

## MANAGEMENT OF EDUCATOR PROFESSIONALISM: REWARD AND PUNISHMENT

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### ABSTRACT

*Educators will appear high professionalism if there is a promised reward. This study aims to describe the implementation of Reward and Punishment carried out in educational institutions MI Muslimat NU Pucang Sidoarjo to determine the professionalism of educators. This study uses a qualitative description with data collection methods such as Observations, Interviews, and Documentation. The implementation of professional management of educators through reward and punishment has the following management principles: Planning, Organizing, Actuating, and Controlling. The existence of control from the Head of the Madrasah and Deputy Head of Public Relations is a finding in research to improve educator professionalism continuously. It can be one of the tools to increase educator professionalism.*

**KEY WORDS AND EXPRESSIONS:** Professionalism, Reward, Punishment

### INTRODUCTION

Human resources in educational institutions consist of educators, students, and academic staff [1][2]. The success of teaching and learning activities is determined by the human resources owned by an educational institution, especially the quality of its educators [3][4][5][6][7][8]. The success of students depends on the success of educators in improving the quality of education in the institutions they shelter [1][3][9][10]. To improve the quality of education, teacher performance is needed which includes discipline and work ethic [5][10][11][12]. The presence of educators in schools is significant for students. Hence, educator discipline is the most important factor in supporting teaching and learning activities in an educational institution. [11][13].

Educators are a group of people whose profession is managing teaching and learning activities. [13][14] The presence of educators promptly in class certainly influences these educators in managing teaching and learning activities and learning media properly and on time [14][15]. It is because educators participate in shaping students, which shapes students' knowledge, skills, and character [1]. To achieve the goals of these educational institutions, it is necessary to have a reward and punishment system. Reward and punishment are one of the steps to fulfill the needs of educators [5][10][11][17][18]. The application of rewards refers to educators being able to add to the quality or skills they have aimed at self-development, so that its development will have an impact on these educational institutions [10][19][20].

Rewards or awards must be distinct from the rules set by each educational institution. These rules must be obeyed and implemented by every educator [10][21][22][14]. Compliance and work discipline are important values in an educational institution. If educators and other staff obey and adhere to the conditions set, the educational institution will continue to run stably. However, if these rules are violated, those who commit these violations must be given fair and appropriate sanctions in their respective educational institutions. [6][10][23]. The reward and punishment indicators found in previous research are praise, awards, bonuses, and penalties for non-timeliness to salary deductions [21][24][25].

MI Muslimat NU Pucang is one of the Islamic educational institutions in Sidoarjo. The institution also implements rewards and punishments for educators. Researchers want to describe the level of

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discipline of educators and reveal the provision of rewards and punishments in these educational institutions. With the existence of rewards and punishments in educational institutions, it is hoped that every educator can improve the quality of his performance and consistent professionalism so that these institutions remain stable. If the educational institution is stable, its management will run as desired.

## METHOD

The method used in this study is qualitative with a phenomenological approach. By implementing four management functions Planning, Organizing, Actuating, and Controlling. This study aims to answer the problems raised previously regarding the provision of rewards and punishment for educators by describing the process of providing rewards and punishment at MI Muslimat NU Pucang Sidoarjo. This research was conducted using three data collection techniques: observation, interviews, and documentation. Researchers observed (o) the presence of educators directly at the location. Interviews were conducted with principals, vice principals, and educators (p). While the last stage is documentation (d), here the researcher tries to document the rewards and punishments given by the school to educators as a complement to the observation and interview process that has been done before [4][26].

## RESEARCH RESULTS AND ANALYSIS

The four management functions, according to George Robert Terry, are known as POAC, namely Planning, Organizing, Actuating, and Controlling, as the basis for researchers in photographing management carried out [28][29][29]. The results of the analysis of the management professionalism of educators at MI Muslimat NU Pucang are based on observations, interviews, and documentation that have been carried out.

The first management function is Planning. Here the researcher conducted interviews with the head of the Madrasah and the deputy head of the madrasah in the field of public relations in planning rewards and punishments that were applied to educators at the madrasah. Problems that arise at MI Muslimat NU Pucang, such as educators arriving late to class (p1) (o), leaving the madrasah without permission from the deputy head of the madrasah for public relations (p2) and not being present in the madrasah environment without explanation (p2).

Educators' delays are caused by side jobs teaching educators at other institutions (p3) (o) and not committing to the hours that have been entrusted to the educators concerned (p2). The impact of a large number of educators and teaching staff, namely 109 people, caused some educators to be undetected who were absent or left before the time to return from the madrasah environment (p1). So that with these problems, the implementation of reward and punishment at MI Muslimat NU Pucang was carried out starting in 2015.

The following is the point punishment that will be applied to educators and teaching staff in the 2022/2023 school year (d):

NO	INDICATOR	POINTS
1	Arrive late at the Madrasah (maximum at 6.45)	1
2	Not filling in the attendance list and finger print (coming and going home)	1
3	Not following KKG	1
4	Does not collect ECI and Tadarus	5
5	Do not submit individual/group assignments	20
6	Do not enter without explanation	3
7	Did not enter, permission via WA	2
8	Do not enter by attaching a permit from the madrasah and from the doctor	1
9	Not carrying out assignments without explanation while at madrasah	5
10	Not supervising students during morning habits, break hours, ablution and prayer	2
11	Leaving the madrasah before departure time without permission	2
12	Not participating in PHBI/PHBN madrasah activities and other madrasah events	1
13	Wear sandals when coming to/going home from the madrasah	1
14	Not active in English (except cleaning staff)	5

