applicable IAIN Bone statutes and ortakers and the recruitment and placement of educator and education staff is proposed from the institute and regulated by the central government, (3) Actuating of educator and education staff in the Islamic Education Management study program, Faculty of Tarbiyah IAIN Bone is supported by giving examples from leaders, guidance through training and BIMTEK, fairly effective communication, giving motivation in the form of rewards and punishments, giving facilities and infrastructure for education staff who are adequate and are still sought to be the best for educator, and (4) Controlling of educator and education staff in the Islamic Education Management study program, Faculty of Tarbiyah IAIN Bone is carried out by monitoring and evaluating every study program, directly from the leadership, and various routine reports as a form of real output. Then followed up with problem solving together.

In order to improve better results for research with the theme of educator and education staff management in the future, the author suggests to the next researcher to conduct research related to factors that affect the professionalism of educator and education staff in universities, and carry out quantitative type research to determine the influence, relationship or impact from management of educator and education staff.

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