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15	Not uploading workbook functions on the SIM	2
16	Not wearing the uniform prescribed by the madrasa	1
17	Not maintaining the cleanliness of the madrasa	1
18	Not wearing shoes when coming to the madrasa on effective days	1
19	Not wearing modest clothes during the KKG	2
20	Late collecting learning tools	10

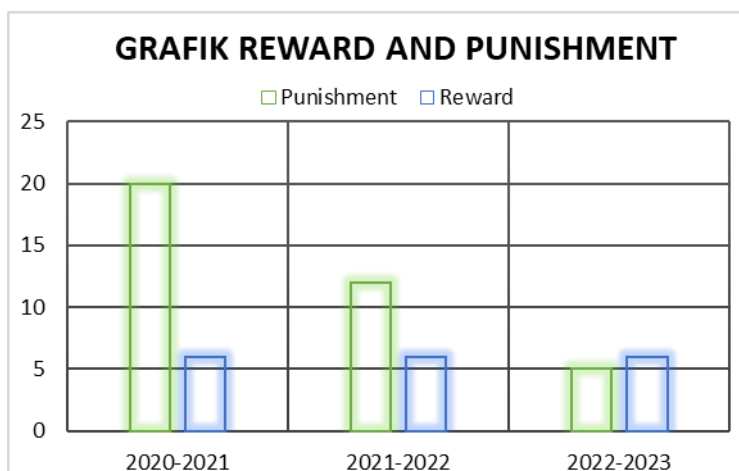
The second management function is Organizing. At this stage, the head of the madrasa appoints the deputy head of the madrasa in the field of public relations to make punishment points implemented in the Madrasah. In addition, the deputy head of public relations is also responsible for knowing and recording the presence of educators and teaching staff through the madrasa WhatsApp group. The deputy head of public relations also archived permission letters that had been signed by all madrasah leaders (p1).

The third management function is Actuating. At this stage, punishment points are given to educators and teaching staff if there is a violation of the human resources concerned (p2). Where in one period of the school year, educators and teaching staff can be given warning letters in stages according to the cumulative punishment points obtained. If the points have reached 45, educators and teaching staff are given a warning letter 1. If the points have reached 48, they will get a warning letter 2. Moreover, when they have reached 50 points, they will get a warning letter three up to dishonorable dismissal (p2)(d).

Rewards will be given to educators and teaching staff if the human resources concerned do not receive punishment points in one academic year. (p1)(p2) Rewards are given in the form of praise for the success of maintaining the integrity of educators and teaching staff within the madrasah environment, as well as rewards in the form of money with a nominal value of one million rupiahs per person. In addition, rewards can be given to educators if the weekly teacher work group assignments are completed on time. The reward given is three hundred thousand rupiahs. Promotions are also given to educators and teaching staff who do not have punishment points (p1).

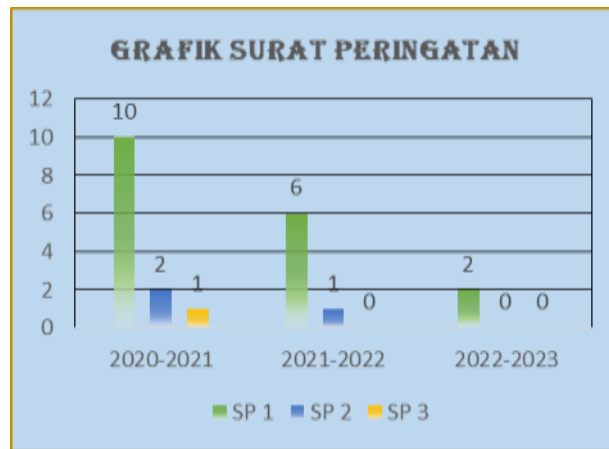
The last management function is Controlling. The head of the Madrasah, together with the deputy head of the madrasa in the field of public relations, supervises the points obtained for educators and teaching staff. If the points reach the category made by the deputy head of the madrasah for public relations, educators and teaching staff are given warning letters and coaching so that they are better than before. (p1)(p2) If educators and teaching staff do not get points in one school year period, then those concerned are entitled to receive rewards to increase their integrity towards MI Muslimat NU Pucang.

There have been significant changes in the application of rewards and punishments from the 2020-2021 to 2022-2023 school year. Evidenced by the graph below:



Graph 1: Reward and Punishment

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Graph 2 : Warning Letter

As for the data provided, there is a decrease in the number of punishments every year. From 2020 to 2021, there will be an 88% reduction in punishment, while from 2021 to 2022, there will be a 92% reduction. With hope, the lower the punishment graph, the higher the reward graph. There is treatment from the Head of the Madrasah and Deputy Head of the Madrasah in Public Relations for educators with a high amount of punishment. The provision of warning letters 1 to 3 is also implemented continuously. Giving the first warning letter every academic year is always applied with the treatment of giving motivation. The second warning letter is given with threatening treatment to educators. Furthermore, the third warning letter is a dishonorable dismissal if the first and second warning letters do not produce results (p1)(p2).

## CONCLUSION

The professional management of educators at MI Muslimat NU Pucang Sidoarjo has been carried out following the management principles of Planning, organizing, actuating, and controlling. Where the implementation is based on visible problems, namely the delay and absence of educators in class. To increase the professionalism of educators, madrasa heads apply a reward and punishment system. Based on the results of the graph, shows that there is a significant decrease every year and a low acquisition of SP 3 every year. In this study, several findings were found, namely the commitment of the Madrasah Principal and educators regarding the implementation and evaluation of the application of points. Second, consistency between the Head of the Madrasah and the Deputy Head of Public Relations regarding the schedule for assessing violations committed by educators. Third, continuity between the head of the Madrasah with the Deputy Head of Public Relations to reward and treat punishment given.

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